

Ross Elementary Annual Plan (2025 - 2026)

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[G 1] Reading/Language Arts KK-5

By Spring 2026, through the implementation of a standards align core curriculum in each ELA classroom, students will receive a high quality and equable education. Teachers and school leaders, through a comprehensive professional development program will build their pedagogy in reading, writing, and Language Arts TN standards to align with instructional shifts. Students struggling to meet academic proficiency will receive targeted intervention and support 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

Students in grades 3-5 will increase their ELA proficiency on TCAP assessment from 22% in Spring of 2024 to 32% in spring of 2026.

Performance will be measured using the following tools:

3-Week Common Assessment

I Ready Diagnostic Assessment

District Formative Assessment

TN Ready Assessment

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 which will develop and increase all students' understanding of the content, strengthen comprehension skills, and promote mastery of TN Standards to ensure students are academically sound with strong foundational skills thus laying the foundation for students to be career and college ready. Benchmark Indicator **Benchmark Indicator**	[A 1.1.1] ELA Action Step The administrative team, PLC Coaches, ILT Team and District Instructional Coaches/Advisors will collaboratively plan with and provide professional development for teachers on implementing the Wonders curriculum, Wordly Wise, Bridge to Reading, and the Ready Reading to ensure instruction is aligned to the state content standards, whereas, teachers are effectively implementing the curriculum and all required resources, with all students receiving quality Tier 1 instruction with engagement strategies.	Carla Ross, Monice Montague-Williams	05/22/2026	Title 1	

IMPLEMENTATION: * I Ready Diagnostics Platform (FALL, WINTER, & SPRING) * Bi- Weekly Classroom Informal Observation Data * Semi-Annual Formal Observation Data (TEM) * Quarterly Formative Common Assessments EFFECTIVENESS: * Implementing Quarterly I Ready Diagnostic results will show 25% of students with an increase of 5% growth * Implementing Bi-Weekly classroom informal observations will show 25% of students making progress on daily assignments * Executing Quarterly review of TEM observation data to monitor educator's delivery of standards 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. * Review of TEM observation will indicate that at least 75% of core content area teachers are implementing lessons aligned to the TN Standards.					
	[A 1.1.2] Instructional Resources to Support and Engage Learners Students will be provided with additional resources as a result of RTI intervention. The ILT (Instructional Leadership Team) at Ross Elementary will utilize additional resources and other supplemental materials purchased to meet students' instructional levels and provide extra support to teachers with classroom instruction. To foster a literacy-rich learning environment, we will acquire and provide necessary supplies, materials, computer equipment, storage carts, and supplementary resources such as ANET and Class Point. These efforts will enable both students and teachers to achieve academic success and receive timely feedback. Additional support will also be provided in the form of Before and After School tutoring as well as during the day small group tutoring.	Dr. Stephanie Waller, Carla Ross, and Monice Montague-Williams	05/21/2026	Title 1	

[S 1.2] Professional Development Provide professional development for teachers, and instructional leaders on how to articulate the instructional practice shifts that will improve teachers' pedagogy of the content, mastery of standard, teacher vs. student moves, students' skill set, and students' proficient reading level of grade supported texts. Benchmark Indicator Implementation * Weekly Collaborative Planning with agenda, minutes, and handouts * Weekly PLC with agenda, minutes, handouts, and deliberate practice * Monthly Professional Development with agenda and minutes * Bi-weekly Instructional Leadership Team (ILT) meeting with agenda, minutes, and presentations Effectiveness * Implementation of this strategy will reflect a 10% increase of teachers demonstrating effective use of learned practices which will result in an increase of student achievement by 5% on CFU's, Exit Tickets, weekly assessments, and common formative assessments.	[A 1.2.1] Build Teacher Capacity Through Effective Collaboration Teachers will actively engage in professional learning communities to collaborate, share strategies, plan effective lessons aligned to the Tennessee State Standards to ensure all students are meeting/or exceeding expectations, showing growth, and closing the academic learning gap. Teachers will look at/analyze student work, create common assessments, and analyze data to guide daily instruction. We will purchase additional texts to use as book studies to further develop teachers' pedagogy and to broaden students' scope of reading.	Dr. Stephanie Waller, Carla Ross, and Monice Montague-Williams	05/21/2026	Title 1	
	[A 1.2.2] Professional Development Teachers will engage in professional learning communities to collaborate, plan effectively, build capacity for subject(s) in which they teach, incorporating effective literacy workstations and writing stations which align to Tennessee State Standards ensuring all students show growth, meet or exceed expectations. Teachers will engage in professional learning communities to unpack standards, develop engaging lessons, develop	Dr. Stephanie Waller, Carla Ross, and Monice Montague-Williams	05/21/2026	Title 1	

	assessments, analyze data, and discuss strategies aligned to current standards.				
	[A 1.2.3] Professional Development Training for Special Education Special Education teachers will be provided the following professional development: * AIMSWEB training to decrease skill deficit areas in Reading to improve successful implementation of Tier 2 and 3 intervention instruction * Self-paced online Canvas training courses * Co-teaching with General Education teacher * Attend school wide training for IXL and writing * Attend District training in Wonders and IReady	Dr. Waller, Carla Ross, and Monice Montague-Williams	05/21/2026	Title 1	
	[A 1.2.4] Professional Learning Coach (PLC) Use school level Professional Learning Coaches (PLC Coach), ILT, content leads, and district advisors to provide direct instructional support to educators to improve English Language Arts delivery and implementation to students in K-5. Provide modeling, co-teaching, professional development, deliberate practice, and immediate feedback to improve academics. Coaches will provide personalized professional development and resources to improve practice. Coaches will also help teachers use data to inform instruction. Coaches will work closely with school leaders to align teaching practices with school-wide goals and ensure curriculum and instruction meet the needs of students.	Dr. Stephanie Waller, Carla Ross, and Monice Montague-Williams	05/21/2026	Title 1	
[S 1.3] Targeted Intervention and Personalized Learning Provide academic interventions (RTI), personalized learning addressed by I Ready computer-generated activities, and IXL assigned lessons to assist with closing the learning gap. Tier 2 and Tier 3 students will have an individualized learning pace, and various instructional approaches designed to meet the needs of specific learners to improve their achievement.	[A 1.3.1] Provide Professional Development to Increase On-Track/Mastery Provide ongoing, high quality differentiated professional development to address the needs of educators at the school and district level. This professional development will focus on instructional shifts and strategies to result in improved student performance. Professional Development will be to assist educators in implementing, planning, and deliver engaging learning experiences that strategically build fluency, comprehension, and	Dr. Stephanie Waller, Carla Ross, and Monice Montague-Williams	05/21/2026	Title 1	

Benchmark Indicator Implementation Monthly progress monitoring data * Monthly data meeting agenda and minutes * Quarterly benchmark assessment data * Weekly Fidelity Checks * Weekly I Ready reports * Quarterly review of score card reports for students in during the day tutoring and Before/After School tutoring Effectiveness * Monthly progress monitoring data will reflect students increasing by a minimal of 2 to 3 data points * Monthly data team meetings will reflect at least 10% of students being able to exit one instructional level to the next. * Quarterly benchmark assessment data to reflect 5% of students changing Tier * Weekly fidelity checks to reflect 100% of teachers implementing RTI curriculum, which will result in increasing by 2 to 3 data points during progress monitoring * Weekly iReady reports reflecting 5% increase in usage and pass percentage rates at 75% * Tutoring to show continuous progress on nine-week report card grading scale (F to D and D to C, etc.)	foundation reading skills. Teachers will unpack ELA academic standards and be equipped with tools and strategies to help students in ELA with fluency, comprehension, and reading skills.				
	[A 1.3.2] Additional Resources for Struggling Students Students will be provided with appropriate resources after looking at data collected from RTI, bi-weekly, common assessments, and district formative assessments. The ILT (Instructional Leadership Team) at Ross will allocate additional resources and supplemental materials to meet	Dr. Stephanie Waller, Carla Ross, Monice Montague-Williams	05/21/2026	Title 1	

	students on their instructional level and provide extra support to teachers assisting with classroom instruction. To support rich learning environments, we will secure and purchase supplies, materials and equipment, and provide additional support for academic success for students and teachers. We will also utilize extended day learning to provide additional tutoring opportunities to help decrease learning loss, and close learning deficits with all students.				
[S 1.4] Early Literacy Professional Learning and Development Build and strengthen foundational literacy knowledge of instructional leaders, classroom teachers, and educational assistants through engagement in professional learning experiences anchored in the science of reading. Benchmark Indicator Implementation * Quarterly School-wide Formative Assessment * Weekly Informal Observation Tool and rubric * Quarterly formal Observation Tool * Weekly lesson plan * Quarterly student work sample and analysis * Daily Do Now and Exit Tickets Effectiveness * Quarterly K-2 Formative Assessments will reflect a 10% increase in the number of students scoring 80% or better after each assessment * Weekly informal observation data will indicate 95% of teachers observed will demonstrate effective implementation of instructional practices identified by the rubric, resulting in effectiveness scores of 3 or better * Quarterly formal observation tool will reflect 10% of teachers have an LOE of 3 or higher	[A 1.4.1] Resources for Struggling Students Students will be provided with additional academic/content focused resources as a result of RTI data, weekly assessments, daily exit tickets, and teacher expertise. The instructional leadership team at Ross will provide additional resources and training to help meet students' academic needs. Additional resources will include research-based curriculum such as Heggerty Foundational Literacy.	Stephanie Waller, Carla Ross, Monice Montague-Williams	05/15/2026	Title 1	

* Weekly lesson plan checks will show 100% of teachers are on track with the curriculum * Quarterly review of student work samples will show student mastery of standards at 75% or higher					
	[A 1.4.2] Early Literacy Professional Development Provide ongoing high quality professional development at the school level for teachers, and other instructional staff to focus on instructional shifts and strategies which will result in improved student performances in phonics, phonemic awareness, fluency, etc. Faculty and staff will benefit through collaborative planning for lesson planning internalization and implementation of lessons.	Stephanie Waller, Carla Ross, Monice Montague-Williams	05/15/2026	Title 1	
[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 Students in grades 3-5 will increase their math proficiency from 19% in Spring of 2024 to a minimal of 30% by spring of 2026. Performance will be measured using the following tools: Common Assessments TN Ready Assessment District Formative Assessment iReady Diagnostic 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	[A 2.1.1] Math Collaborative planning sessions with weekly deliberate practice to prepare for delivery of instruction to ensure misconceptions are	Dr. Stephanie Waller, Tarsha Hudson,	05/21/2026		

math curriculum that will develop students' engagement in important content, build on prior knowledge (pre-requisite skills), and promote mastery of TN Standards to ensure students are career and college ready. Benchmark Indicator IMPLEMENTATION * 3-Week Common Assessment * Quarterly Data Dig * Weekly Planning and Deliberate Practice * Daily Checks for Understanding and Exit Tickets EFFECTIVENESS * Quarterly data meetings using Data Tracking Sheets, Data Grouping Forms, and Data Analysis Form with an agenda and minutes to reflect attendance and participation to reflect a minimal of 80% of students tested will meet or exceed expectations or show growth from one three-week common assessment to the next. * Weekly planning and deliberate practice of weekly lessons following the Curriculum will indicate 100% of teachers are on track with following the curriculum and overall teacher LOE will reflect a level 3 or better. * Daily checks for understanding and exit tickets will reflect at least 70% of students scoring 70% or better.	addressed, improved effective modeling of teacher vs. student moves, think a loud practices, and checks for understanding which address the standard are occurring frequently. Teachers will analyze student work to address learning gaps and reteaching deficit standards.	Jazmine Cousin			
	[A 2.1.2] Math Standard Aligned for Core Instruction for 2nd -5th Grade In preparation for weekly assessments, 3-week common assessments, district assessments, and state testing, teachers will map out reteaching calendars to review and strengthen deficit area standards (using alternative instructional strategies) after PLC Data Dig. Teachers, PLC coach, other administration will look at data from	Dr. Stephanie Waller, Tarsha Hudson, Jazmine Cousin	05/21/2026		

	formative common assessments to develop a plan of action to ensure non-mastery of skills are redelivered, reassessed, and mastered using a reteaching calendar. Teacher and administrative staff will collaboratively plan and utilize deliberate practice to prepare teachers for delivery of instruction to ensure misconceptions are addressed, strengthen educators' delivery of instruction, increase strategies, model effective teacher moves, look at checks for understanding which address frequently occurring standards.				
[S 2.2] Professional Development Provide ongoing, high quality differentiated professional development at the school level for school leaders, teachers, and other instructional staff that focuses on instructional shifts and strategies that result in improved student performance and meet the staff individual needs. Benchmark Indicator Implementation * Weekly collaborative planning agenda and minutes * Bi-weekly review student work and aligning assessments to standards * Weekly deliberate practice meeting with agenda and minutes * Monthly professional development agenda and minutes Effectiveness * Ensuring student work and assessments are aligned to the standard with 70% proficiency * Monthly professional development and weekly deliberate practice will result in at least 90% of teachers demonstrating effective implementation of the identified instructional strategies, resulting in an	[A 2.2.1] Math Professional Development Teachers will be provided opportunities to participate in on-going district and site-based math professional development. Admin and PLC Coaches will analyze data tracking systems, conduct informal and formal observations, review student work samples to ensure it meets the demand of the standard, conduct teacher needs assessments to develop meaningful professional development opportunities for teachers, parents, and students. We will attend high quality professional development at the district and school level on instructional shifts and strategies which will result in improved student performance. We will also utilize Canvas computer-based professional development.	Dr. Stephanie Waller, Tarsha Hudson, Jazmine Cousin, Dero Jones	05/21/2026		

increase of student achievement by 10% on common formative assessments.					
	[A 2.2.2] Professional Development Action Plan Teachers, PLC Coach, and Math Leads will host Parent University Night to assist parents with ways to successfully utilize Envision Math to increase student performance and retainment of information at home. Teachers will also demonstrate how everyday household tasks can help students solve mathematical problems.	Dr. Stephanie Waller, Tarsha Hudson. Jasmine Cousin, and Dero Jones	05/21/2026		
[S 2.3] Targeted Interventions and Personalized Learning At Ross Elementary, we will provide academic interventions which include IReady and small group instruction, personalized learning activities from IX, an individualized learning pace, and various instructional approaches designed to meet the needs of specific learners to improve student achievement. ** ** ** ** Benchmark Indicator Implementation * Weekly IReady progress monitoring * Monthly Benchmark assessment (3-week common assessment or District assessment: * Weekly fidelity checks * weekly iReady reports Effectiveness Monthly progress monitoring data will reflect students increasing by a minimal of 2 to 3 data points. Monthly data team meetings will reflect at least 10% of students being able to exit RTI2 supports and interventions	[A 2.3.1] Additional Resources for Struggling Students Provide students with additional resources as a result of data from RTI, formal and informal assessments. The ILT (Instructional Leadership Team) at Ross will utilize additional resources and other purchased supplemental materials to help assist students in their own instructional paths. Teachers will also provide extra support during regular daily instruction. To support rich academic learning environment, we will secure and purchase innovative supplies, instructional materials, equipment, and engaging resources to ensure academic success for students and teachers. Before/After school Tutoring will be provided with an emphasis on reading in Math, Math Foundational skills.	Dr. Stephanie Waller, Tarsha Hudson. Jasmine Cousin, and Dero Jones	05/21/2026		

Quarterly benchmark checks to reflect that 5% of students are moving from Tier III to Tier II to Tier III. Weekly fidelity checks to reflect that 100% of teachers are implementing the RTII2 curriculum, which will result in students increase by 2 to 3 data progress monitoring points.					
	[A 2.3.2] Professional Development to Increase Student on Track/Mastery Level District Collaborative Coaches, Instructional Math Coaches/Advisors will provide high quality professional development to assist teachers in planning, implementing, and delivery of engaging and quality lessons. Teachers will create learning experiences which will strategically build fluency, conceptual understanding, and application to real-life skills. Teachers will learn to unpack Math academic standards and become equipped with tools, resources, and strategies to increase students' knowledge in Math ensuring success.	Dr. Stephanie Waller, Tarsha Hudson. Jasmine Cousin, and Dero Jones	05/21/2026		
[G 3] Chronic Absenteeism Ross Elementary School will implement targeted interventions, support programs, and initiatives that address identified behavior needs and provide appropriate student support in efforts to improve and increase student attendance. If the school implements targeted attendance interventions, increases family engagement and communication, provides attendance incentives, and monitors attendance data daily to provide timely support to at-risk students' daily attendance should increase. Performance Measure By spring 2026 chronic absenteeism will decrease from 15.3% in 2025 to 14.6%. Interventions and supports will be measured using the following: * PowerSchool Data * Power BI Data * SharePoint					
Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes

[S 3.1] Attendance and Behavior Interventions and Supports Implement targeted interventions, support programs, and initiatives which address identified behavior needs and provide appropriate student supports. Benchmark Indicator Implementation * 20-day attendance reports * 20-day behavior reports * suspension report Effectiveness * 20-day attendance reports will reflect a 5% decrease in the number of students absent from school; students who are present will receive an incentive * 20-day behavior reports will reflect a 5% decrease in the number of infractions. Students with acceptable behavior will receive an incentive * 20-day suspension reports will reflect a 5% decrease in student suspension rate.	[A 3.1.1] Implement Progressive Discipline Utilize the progressive disciplinary steps and specialized intervention supports (RTI2-B) in an effort to decrease behavior referrals.	Dr. Stephanie Waller, Principal	05/22/2026		
[S 3.2] Professional Development IF we provide ongoing, high-quality professional development for teachers and instructional staff focused on classroom practices that improve student attendance and behavior, then staff will change their instructional practices, resulting in improved student attendance and behavior, which will positively impact student achievement. Benchmark Indicator Implementation * Semesterly RTI2 B data training agenda and minutes	[A 3.2.1] Conduct RTI2 B Professional Development The Administrative Team, PLC Coaches, Professional School Counselor, and Behavior Specialist teacher will work to ensure the implementation of RTI2-B system. This will be done through professional development training sessions for faculty and staff as well as through lesson plans to teach students expectations for being Respectful, Responsible, and Ready to ensure safety.	Stephanie Waller, Carla Ross, LaShundra Cox, Shirley Lowery, Terrica Hamlet, Tarsha Hudson, Monice Montague-Williams, and James Jones	05/20/2026		

Effectiveness * Monthly RTI2-B data team meetings will result in a 5% decrease in student infractions * Monthly SART and SARB meetings will reflect in a 5% increase in student attendance and a 5% decrease in student infractions each 20-day period.					
	[A 3.2.2] ClassDojo Professional Development The Administrative Team, PLC Coaches, Professional School Counselor, and Behavior Specialist will work to ensure implementation of the ClassDojo Management system is operating effectively. Training will be provided through professional development training sessions for faculty and staff as well as through online app which is monitored weekly by administrative staff.	Stephanie Waller, Carla Ross, LaShundra Cox, Shirley Lowery, Terrica Hamlet, Tarsha Hudson, Monice Montague-Williams, and James Jones	05/20/2026		
[S 3.3] Parent, Family and Community Promote effective parent, family, and community engagement activities and resources that support safe schools which will improve student attendance and behavior. Benchmark Indicator Implementation * Quarterly parent surveys * Quarterly parent meeting to include agenda and minutes * Semesterly parent-teacher conference sign-in sheets/minutes	[A 3.3.1] Parent Training to Increase Student Achievement Communicate, engage, and inform parents, families, and communities about activities which occur at school to support overall achievement and academic success of our students. Students receive monthly calendars to inform parents of all opportunities for parental engagement activities for the month. Ross holds parent training sessions for different content areas which build and refresh parent knowledge of the content. Materials and resources are purchased to help increase parental involvement to improve student academic success. Parental engagement sessions will occur both in person and virtually to accommodate the needs of working parents or parents lacking transportation.	Stephanie Waller, Carla Ross, LaShundra Cox, Shirley Lowery, Terrica Hamlet, Tarsha Hudson, and Monice Montague-Williams	05/20/2026		

Effectiveness					
* Parent surveys will result in 1 additional family engagement and involvement meeting/event based on feedback each semester. * Quarterly parent meetings to result in an increase in participation by a minimal of 10% * Semesterly parent-teacher conferences to result in 5% decrease in student infractions and 5% decrease in student absences.					
	[A 3.3.2] Coordinate and Implement Family Engagement Events Provide opportunities for different family engagement activities/nights throughout the school year (one per month) to involve all stakeholders in the curriculum. Some of the nights we will coordinate are: * Family Literacy, Math, and Science Night * Parent University * Pastries with Parents (Reading for Breakfast) * Data with Dads * Muffins with Mom	Stephanie Waller, Carla Ross, LaShundra Cox, Shirley Lowery, Terrica Hamlet, Tarsha Hudson, and Monice Montague-Williams	05/20/2026		