

Keystone Elementary Annual Plan (2025 - 2026)

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**[G 1] Reading/Language Arts Increase ELA meeting or exceeding expectations proficiency rates in grades 3-5 from 22.7 % in spring of 2023-2024 to 36% in spring 2025- 2026 on the TCAP ELA assessment for all students including those in the TSI identified**

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**

KES will increase ELA meeting or exceeding expectations proficiency rates in grades 3-5 from 22.7 % in spring of 2023-2024 to 36% in spring 2025- 2026 on the TCAP ELA assessment for all students, including those in the TSI identified subgroups of Black/African American/Native American.

Performance will be measured using the following tools:

TN Ready

District Formative Assessment

IReady Diagnostics Platform (Fall, Winter, Spring)

| Strategy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Action Step                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Person Responsible           | Estimated Completion Date | Funding Source | Notes |
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| <p><b>[S 1.1] Standard Aligned Core Instruction</b><br/>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 for all students including those in the TSI identified subgroups of Black/Hispanic/ Native American.</p> <p>Keystone Elementary will increase ELA meeting and/or exceeding proficiency rates in grades 3 to 5 from 22.7% in spring 2023-2024 to 36% in spring of 2024-2025 on the TCAP ELA assessment for all</p> | <p><b>[A 1.1.1] Improving student achievement and growth by supporting rich learning environments.</b><br/>Secure additional supplies, materials, equipment, and resources to support reading academic growth and achievement such as IXL and Generation Genius, Accelerated Reader and PowerSchool will be utilized to support ELA, mathematics, science/social studies particularly for all students including those in the TSI identified subgroups of Black and/or African American and BHN. Teachers will provide content rich and culturally relevant libraries for each classroom setting. KES will utilize</p> | KES Admin team, KES teachers | 05/29/2026                |                |       |

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| <p>students including those in the TSI identified subgroups of Black/Hispanic/Native Americans.</p> <p><b>Benchmark Indicator</b><br/> <b>**Benchmark Indicator**</b></p> <p><b>**Implementation:**</b></p> <p>IReady Diagnostic Assessments (Fall, Winter, and Spring)</p> <p>Semi-Annual Formal Observation Data (TEM)</p> <p>Quarterly Formative Common Assessments</p> <p><b>**Effectiveness:**</b></p> <p>Implementing IReady diagnostics results will show at least 40% of the students with 5% increase of students scoring on-track or mastery.</p> <p>Executing Quarterly review of TEM observation data to monitor educators' delivery of standard aligned lessons to the TN Standards with a TEM score of level 3 or higher, for 90% of teachers, in at least 5 or more of the TEM indicators with a 10% increase of level 3 or higher scores.</p> <p>Implementing Quarterly Formative Assessments will show 40% of students in grades 3 through 5 should perform at or above 70% with a 5% increase of students that are on-track or demonstrate mastery on District Formative Assessments (Fall, Winter and Spring), which align with core instructional standards for the specific quarter.</p> | <p>funds to resource appropriate grade level books for classrooms.</p>                                                |                                  |                   |  |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <p><b>[A 1.1.2] Implementation of Effective Literacy Shifts</b><br/> Keystone Elementary School will utilize MSCS</p> | <p>KES Admin,<br/> PLC Coach</p> | <p>05/29/2026</p> |  |  |

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|  | instructional practices and the informal walkthrough tool to monitor effective delivery of standards aligned instruction. Resources will be utilized to secure literacy resources such as Foundations and/or Magnetic Reading to support tier 2 and tier 3 instruction. Funds will also be utilized to support acquiring additional resources for small groups instruction such as books, puzzles, and manipulatives.                                                                                                                                                                                                                                                                                        |                                                   |            |  |  |
|  | <p><b>[A 1.1.3] Use of Common Formative Assessments to measure Student Progress</b></p> <p>Keystone Elementary will utilize the District Formative Assessment as an interim measure of K-5th grade students' progress in English Language Arts. KES will utilize common formative assessment platform such as PowerSchool as a bi-weekly measure of K-5th grade students' progress particularly for all students including those in the TSI identified subgroups of Black/African American and BHN. KES teachers will utilize best instructional practices to establish small groups and differentiate to meet the academic needs of students.</p>                                                           | KES Admin,<br>KES ELA<br>Teachers, ILT<br>Members | 05/29/2026 |  |  |
|  | <p><b>[A 1.1.4] Alignment of Classroom Observation and Feedback</b></p> <p>Keystone Elementary will 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 evidence-based strategies are used to address varying student needs.</p> <p>Keystone Elementary will also utilize Swivl cameras and software, an online tool that can be utilized to film classroom instruction and track instructional practices and provide action steps for teachers. The Administration will be able to provide feedback and mastery of action steps for individual teachers.</p> | KES Admin,<br>PLC Coach                           | 05/29/2026 |  |  |

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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | KES will also purchase Kickup software to monitor TEACH indicators from the TEM rubric to provide real time coaching and feedback to teachers.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                            |            |  |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>[A 1.1.5] Focus on Early Literacy</b><br>Strengthen early literacy proficiency by focusing on early foundational skills for all students particularly those in the TSI identified subgroups of Black/ African America/Native American. This will be accomplished by identifying the teachers that will support early literacy by working with students on foundational skills in grades K-2 and by providing on-going professional development for educators on early foundational skills.                                                                                                                                                            | KES Admin,<br>KES Teachers,<br>PLC Coach   | 05/29/2026 |  |  |
| <b>[S 1.2] Professional Development</b><br>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.<br><br><b>Benchmark Indicator</b><br><b>**Implementation:**</b><br><br>IReady Diagnostic Assessments (Fall, Winter, and Spring)<br><br>Bi-Weekly classroom informal observation data<br><br>Semi-Annual Formal Observation Data (TEM)<br><br>Quarterly Formative Common Assessments<br><br><br><br><br><br><br><br><br><br><b>**Effectiveness:**</b><br><br>Implementing IReady diagnostics results will show at least 40% of the students with 5% increase of | <b>[A 1.2.1] High Quality, Continuous Professional Development</b><br>Teachers and staff will participate in ongoing, research-based professional development through various activities including modeling effective instructional practices, behavior management strategies, assessment techniques, and directed teaching methods, acting as a coach to support teachers, and modeling effective intervention strategies.<br><br>Teachers and staff will attend pertinent conferences such as the Midsouth Literacy Conference, Science of Reading Training particularly for K-2 teachers, and the CAKE Conference particularly for the SPED teachers. | KES Admin,<br>KES Teachers,<br>ILT Members | 05/29/2026 |  |  |

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| <p>students scoring on-track or mastery.</p> <p>Executing Quarterly review of TEM observation data to monitor educators' delivery of standard aligned lessons to the TN Standards with a TEM score of level 3 or higher, for 90% of teachers, in at least 5 or more of the TEM indicators with a 10% increase of level 3 or higher scores.</p> <p>Implementing Quarterly Formative Assessments will show 40% of students in grades 3 through 5 should perform at or above 70% with a 5% increase of students that are on-track or demonstrate mastery on District Formative Assessments (Fall, Winter and Spring), which align with core instructional standards for the specific quarter.</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                       |            |  |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <p><b>[A 1.2.2] Use of Instructional Leadership Team (ILT)</b><br/>Utilize Instructional Leadership Team including ILT ELA leads, SPED Lead Teacher, ESL Lead Teacher, and PLC Coach to provide direct support to teachers to improve reading instructional practices in classrooms and across relevant content areas.</p>                                                                                                                                                                  | KES Admin,<br>KES ILT Team                                            | 05/29/2026 |  |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <p><b>[A 1.2.3] Parent Training - ELA</b><br/>Provide parent ELA training opportunities to empower parents to promote reading at home, as well as help parents learn teaching strategies that can help their children succeed in school. Develop periodic and offer periodic ELA training.</p>                                                                                                                                                                                              | KES Admin,<br>KES teachers                                            | 05/29/2026 |  |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <p><b>[A 1.2.4] Attending High Quality Professional Development for ELA</b><br/>Teachers and administrators will participate in local, state, and national conferences and trainings based on the academic and social needs of the students at Keystone Elementary to increase their professional knowledge to become more effective teachers and administrators. These trainings include the Midsouth Literacy Conference. Training will be re-delivered to teachers by the PLC Coach,</p> | KES Admin,<br>Interventionist,<br>KES ILT<br>Members, KES<br>teachers | 05/29/2026 |  |  |

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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Interventionist, and Principal. Teachers and administrators will learn a variety of strategies and techniques to use in the classroom to enhance the ELA curriculum and increase student achievement. Other trainings and conferences will include the Science of Reading and CAKE conference.                                                                                                                                                        |                        |            |  |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>[A 1.2.5] Instructional Support Staff Additions</b><br>KES Admin will acquire additional support staff such as a teacher's assistant or specialized education assistant from Title 1 funds to support K-5 students with enrichment and interventions. This targeted support will support all students particularly those in the TSI identified subgroups of Black/African American/Native Americans with tier 2 and tier 3 instructional supports. | KES Admin, PLC Coach   | 09/30/2025 |  |  |
| <b>[S 1.3] Targeted Intervention and Personalized Learning</b><br>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.<br><br><b>Benchmark Indicator</b><br><b>**Implementation:**</b><br><br>IReady Diagnostic Assessments (Fall, Winter, and Spring)<br><br>Bi-Weekly classroom informal observation data<br><br>Semi-Annual Formal Observation Data (TEM)<br><br>Quarterly Formative Common Assessments<br><br><br><br><br><br><br><br><br><br><b>**Effectiveness:**</b><br><br>Implementing IReady diagnostics results will show | <b>[A 1.3.1] Monitor and Ensure ESL Students Progress</b><br>Utilize ELPA 21 and ESL walkthrough tools to provide regular feedback to teachers to ensure ESL students are progressing particularly for all students including those in the TSI identified subgroups of Black/African American and BHN. There will be                                                                                                                                  | KES Admin, ESL teacher | 05/29/2026 |  |  |

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| <p>at least 40% of the students with 5% increase of students scoring on-track or mastery.</p> <p>Executing Quarterly review of TEM observation data to monitor educators' delivery of standard aligned lessons to the TN Standards with a TEM score of level 3 or higher, for 90% of teachers, in at least 5 or more of the TEM indicators with a 10% increase of level 3 or higher scores.</p> <p>Implementing Quarterly Formative Assessments will show 40% of students in grades 3 through 5 should perform at or above 70% with a 5% increase of students that are on-track or demonstrate mastery on District Formative Assessments (Fall, Winter and Spring), which align with core instructional standards for the specific quarter.</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                   |            |  |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <p><b>[A 1.3.2] Response to Intervention (RTI)</b><br/> Identification of Tier II and Tier III students by utilizing iReady data for all students including those in the TSI identified subgroups of Black/African American, and BHN. Students scoring below the 10th percentile will receive follow-up benchmark assessments to assist in determining the appropriateness of tiered intervention. Implementation monitoring is ongoing. FCCR notebooks will be compiled to assist teachers with small group preparation for intervention based on skills. Each teacher will receive this resource. Keystone Elementary will also partner with local universities and colleges to acquire assistance from college students to assist with small group intervention. There will also be a resources acquired to support the intervention block such as binders, folders, and dividers.</p> | KES Interventionist, KES Teachers | 05/29/2026 |  |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <p><b>[A 1.3.3] ELA Homework- Reading Fluency Focus</b><br/> Create and implement a homework policy plan for kindergarten through fifth grade with a focus on increasing reading literacy, high frequency words,</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | KES Admin, KES Teachers           | 05/29/2026 |  |  |

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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | and vocabulary retention. Keystone Elementary will also create parent homework key standards strategy posters to assist parents at home with their students.                                                                                                                                                                                                                                                                      |                                          |            |  |  |
| <p><b>[S 1.4] Writing and Literacy Enrichment</b><br/>All Reading/ ELA teachers will create academically challenging, effective learning environments that incorporate writing daily. Technology may be used during the literacy stations including the use of Smart Boards, document cameras, projectors, and literacy activities. This strategy will also focus on all students including those in the TSI identified subgroups of Black/African American, and BHN developing key skills to write proficiently.</p> <p><b>Benchmark Indicator</b><br/>**Benchmark Indicator**</p> <p>Students should perform at or above the 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter.</p> <p><b>**Implementation:**</b></p> <p>IReady Diagnostic Assessments (Fall, Winter, and Spring)</p> <p>Bi-Weekly classroom informal observation data</p> <p>Semi-Annual Formal Observation Data (TEM)</p> <p>Quarterly Formative Common Assessments</p> <p><b>**Effectiveness:**</b></p> | <p><b>[A 1.4.1] Implementation of Effective Literacy Shifts</b><br/>Keystone Elementary will utilize effective instructional practices and informal observation walkthrough tools to monitor the effective delivery of standards-aligned instruction. PLCs will be utilized so teachers may deliberately practice their exemplar writing and ensure TCAP Alignment to rubrics so learning may be duplicated in the classroom.</p> | KES Admin,<br>PLC Coach,<br>KES Teachers | 05/29/2026 |  |  |

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| <p>Implementing IReady diagnostics results will show at least 40% of the students with 5% increase for on-track or mastery.</p> <p>Executing Quarterly review of TEM observation data to monitor educators' delivery of standard aligned lessons to the TN Standards with a TEM score of level 3 or higher, for 90% of teachers, in at least 5 or more of the TEM indicators with a 10% increase of level 3 or higher scores.</p> <p>Implementing Quarterly Formative Assessments will show 40% of students in grades 3 through 5 should perform at or above 70% with a 5% increase of students that are on-track or demonstrate mastery on District Formative Assessments (Fall, Winter and Spring), which align with core instructional standards for the specific quarter.</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                     |            |  |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <p><b>[A 1.4.2] Improve Student Achievement and Growth</b></p> <p>Support rich learning environments for all students including those in the TSI identified subgroups of Black/African American, and BHN. Secure additional supplies, materials, equipment, and resources to support reading academic growth and writing.</p>                                                                                                                                                                                                                                                                                                        | KES Admin, PLC Coach, KES Teachers, Interventionist | 05/29/2026 |  |  |
| <p><b>[S 1.5] Early Literacy</b></p> <p>Strengthen Early Literacy proficiency for students in grades Kindergarten to second grade by focusing on early foundation skills such as listening, reading, writing and speaking.</p> <p><b>Benchmark Indicator</b></p> <p>Implementation:</p> <p>IReady Diagnostic Assessments (Fall, Winter, and Spring)</p> <p>Bi-Weekly classroom informal observation data</p>                                                                                                                                                                                                                                                                                                                                                                      | <p><b>[A 1.5.1] Professional Development</b></p> <p>Kindergarten to second grade teachers will receive and attend ongoing professional development to strengthen their ability to meet the academic needs of students. Teacher and administrators will learn a variety of strategies to utilize during daily instruction to enhance the curriculum and increase student achievement. These strategies include curriculum implementation, small groups, and RTI. Teachers and administrations will return after the professional development and provide ongoing, research-based professional development for teachers and staff.</p> | KES Admin, PLC Coach                                | 05/22/2026 |  |  |

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| <p>Semi-Annual Formal Observation Data (TEM)</p> <p>Effectiveness:</p> <p>Implementing quarterly IReady diagnostics results will show 40% of students on grade level with a 5% increase of students on grade level.</p> <p>Executing Quarterly review of TEM observation data to monitor educators' delivery of standard aligned lessons to the TN Standards with a TEM score of level 3 or higher, for 90% of teachers, in at least 5 or more of the TEM indicators with a 10% increase of level 3 or higher scores.</p>                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                  |                   |  |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <p><b>[A 1.5.2] Supplemental Resources</b><br/> KES teachers and students and teachers will be provided with additional resources such as classroom materials for literacy centers, including books for classroom libraries, hands-on manipulatives for centers, educational technology (computers, interactive boards, headphones, etc.) and classroom/student supplies (pencils, paper, tablets, folders, agenda books, glue, tape, etc.) to enhance classroom instruction and improve student achievement.</p> | <p>KES Admin,<br/> PLC Coach</p> | <p>05/22/2026</p> |  |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <p><b>[A 1.5.3] Collaborative Planning</b><br/> KES teachers and administrative team will meet weekly with their grade band and/or content area team to analyze standards for the week. Teachers will engage in deliberate practice during the collaborative planning session and receive feedback. Needed instructional shifts will be implemented to improve daily instruction to meet the academic needs of students.</p>                                                                                      | <p>KES Admin,<br/> PLC Coach</p> | <p>05/22/2026</p> |  |  |
| <p><b>[G 2] Mathematics 3-5 - Improve meeting and/or exceeding expectation percentages in grades 3-5 from 21.4% in spring 2024 to 39.0% in spring 2026 on the TCAP Math assessment for all students including those in the TSI identified subgroups.</b></p> <p>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.</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                  |                   |  |  |

Students struggling to gain procedural and conceptual understanding to meet academic proficiency will receive targeted intervention throughout the school year.

**Performance Measure**

Keystone Elementary will improve meeting and/or exceeding expectation percentages in grades 3-5 from 29.4% in spring 2023-2024 to 39.0% in spring 2025-2026 on the TCAP Math assessment for all students including those in the TSI-identified subgroups of Black/African American and BHN. Students in grades K to second will have a percentage rate of 40% of students meeting and/or exceeding expectations on the common formative assessment.

Performance will be measured using the following tools:

TCAP Assessment

District Formative Assessment

iReady Diagnostics Platform (Fall, Winter and Spring)

| Strategy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Action Step                                                                                                                                                                                                                                                                                                                                                                             | Person Responsible                         | Estimated Completion Date | Funding Source | Notes |
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| <p><b>[S 2.1] Standard Aligned Core Instruction</b><br/>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 for all students including those in the TSI identified subgroups of Black/African American, and BHN in important content, build on prior knowledge (pre-requisite skills), and promote mastery of TN Standards to ensure students are career and college ready.</p> <p>Keystone Elementary will utilize the District Formative Assessment as an interim measure of K-5th grade students' progress in Mathematics. Use common formative assessment platform such as PowerSchool as a bi-weekly measure of K-5th grade students' progress.</p> <p><b>Benchmark Indicator</b><br/>**Implementation:**</p> <p>IReady Diagnostic Assessments (Fall, Winter, and Spring)</p> | <p><b>[A 2.1.1] Improving student achievement and growth by supporting rich learning environments.</b><br/>KES will secure supplies, materials, equipment, and resources to support math academic growth and achievement. Resources include Accelerated Reader for ELA enrichment and IXL for enrichment for all subjects' areas, books for classroom libraries, and manipulatives.</p> | KES Admin,<br>KES Teachers,<br>ILT Members | 05/29/2026                |                |       |

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| <p>Semi-Annual Formal Observation Data (TEM)</p> <p>Quarterly Formative Common Assessments</p> <p><b>**Effectiveness:**</b></p> <p>Implementing quarterly IReady diagnostics results will show 20% of students on grade level with a 5% increase of students on grade level.</p> <p>Executing Quarterly review of TEM observation data to monitor educators' delivery of standard aligned lessons to the TN Standards with a TEM score of level 3 or higher, for 90% of teachers, in at least 5 or more of the TEM indicators with a 10% increase of level 3 or higher scores.</p> <p>Implementing Quarterly Formative Assessments will show 20% of students in grades 3 through 5 should perform at or above 70% with a 5% increase of students scoring on track or mastery.</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                     |                   |  |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <p><b>[A 2.1.2] Math and Science Enrichment</b><br/> Students will be provided with additional resources for hands-on Math and Science instruction. In addition, science subscriptions may be utilized to enhance the curriculum such as the Generation Genius software. Classroom resources for science experiments, including books for math and science libraries, will be purchased to enhance the curriculum. Hands-on manipulatives for math and science centers will be purchased to enhance the curriculum. We will also host a SET night focused on engaging parents with the science focus. Technology, such as computers, Promethean boards, etc., will be purchased to assist with targeted instruction.</p> <p>KES will create and implement a homework policy</p> | <p>KES Admin,<br/> PLC Coach,<br/> KES Teachers</p> | <p>05/29/2026</p> |  |  |

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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <p>plan for kindergarten through fifth grade with a focus on increasing reading literacy, learning high frequency words, and vocabulary retention. Keystone Elementary will also create parent homework key standards strategy posters to assist parents at home with their students. We will communicate via ClassDojo best practices that parents can utilize to support their learners at home.</p> |                         |            |  |  |
| <p><b>[S 2.2] Professional Development</b><br/>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.</p> <p><b>Benchmark Indicator</b><br/>**Implementation:**</p> <p>IReady Diagnostic Assessments (Fall, Winter, and Spring)</p> <p>Semi-Annual Formal Observation Data (TEM)</p> <p>Quarterly Formative Common Assessments</p> <p><b>**Effectiveness:**</b></p> <p>Implementing quarterly IReady diagnostics results will show 20% of students on grade level with a 5% increase of students on grade level.</p> <p>Executing Quarterly review of TEM observation data to monitor educators' delivery of standard aligned lessons to the TN Standards with a TEM score of level 3 or higher, for 90% of teachers, in at least 5 or more of the TEM indicators with a 10% increase of level 3 or higher scores.</p> | <p><b>[A 2.2.1] High Quality, Continuous Professional Development</b><br/>Teachers and staff will participate in ongoing, research-based professional development through various activities including modeling effective instructional practices, behavior, management strategies, assessment techniques, and direct teaching methods.</p>                                                            | KES Admin,<br>PLC Coach | 05/29/2026 |  |  |

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| Implementing Quarterly Formative Assessments will show 20% of students in grades 3 through 5 should perform at or above 70% with a 5% increase of students scoring on track or mastery.                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                |            |  |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>[A 2.2.2] New Teacher Mentor</b><br>KES will support Math academic success through the development and implementation of a targeted support mentor program for new and novice teachers. On-going monthly new teacher training will focus on proven instructional strategies, behavior management, effective routines and procedures, teacher reflection, and observation of effective teachers.                                                                                      | KES Admin,<br>KES Teachers,<br>ILT Team        | 05/29/2026 |  |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>[A 2.2.3] PLC Teams utilizing Data</b><br>PLC Teams will utilize weekly data to guide reteaching, differentiated instruction and interventions for mathematics 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 mad best instructional practices for students. Copiers will be used to make copies of data and benchmark materials. | KES Admin,<br>KES teachers,<br>PLC Coach       | 05/29/2026 |  |  |
| <b>[S 2.3] Targeted Interventions and Personalized Learning</b><br>Provide academic interventions, personalized learning activities, an individualized learning pace, and various instructional approaches designed to meet the needs of specific learners particularly for all students including those in the TSI identified subgroups of Black/African American and BHN to improve student achievement.<br><br>** **<br><br>** **<br><br><b>Benchmark Indicator</b><br>**Implementation:** | <b>[A 2.3.1] Progress Monitoring</b><br>Create and implement a systematic approach to monitoring the implementation of the math intervention and using the data to drive instruction for all students including those in the TSI identified subgroups of Black/African American and BHN.                                                                                                                                                                                                | KES Admin,<br>Interventionist,<br>KES Teachers | 05/29/2026 |  |  |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                          |                                                |            |  |  |
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| <p>IReady Diagnostic Assessments (Fall, Winter, and Spring)</p> <p>Semi-Annual Formal Observation Data (TEM)</p> <p>Quarterly Formative Common Assessments</p> <p><b>**Effectiveness:**</b></p> <p>Implementing quarterly IReady diagnostics results will show 20% of students on grade level with a 5% increase of students on grade level.</p> <p>Executing Quarterly review of TEM observation data to monitor educators' delivery of standard aligned lessons to the TN Standards with a TEM score of level 3 or higher, for 90% of teachers, in at least 5 or more of the TEM indicators with a 10% increase of level 3 or higher scores.</p> <p>Implementing Quarterly Formative Assessments will show 20% of students in grades 3 through 5 should perform at or above 70% with a 5% increase of students scoring on track or mastery.</p> |                                                                                                                                                                                                                                                                                                                                                                                                          |                                                |            |  |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <p><b>[A 2.3.2] Personalized Math Support</b><br/>Provide targeted enrichment opportunities for students particularly for all students including those in the TSI identified subgroups of Black/African American and BHN and targeted support for Tier II and Tier III students using district provided online intervention tools with fidelity and differentiated instruction and enriched classes.</p> | KES Admin,<br>KES Teachers,<br>Interventionist | 05/29/2026 |  |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <p><b>[A 2.3.3] Response to Intervention</b><br/>Identification of Tier II and Tier III students including those in the TSI identified subgroups of Black/African American and BHN by utilizing a formative assessment tool to identify the bottom</p>                                                                                                                                                   | KES Admin,<br>Interventionist,<br>KES Teachers | 05/29/2026 |  |  |

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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 25% of students in need of intervention. Implementation monitoring is ongoing, and student progress is bench marked every three weeks. Interventions provided for students are adjusted according to student mastery.                                                                                                                                                                                                                                                                                                                                    |                                                                |                                  |                       |              |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>[A 2.3.4] Differentiated Instruction</b><br>Teachers in all grades will utilize resources to differentiate instruction to meet the needs of all students particularly for all students including those in the TSI identified subgroups of Black/African American and BHN.                                                                                                                                                                                                                                                                             | KES Admin,<br>KES Teachers,<br>ILT Members,<br>Interventionist | 05/29/2026                       |                       |              |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>[A 2.3.5] Attending High Quality Professional Development for Mathematics and Science</b><br>Teachers and administrators will participate in local, state, and national conferences and trainings based on the academic and social needs of the students at Keystone Elementary. 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 ad increase student achievement. | KES Admin,<br>KES Teachers,<br>ILT Members,<br>PLC Coach       | 05/29/2026                       |                       |              |
| <b>[G 3] Chronic Absenteeism and Behavior - Decrease the projected chronic absenteeism rate from 38.5% in the 2024-2025 school year to 34% in the 2025-2026 school year particularly for all students including those in the TSI identified subgroups</b><br>Keystone Elementary will decrease the projected chronic absenteeism rate from 38.5% in the 2024-2025 school year to 34% in the 2025-2026 school year particularly for all students including those in the TSI identified subgroups of Black/African American and BHN.<br><br><b>Performance Measure</b><br>Interventions and supports will be measured using the following:<br><br>* PowerSchool Data<br>* PowerBI Data<br>* Share Point |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                |                                  |                       |              |
| <b>Strategy</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>Action Step</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>Person Responsible</b>                                      | <b>Estimated Completion Date</b> | <b>Funding Source</b> | <b>Notes</b> |
| <b>[S 3.1] Attendance and Behavior Interventions and Supports</b><br>Implement targeted interventions and support                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>[A 3.1.1] Positive Behavior Intervention Support</b><br>Implement RTI2 behavior prevention, intervention and incentive plans with fidelity that provide                                                                                                                                                                                                                                                                                                                                                                                               | KES Admin,<br>Professional School                              | 05/29/2026                       |                       |              |

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| <p>programs and initiatives that address identified behavior needs and provide appropriate student supports.</p> <p><b>Benchmark Indicator</b><br/> <b>**Implementation:**</b></p> <p>20-day Attendance report</p> <p>Quarterly parent meeting sign-in sheets</p> <p><b>**Effectiveness:**</b></p> <p>20-day attendance reports will show a minimum of 90% average daily attendance with an increase of 5% by the end of the first quarter.</p> <p>Executing quarterly Parent meetings will show an increase of parent attendance for each meeting by at least 10% each quarter.</p> | <p>supports to all students particularly for all students including those in the TSI identified subgroups of Black/African American and BHN. These plans include utilizing the Behavior Specialist to conduct small group sessions and check-ins with students. Resources will be utilized to acquire incentives such as snacks for positive behavior incentives and trinkets such as pencils, stickers, rubber bracelets for positive incentives. Keystone Elementary will implement an incentive store quarterly so that students that exhibit behaviors aligned to the KES behavior goals can earn incentives for positive behavior quarterly.</p> | <p>Counselor,<br/>Behavior Specialist,<br/>KES Teachers</p>                                   |                   |  |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <p><b>[A 3.1.2] Incentive Program</b><br/> Implement an incentive program to encourage students to attend school regularly and receive positive behavior marks on Class Dojo. These incentives include popcorn party, pencils, awards, school paraphernalia, certificates, ice cream social, pizza, candy and etc. . Students will receive incentives based on school attendance. Supplies for these school-based incentives will be purchased with Title 1 funds.</p>                                                                                                                                                                                | <p>KES Admin,<br/>Behavior Specialist,<br/>Professional School Counselor</p>                  | <p>05/29/2026</p> |  |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <p><b>[A 3.1.3] Attendance Communication</b><br/> Utilize the school newsletter to communicate upcoming events and homework expectations. The newsletter will remind and encourage families about the importance of school attendance and its relationship to academic success for our students.</p>                                                                                                                                                                                                                                                                                                                                                  | <p>KES Admin,<br/>KES Teacher,<br/>Behavior Specialist,<br/>Professional School Counselor</p> | <p>05/29/2026</p> |  |  |

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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>[A 3.1.4] Intervention Program -Bi- Weekly and Quarterly Attendance and Behavior Incentives</b><br>Survey students and implement a weekly and quarterly attendance plan to encourage and reward perfect attendance and positive behavior.                                                                                                   | KES Admin,<br>Behavior Specialist,<br>Professional School Counselor,<br>KES Teachers | 05/29/2026 |  |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>[A 3.1.5] Pre K to Kindergarten and 5th Grade to Middle School Transition Plan</b><br>Teachers and school counselor will develop and implement Pre K to Kindergarten and a 5th grade to Middle school transition plan focused on informing parents and students of the routines and expectations for the upcoming year.                     | KES Admin,<br>Behavior Specialist,<br>Professional School Counselor,<br>KES Teachers | 05/29/2026 |  |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>[A 3.1.6] Parent Trainings and Workshops</b><br>The administration, counselor, and teachers will plan and conduct quarterly parent workshops based on the needs assessment. A brief survey will be conducted at the end of each session to determine the effectiveness of the workshop and obtain input about other training to be offered. | KES Admin,<br>Behavior Specialist,<br>Professional School Counselor,<br>KES Teachers | 05/29/2026 |  |  |
| <b>[S 3.2] Professional Development</b><br>Provide ongoing, high quality professional development at the District-level and school site for school leaders, teachers, and other instructional staff to focus on changing instructional practices that result in improved student attendance and behavior positively impacting student achievement.<br><br><b>Benchmark Indicator</b><br><b>**Implementation:**</b><br><br>20-day Attendance report<br><br>Quarterly parent meeting sign-in sheets<br><br><br><br><br><br><br><br><br><br><b>**Effectiveness:**</b> | <b>[A 3.2.1] Family Needs Assessment</b><br>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 each semester to determine current needs.                     | KES Admin,<br>Professional School Counselor,<br>Behavior Specialist, PLC Coach       | 05/29/2026 |  |  |

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| <p>20-day attendance reports will show a minimum of 90% average daily attendance with an increase of 5% by the end of the first quarter.</p> <p>Executing quarterly Parent meetings will show an increase of parent attendance for each meeting by at least 10% each quarter.</p>                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                     |                                                                                 |                   |  |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <p><b>[A 3.2.2] Family and Community Engagement Committee</b><br/>Create a family and community engagement committee, comprised of KES teachers, school counselor, PIE representatives, and KES administration to improve outreach efforts by assessing needs and planning specific activities to support the community. The committee will meet each semester.</p> | <p>KES Admin, Professional School Counselor, Behavior Specialist, PLC Coach</p> | <p>05/29/2026</p> |  |  |
| <p><b>[S 3.3] Parent, Family, and Community Engagement</b><br/>Promote effective parent, family, and community engagement activities and resources that support safe schools which will improve student attendance and behavior.</p> <p><b>Benchmark Indicator</b><br/>**Implementation:**</p> <p>20-day Attendance report</p> <p>Quarterly parent meeting sign-in sheets</p> <p><b>**Effectiveness:**</b></p> <p>20-day attendance reports will show a minimum of 90% average daily attendance with an increase of 5% by the end of the first quarter.</p> <p>Executing quarterly Parent meetings will show an</p> | <p><b>[A 3.3.1] Family and Community Engagement Committee</b><br/>Create a family and community engagement committee, comprised of KES teachers, school counselor, and KES administration to improve outreach efforts by assessing needs and planning specific activities to support the community.</p>                                                             | <p>KES Admin, Professional School Counselor, Behavior Specialist, PLC Coach</p> | <p>12/19/2025</p> |  |  |

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| increase of parent attendance for each meeting by at least 10% each quarter. |                                                                                                                                                                                                                                                                                                                                            |                                                                              |            |  |  |
|                                                                              | <b>[A 3.3.2] Parent Trainings and Workshops</b><br>The counselor and 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 that could be offered. | KES Admin,<br>Professional<br>School<br>Counselor,<br>Behavior<br>Specialist | 05/29/2026 |  |  |