

Shelby Oaks Elementary Annual Plan (2025 - 2026)

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[G 1] Reading/Language Arts

By Spring 2026, through the implementation of a standards align core curriculum in each ELA classroom, students will receive a high quality and equable education. Teachers and school leaders, through a comprehensive professional development program will build their pedagogy in reading, writing, and Language Arts TN standards to align with instructional shifts. Students struggling to meet academic proficiency will receive targeted intervention and supports throughout the school year based on their identified area(s) of need. Early Literacy will continue to build a comprehensive level of foundational skills by using the science of reading.

Performance Measure

Shelby Oaks Elementary School will increase ELA On-Track and Mastery proficiency rates for grades 3-5 from 23.9% in SY24 to 28.5% in SY26.

Performance will be measured using the following tools:

TNReady Assessment

District Formative Assessments

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 1.1] Standard Aligned Core Instruction Provide daily access to a rigorous reading/language arts curriculum that will develop students' deep understanding of the content, strengthen comprehension, and promote mastery of TN Standards to ensure students are career and college ready. Benchmark Indicator **Implementation ** -Quarterly School-wide Formative Assessments -Weekly Informal Observation Tool and Rubric -Weekly Lesson Plans (including district and school level edited Lesson Power Points) **Effectiveness**	[A 1.1.1] Implementation of Standards Interpretation Guides and Resources Lesson Plans, District-level and School-level edited PowerPoints, Standards Interpretation Guides, Standards Alignment document, and Common Core Companion Guides will be utilized to align performance-based objectives to the state standards. School-wide whiteboard protocol to address PBOs, standards, and vocabulary. ANet has been purchased to provide teachers with standards-aligned assessments to inform the level of understanding and student mastery of state standards. Performance Matters has been purchased by the District and will be utilized to track student mastery of state standards. Teacher-made and Admin-made common formative assessments will be given weekly and data meetings in grades 2-5 will be utilized to analyze students' progress toward goals. The results will drive re-teaching focus and strategies. During	Shanika Jarrett, 3-5 ELA Lead & Assistant Principal/Miche lle Hope, 2-5 ELA Lead & Principal	04/10/2026		

***Quarterly School-wide Formative Assessments will reflect a 5% increase in the number of students scoring 80% or better after each assessment. -Weekly informal observation data will indicate that at least 95% of teachers observed will demonstrate effective implementation of the instructional practices identified by the rubric, resulting in effectiveness scores of 3 or better. -Weekly lessons plan checks will show that 100% of teachers are on track with following the curriculum and overall teacher LOE will reflect level 3 or higher.	PLCs following the data meetings, teachers will engage in deliberate practice to improve instructional delivery. PLCs will be modeled after the Data-Informed Instruction format of Relay. Review of lessons plans and rigor of assessments with feedback provided. Weekly grade level collaborative planning sessions are utilized to plan rigorous lessons and conduct deliberate practice strategies.				
	[A 1.1.2] Create Engaging Learning Opportunities K-5 teachers will plan and deliver engaging learning experiences that strategically create daily academically challenging, effective learning environments through the use of technology in learning stations, Interactive SmartBoards, Promethean Boards and document cameras. Teacher behaviors and student behaviors will align with the instructional practices and use of the gradual release of responsibility. In PLCs, teachers will interpret the standards using the Know, Show, How strategy, Instructional Focus Documents, Curriculum maps, Standards Alignment document, and Standards Interpretation Guides to identify and address misconceptions. Specialized Educational Assistants (SEAs) assigned to kindergarten through fifth grade will participate in PLCs and engage students in small group instruction. Technology will be incorporated into station rotations. Students will be engaged in annotating all texts to identify and promote vocabulary through the word parts, and comprehension context clues. Fifth grade students scoring above the 60th percentile on iReady will participate in Project-Based Learning opportunities to extend their learning during the Academic Hour (intervention block).	Shanika Jarrett, 3-5 ELA Lead & Assistant Principal/Michele Hope, 2-5 ELA Lead & Principal	04/10/2026		

	[A 1.1.3] Utilization of Assessment Tools ILT and classroom teachers will utilize ANet, Performance Matters and iReady to create, implement, and monitor tri-weekly common formative assessments. Tri-weekly data meetings will analyze assessments to determine learning gaps and create re-teaching plans. Assessments will be aligned to the standards and assess students on the standards taught during that period. Student trackers will be utilized to monitor individual student progress. Re-teaching strategies will be developed to close gaps that are identified during data meetings. Quarterly, teachers will engage in a deep dive analysis of ANet, Performance Matters and iReady assessments to determine progress and need for curriculum adjustments. Teachers will maintain classroom data boards and student data folders, and the PLC Coach and Assistant Principal will maintain school-wide data boards.	Shanika Jarrett, 3-5 ELA Lead & Assistant Principal/Miche lle Hope, 2-5 ELA Lead & Principal	05/15/2026		
	[A 1.1.4] Supplemental Instructional Resources Shelby Oaks Elementary will provide supplemental supplies, materials, and instructional equipment to support and improve reading academic growth and achievement. IXL Science is available to provide additional informational science texts and differentiated leveled texts. Language manipulatives (letter tiles; Prefix, Suffix, Root word cards; word building cards; etc.) have been purchased to provide hands on experiences during learning stations. IXL Reading has been purchased to support teaching and learning in the classroom. IReady Reading materials have been purchased to support Tier I instruction in ensuring teachers have the materials to help them instruct around the depth of the standard. Magnetic Reading has been purchased to support foundational skills literacy instruction. Wordly Wise and Accelerated reader has been purchased to ensure that students have fluency and vocabulary practice to assist them with mastering grade level standards. Performance	Teyuna Boddie, PLC Coach	05/22/2026		

	Coach has been purchased to assist with small group instruction. All students have access to a digital device or laptops to integrate technology during station rotations. Grades 3-5 have access to resources that include 30-30-30 chart, academic words with definitions, and four types of context clues chart.				
	[A 1.1.5] Targeted Teacher Support We will need additional support in Leadership to help develop teachers and build literacy skills. The Assistant Principal will serve as the English Language Arts Grades 2-5 lead and an Interventionist will support writing instruction and intervention in the classroom. They will serve as the RTI2 lead, support teachers in planning for ELA instruction, and provide Professional Development around building literacy skills. In addition, Shelby Oaks has 11 teachers in the range of 0-5 years that will need individual coaching and support around standards-aligned instruction.	Shanika Jarrett, 3-5 ELA Lead & Assistant Principal	05/22/2026		
[S 1.2] Professional Development Provide professional development for teachers, administrators, and instructional leaders on how to articulate the instructional practice shifts that will improve teachers' pedagogy of the content, master of standard look fors, students' skill set, and students' proficient reading level of grade supported texts. Benchmark Indicator ** ****Implementation** * Weekly collaborative planning agenda and minutes * Monthly professional development agenda and minutes * Bi-weekly Instructional Leadership Team (ILT) agenda and minutes	[A 1.2.1] Meaningful Professional Development Opportunities School Leadership Team will provide ongoing, research-based professional development for teachers and staff through various activities such as modeling effective literacy instructional practices. School principal will act as a coach and support teachers by modeling effective intervention strategies. The District's Instructional Coach will provide zone professional development on trend areas determined by school and district walk-through. The ILT and administration team will provide feedback to teachers after informal observations following the Continuous Improvement process and use deliberate practice to practice re-teaching strategies. Strategies to improve literacy language of Special Education students and ELLs using the performance-based objectives. September – April monitoring and feedback of the District's Instructional Practices training will be provided to enrich the instruction of	Shanika Jarrett, Assistant Principal & 3-5 ELA Lead/ Teyuna Boddie, PLC Coach	04/11/2025		

Effectiveness * Bi-weekly admin meetings will monitor classroom observations that will reflect a 10% increase of teachers demonstrating effective implementation of instructional practices. * Quarterly School-wide Formative Assessments will reflect a 5% increase in the number of students scoring 80% or better after each assessment.	general education, special education, and ELLs. Additional support will be provided to 3rd grade teachers, new teachers, and struggling teachers identified through informal and formal observations through coaching by the PLC Coaches and District Instructional Coaches using an instructional support plan. District staff provide monthly training to Specialized Educational Assistants on literacy strategies. Numerous staff and administrators are participating in Reading 360 and Tennessee Literacy Success Act Early Reading Training by the state leadership.				
	[A 1.2.2] Mentor for New Teachers Teachers who are new to Shelby Oaks are paired with mentor teachers to help support their professional growth in Reading instruction. New teachers are also assigned to PLC Coaches focus teachers case load. New teachers along with PLC Coaches will observe exemplary teachers followed by a reflection and feedback session. New teachers will participate in real-time deliberate practice of literacy strategies.	Michelle Hope, Principal	04/24/2026		
	[A 1.2.3] Parent Training Monthly, parent training will be offered to parents in all grades in-person to help their child succeed in school. Parents will learn and practice grade specific instructional strategies to use at home to help their child improve in reading and reinforce the skills taught during instruction. Parents will have the opportunity to make and be provided with hands on learning tools (flash cards, letter tiles, sight word list) to support students at home. Data meetings are held once a semester to train parents on reading data reports that students receive to understand their child's data and progress.	Kelly George, Family & Community Engagement Specialist	05/22/2026		
	[A 1.2.4] Family Reading Nights Parents and students will participate in Family Reading Night once each semester. Literacy activities will be planned for students in every grade PreK-5 for parents and students to participate together to strengthen reading	Kelly George, Family & Community Engagement Specialist/ Shanika	05/22/2026		

	proficiency in a fun and engaging environment. Community organizations will partner with the school to promote reading career knowledge	Jarrett, Assistant Principal & 3-5 ELA Lead			
	[A 1.2.5] Attend High Quality Professional Development Teachers and administrators will participate in local, state, and national conferences and trainings based on the academic and social needs of the students of Shelby Oaks 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 curriculum and increase student achievement. Teachers and administrators will return after the PD and provide ongoing research-based professional development for teachers and staff through various activities (including implementing Tennessee State Standards), behavior management strategies, assessment techniques, and directed teaching methods; acting as a coach and support to teachers; and modeling effective intervention strategies. PLC Coaches and Administration will engage in out of state conferences (Innovative Schools, National Council of of Teachers of Mathematics, and ASCD Leadership Summit) to learn innovative and effective strategies and return to present Professional Development that will help teachers provide effective instruction to their students.	Michelle Hope, Principal/ Shanika Jarrett, Assistant Principal	05/22/2026		
[S 1.3] Targeted Intervention and Personalized Learning Provide academic interventions, personalized learning activities, an individualized learning pace, and various instructional approaches designed to meet the needs of specific learners to improve student achievement. Benchmark Indicator **Implementation**	[A 1.3.1] Implementation of Extended Program Implement an extended school program from September – April for students in grades 2-5 after school. Students will be identified based on their challenges in reading. Teachers and assistants will be enlisted and trained to provide after-school support to the identified students two days a week and two Saturdays a month. Identified special education students in need of extended learning will participate in after school tutoring. Identified	Rico McKay/Doroth y Bradshaw - Fall & Spring Afterschool Tutoring Coordinators / Shanika Jarret, 4th & 5th grade During	04/11/2026		

* Monthly progress monitoring data * Monthly data meeting agenda and minutes * Quarterly benchmark assessment data **Effectiveness** * Monthly progress monitoring data will reflect students increasing by at least 2-3 data points. * Monthly data team meetings will reflect at least 10% of students being able to exit RTI2 supports and interventions. * Quarterly benchmark assessment data will reflect at least 5% of students moving from Tier III to Tier II or Tier II to Tier I.	students scoring below level on the Spring TCAP in 4th and 5th grade will participate in during the day mandatory tutoring to support low deficit areas in Reading. A Summer Learning Academy will allow for students in grades K-5 to receive additional support to close gaps in mastery.	the Day Tutoring Coordinator			
	[A 1.3.2] Targeted Interventions Students performing at the Tier 2 and Tier 3 level will receive at least 30 or 45 minutes of targeted small group and targeted computer-based intervention in their instructional deficit skill area each day/week from certified K-5 teachers and HSEAs in K-2. Interventionist has been hired to assist classroom teachers with providing intervention to Tier 2 and Tier 3 students.	Shanika Jarrett, RTI2 Lead	05/22/2026		
[S 1.4] Early Literacy Build and strengthen the foundational literacy knowledge of instructional leaders, classroom teachers, and educational assistants through engagement in professional learning experiences anchored in the science of reading to support the development of K-2 students reading skill set. Benchmark Indicator **Implementation** -Quarterly School-wide Formative Assessments -Weekly Informal Observation Tool and Rubric -Weekly Lesson Plans (including district and school	[A 1.4.1] Implementation of Standards Interpretation Guides and Resources PLC Guides, Standards Interpretation Guides, Standards Alignment document, and Common Core Companion Guides will be utilized to align performance-based objectives to the state standards. School-wide whiteboard protocol to address PBOs, standards, and vocabulary. ANet has been purchased to provide teachers with standards-aligned assessments to inform the level of understanding and student mastery of state standards. Teacher-made common formative assessments will be given weekly and data meetings in grades 2-5 will be utilized to analyze students' progress toward goals. The results will drive re-teaching focus and strategies. During	Vivian Burkley, K-2 Instructional Coach and Lead	04/10/2026		

level edited Lesson Power Points) **Effectiveness** **_**Quarterly School-wide Formative Assessments will reflect a 5% increase in the number of students scoring 80% or better after each assessment. -Weekly informal observation data will indicate that at least 95% of teachers observed will demonstrate effective implementation of the instructional practices identified by the rubric, resulting in effectiveness scores of 3 or better. -Weekly lessons plan checks will show that 100% of teachers are on track with following the curriculum and overall teacher LOE will reflect level 3 or higher.	PLCs following the data meetings, teachers will engage in deliberate practice to improve instructional delivery. PLCs will be modeled after the Data-Informed Instruction format of Relay. Review of lessons plans and rigor of assessments with feedback provided. Weekly grade level collaborative planning sessions are utilized to plan rigorous lessons and conduct deliberate practice strategies.				
	[A 1.4.2] Create Engaging Learning Opportunities K-2 teachers will plan and deliver engaging learning experiences that strategically create daily academically challenging, effective learning environments through the use of technology in learning stations, Interactive SmartBoards, and document cameras. Teacher behaviors and student behaviors will align with the instructional practices and use of the gradual release of responsibility. In PLCs, teachers will interpret the standards using the Know, Show, How strategy, PLC Guides, Curriculum maps, Standards Alignment document, and Standards Interpretation Guides to identify and address misconceptions. Specialized Educational Assistants (SEAs) assigned to kindergarten through second grade will participate in PLCs and engage students in small group instruction. Technology will be incorporated into station rotations. Students will be engaged in annotating all texts to identify and promote vocabulary through the word parts, and comprehension context clues. Fifth grade students scoring above the 60th percentile on iReady will participate in	Vivian Burkley, K-2 Instructional Coach and Lead	04/10/2026		

	Project-Based Learning opportunities to extend their learning during the Academic Hour (intervention block).				
	[A 1.4.3] Targeted Teacher Support We will need additional support in Leadership to help develop teachers and build literacy skills. The Instructional Coach will serve as the English Language Arts Grades K-2 lead and an Interventionist will support writing instruction and intervention in the classroom. They will serve as the RTI2 lead, support teachers in planning for ELA instruction, and provide Professional Development around building literacy skills. In addition, Shelby Oaks has 12 teachers in the range of 0-5 years that will need individual coaching and support around standards-aligned instruction.	Vivian Burkley, K-2 Instructional Coach and Lead	05/22/2026		

[G 2] Mathematics

By Spring 2026, through the implementation of a standards align core curriculum in each mathematics classroom students will receive a high quality and equable education. Teachers and school leaders, through a comprehensive professional development program will build their pedagogy in mathematic standards to align with instructional shifts. Students struggling to gain procedural and conceptual understanding to meet academic proficiency will receive targeted intervention throughout the school year.

Performance Measure

Shelby Oaks Elementary School will increase Math On-Track and Mastery proficiency rates for grades 3-5 from 20% in SY24 to 25% in SY26.

Performance measures will be monitored by the following:

District Formative Assessments

TNReady Assessment

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 2.1] Standard Aligned Core Instruction Teachers will plan and execute standard aligned lessons with intentionality and focus (data-informed instruction) to provide daily access to a rigorous math curriculum that will develop students' engagement in important content, build on prior knowledge (pre-requisite skills), and promote mastery of TN Standards to ensure students are	[A 2.1.1] Implementation of Standards Interpretation Guides Instructional Focus Documents, Standards Interpretation Guides, Standards Analysis Summary Report, State Blueprints, and Common Core Companion Guides will be utilized to align performance-based objectives to the state standards. School-wide whiteboard protocols will	Teyuna Boddie, 2-5 Math Lead & PLC Coach / Michelle Hope, 2-5 Math Lead and Principal	04/10/2026		

career and college ready. Benchmark Indicator **Implementation** -Quarterly School-wide Formative Assessments -Weekly Informal Observation Tool and rubric -Weekly Lesson Plans **Effectiveness** -Quarterly School-wide Formative Assessments will reflect a 5% increase in the number of students scoring 80% or better after each assessment. -Weekly informal observation data will indicate that at least 95% of teachers observed will demonstrate effective implementation of the instructional practices identified by the rubric, resulting in effectiveness scores of 3 or better. -Weekly lessons plan checks will show that 100% of teachers are on track with following the curriculum and overall teacher LOE will reflect level 3 or higher.	address objectives, standards, and utilize vocabulary. ANet has been purchased to provide teachers with standards-aligned assessments to inform the level of understanding and student mastery of state standards. Performance Matters has been purchased by the district and will be used to track student mastery of state standards. Teacher-made and Admin-made common formative assessments will be given bi-weekly and data meetings in grades 2-5 will allow for analysis of students' progress toward goals and determine re-teaching options. During PLCs and collaborative planning following the data meetings, teachers will engage in deliberate practice to improve instructional delivery. PLCs will be modeled after the Data-Informed Instruction format of Relay and the guidelines of the district. Review of lesson plans and rigor of assessments with feedback will be provided.				
	[A 2.1.2] Create Engaging Learning Experiences K-5 teachers will plan and deliver engaging learning experiences that strategically build fluency and problem-solving skills. Teacher behaviors and student behaviors will align with the math practices and the use of manipulatives. In PLCs and collaborative planning, teachers will interpret the standards using the Know, Show, How protocol, Instructional Focus Documents, and Standards Interpretation Guides to identify and address misconceptions. Specialized Educational	Teyuna Boddie, 2-5 Math Lead & PLC Coach/Michelle Hope, 2-5 Math Lead & Principal	04/10/2026		

	Assistants (SEAs) will participate in collaborative planning and engage students in small group instruction. Technology integration will be incorporated into center workstation rotations.				
	[A 2.1.3] Utilization of Assessment Tools ILT and classroom math teachers will utilize ANet, Performance Matters and iReady to create, implement, and monitor bi-weekly common formative assessments. Bi-weekly data meetings will allow teachers to analyze assessments to determine learning gaps and create re-teaching plans. Assessments will be aligned to the standards and assess students on the standards taught during that period. During instruction teachers will utilize academic monitoring to check for understanding and provide real-time feedback. Student trackers will be used to monitor individual student progress. Re-teaching strategies will be developed to close gaps that are identified during data meetings. Quarterly, teachers will engage in a deep dive analysis of ANet, Performance Matters and iReady assessments to determine progress and need for curriculum adjustments. Teachers will maintain classroom data boards and student data folders, and the PLC Coach and Assistant Principal will maintain school-wide data boards.	Teyuna Boddie, 2-5 Math Lead & PLC Coach/Michelle Hope, 2-5 Math Lead and Principal	05/15/2026		
	[A 2.1.4] Supplemental Instructional Resources Shelby Oaks Elementary will provide supplemental supplies and materials, instructional equipment/technology, and manipulatives to support and improve math academic growth and achievement. IReady Mathematics and TCAP Coach workbooks will be used with Tier 1 students during intervention/small group to address areas of enrichment. Math Instructional Guides are provided to all students in grades 3-5.	Teyuna Boddie, PLC Coach	04/10/2026		
[S 2.2] Professional Development Provide ongoing, high quality professional development at the school level during weekly PLCs and SOE Eagle School (monthly faculty meetings) for ILT members, teachers, and other	[A 2.2.1] Meaningful Mathematical Professional Development Opportunities Instructional Leadership Team will provide ongoing, research-based professional development for teachers and staff through various activities such	Teyuna Boddie, 2-5 Math Lead & PLC Coach/Michelle	04/10/2026		

instructional staff that focuses on instructional shifts and strategies that result in improved student performance (i.e. student engaged, standards aligned-task, equity of voice, etc.). Benchmark Indicator **Implementation** * Weekly collaborative planning agenda and minutes * Monthly professional development agenda and minutes * Bi-weekly Instructional Leadership Team (ILT) agenda and minutes **Effectiveness** * Bi-weekly admin meetings will monitor classroom observations that will reflect a 10% increase of teachers demonstrating effective implementation of instructional practices. * Quarterly School-wide Formative Assessments will reflect a 5% increase in the number of students scoring 80% or better after each assessment.	as modeling Savvas Envision Math and iReady Math practices. PLC Coach will support teachers by modeling effective intervention strategies. The District's Math Advisor will provide zone professional development on trend areas determined by school and district walkthroughs. The ILT and administration team will provide feedback to teachers after informal observations following the Continuous Improvement process and use deliberate practice to practice re-teaching strategies. Teachers will be trained on successful instructional strategies that will work to improve mathematics language of Special Education students and ELs will be accomplished by using the Mathematics Language of Literacy and performance-based objectives. September - December monitoring and feedback of District's Instructional Practice 4 - Mathematics Manipulative training will be provided to enrich the instruction of all students. Professional development will be provided to implement station rotations and integrate technology into the mathematics classroom. Professional development incorporating definition word walls and annotation of mathematics word problems will be provided. Sessions will be given to inform teachers on how to support students using digital devices or laptop during center workstation rotations.	e Hope, 2-5 Math Lead and Principal			
	[A 2.2.2] Mentoring New Teachers Teachers new to Shelby Oaks are paired with mentor teachers to help support their professional growth in math instruction. New teachers will also participate in the weekly New Teacher Network with administration and attend New Teacher Academies within the district. New teachers will engage in real-time coaching through deliberate practice during Collaborative Planning sessions.	Michelle Hope, Principal	05/22/2026		
	[A 2.2.3] Parent Training Monthly, parent training will be offered to parents of students in all grades in-person to help their child with the academic growth of skills. Parents will	Kelly George, Family & Community	05/22/2026		

	learn and practice grade specific Envision Math techniques to use at home to help their child improve in math as well as reinforce the skills taught during classroom instruction. Parents will also learn strategies for using math manipulatives and math vocabulary sessions at Family Math Nights and during monthly parent sessions. Our bi-lingual mentor assistant will conduct parent training sessions with non-English speaking parents that will help them support learning at home.	Engagement Specialist			
	[A 2.2.4] Family Math Nights Parents and students will participate in Family Math Nights once each semester. Math activities will be planned for families in every grade level PreK - 5 to participate together to strengthen math proficiency in a fun and engaging environment. Community organizations will partner with the school to promote math career opportunities. Make-and-take sessions will be utilized to provide parents with materials to use at home to enhance their engagement with the children as well as to reinforce the skills taught in the classroom.	Teyuna Boddie, PLC Coach	05/22/2026		
[S 2.3] Targeted Interventions and Personalized Learning Provide academic interventions, personalized learning activities, an individualized learning pace, and various instructional approaches designed to meet the needs of specific learners to improve student achievement. ** ** ** ** Benchmark Indicator **Implementation** * Monthly progress monitoring data * Monthly data meeting agenda and minutes * Quarterly benchmark assessment data	[A 2.3.1] Implementation of Extended School Program Implementation of an extended school program will take into effect from September - April for students in grades 2-5 after school on Tuesdays and Thursdays as well as IReady Lab to help students improve their academic achievement. Students will be identified based on assessment data in mathematics. Teachers and assistants will be enlisted and trained to provide after-school support to the identified students. A Summer Learning Academy will allow for students in grades K-5 to receive additional support to close gaps in mastery.	Michelle Hope, Principal	05/22/2026		

Effectiveness * Monthly progress monitoring data will reflect students increasing by at least 2-3 data points. * Monthly data team meetings will reflect at least 10% of students being able to exit RTI2 supports and interventions. * Quarterly benchmark assessment data will reflect at least 5% of students moving from Tier III to Tier II or Tier II to Tier I.					
	[A 2.3.2] Targeted Intervention Tier II and Tier III math students will be identified through iReady diagnostic assessments. Tier III students will receive at least 45 minutes of targeted small group or targeted computer-based interventions each day from certified K-5 teachers. Tier II students will receive at least 30 minutes of targeted small group or targeted computer-based interventions each day from certified K-5 teachers or SEAs in K-2. Tier III students will be progress monitored weekly through AIMSweb and Tier II students will be progress monitored bi-weekly through AIMSweb. Diagnostic and progress monitoring data will be utilized in monthly RTI Data Meetings to determine areas of intervention, progress being made, and strategies.	Shanika Jarrett, RTI-2 Lead	05/22/2026		
[G 3] Safe & Healthy Schools By Spring 2026, we will foster a safe and healthy student-focused learning environment and improve students' attendance and behavior through the implementation of attendance and behavioral interventions and supports, continued professional development grounded in instructional best practices, and stakeholder engagement activities and resources. Performance Measure Shelby Oaks ES will reduce the overall percentage of chronically absent students from 22.7% in SY24 to 20.5% in SY26. Interventions and supports will be measured using the following: * PowerSchool Data					

* PowerBI Data * Share Point					
Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 3.1] Attendance and Behavior Interventions and Supports Implement targeted interventions and support programs and initiatives that address identified behavior needs and provide appropriate student supports. Benchmark Indicator Benchmark Indicator **Implementation** * 20-day attendance reports * 20-day behavior reports * 20-day suspension report **Effectiveness** * 20-day attendance reports will reflect a 5% decrease in the number of students absent from school. * 20-day behavior reports will reflect a 5% decrease in the number of student infractions. * 20-day suspension reports will reflect a 5% decrease in the student suspension rate.	[A 3.1.1] Additional Support for Chronically Absent Students The school's clerical staff will ensure staff knows and follows correct attendance entry policies. Weekly, the SART Team will publish goals and communicate progress regularly to staff and parents. The goals are communicated to staff, students, and parents at the beginning of the school year and at various times during each 20 Day Reporting period. Daily, counselors will check attendance of chronically absent students and meet with the students to encourage more faithful attendance and set goals. Students will be rewarded (specifically noted) for attendance: (present each day, on time, and no early dismissals). Never Been Absent students will have their photos posted on a wall of fame in the main office each 20-day attendance period. Assistant principal will develop a team and assign students who were identified as being chronically absent the previous year. to the team members. The staff members will call their assigned students when they are absent by 9:30 daily and encourage the parents to get the students to school. The team will meet weekly to share progress and students that need an extra touch. Incentives will be provided for the students as their attendance improves. The assistant principal will report in weekly Admin meetings on the status of the students. Our business partners and organizations provide us with a bike each month to raffle for students with perfect attendance. The district's truancy department conducts home visits when students are not in school. Mentors will be enlisted to check-in and support chronically absent students.	Diamonesha Jones, Attendance Secretary/ Fellilian Patternson, DeVonne George & John Collins, Professional School Counselors	05/22/2026		

	Teachers will call parents of students when absent for two consecutive days.				
	[A 3.1.2] Parent Communication and Support Parent Communication and Support Counselors will communicate with parents weekly of chronically absent students to stress the importance of students being in attendance and develop plans to increase attendance. SART meetings will be held with parents after 5 days absent to work with parents on ways to improve students' school attendance. After 10 days of absence, the district will conduct a SARB meeting with parents to hold them accountable for students' attendance and plans for attendance improvement.	Diamonesha Jones, Attendance Secretary/ Felilian Patternson, DeVonne George & John Collins, Professional School Counselors	05/22/2026		
[S 3.2] Professional Development Provide ongoing, high quality professional development (Joyful Classroom and Responsive Classroom Practices) at the school for school leaders, teachers, and other instructional staff to focus on changing instructional practices that result in improved student attendance, building relationships with students, and behavior positively impacting student achievement. Benchmark Indicator **Implementation** * Semester RTI2-B data training agenda and minutes **Effectiveness** * Monthly RTI2-B data teams meetings will result in a 5% decrease in student infractions. * Monthly SART and SARB meetings will reflect a 5% increase in student attendance and a 5% decrease in student infractions each 20-day period.	[A 3.2.1] RTI2-B Professional Development Counselors will provide PD on our schools' RTI2-B manual and plan that is implemented school wide. This will inform staff of our school's expectations, rules, and procedures for all areas of the building while sharing strategies and resources. Teachers and staff will learn how to properly implement the RTI2-B Plan for Shelby Oaks Elementary. Lesson plans are a part of the plan created for training students on the expectations in each area of the school. Parents will be presented with the plan during the Annual Title 1 Meeting in September 2024. The plan will be reviewed and discussed during monthly parent meetings and parent-teacher conferences.	Felilian Patternson, DeVonne George & John Collins, Professional School Counselors	05/22/2026		
	[A 3.2.2] Attend High Quality Professional Development	Michelle Hope, Principal	05/22/2026		

	Teachers and administrators will participate in local, state, and national conferences and trainings based on the academic and social needs of the students of Shelby Oaks 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 curriculum and increase student achievement. Teachers and administrators will return after the PD and provide ongoing research-based professional development for teachers and staff through various activities (including implementing Tennessee State Standards), behavior management strategies, assessment techniques, and directed teaching methods; acting as a coach and support to teachers; and modeling effective intervention strategies. We have conducted and will continue to conduct ACEs training. The district ESL office will assist us by providing professional development on cultural awareness to help us support our students that have English as a second language.				
	[A 3.2.3] 504 and SRT Professional Development Professional School Counselors and Attendance secretary will work together to provide PD on the 504 and Student Review process. Teachers will learn the implementation of the school-based referral system that focuses on individualized intervention and responsive services that are needed to support students' development and achievement.	Diamonesha Jones, Attendance Secretary/ Fellilian Patternson, DeVonne George & John Collins, Professional School Counselors	05/22/2026		
[S 3.3] Parent, Family, and Community Engagement Promote effective parent, family, and community engagement activities and resources that support safe schools which will improve student attendance and behavior.	[A 3.3.1] Parental Notifications and Support Student mentor groups will communicate with parents of chronically absent students the importance of students being in attendance and develop plans to increase attendance. SART meetings will be held with parents after 5 days absent to work with parents on ways to support	Michelle Hope, Principal	05/22/2026		

Benchmark Indicator **Implementation** * Quarterly parent meeting agenda and minutes * Semesterly parent-teacher conference sign-in sheets/minutes * Semesterly parent-needs survey **Effectiveness** * Quarterly parent meetings will result in an increase in participation by at least 5%. * Semesterly parent-teacher conferences will result in a 5% decrease in student infractions and a 5% decrease in student absences. * Semesterly parent needs survey will provide parents with the tools and strategies to support their child with learning at home which will result in 10% improvement in student academic achievement and growth of the school.	students' school attendance. After 10 days of absence, the district will conduct a SARB meeting with parents to hold them accountable for students' attendance and plans for attendance improvement. Certificates will be provided to parents when their child's attendance improves. Students who attendance improves will obtain a special reward.				
	[A 3.3.2] Family Engagement Meetings During monthly parent meetings, parents will gain professional development on the importance of students getting enough required sleep, how to help them support their child with learning, a balanced breakfast, and the rules and expectations of the RTI2-B Plan of Shelby Oaks Elementary School. Additional parental involvement meetings include: Annual Title 1 Meeting, Parent Teacher Organization Meetings, Family Data Nights once a semester, Family Literacy Night, Family Math and Science Night, Family Art Night, Family Health Night, etc.	Kelly George, Family & Community Engagement Specialist	05/22/2026		