

Rozelle 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

Rozelle Elementary will increase ELA meeting or exceeding expectations proficiency rates in grades 3-5 from 29.3% in SY24 to 33.4% in SY26.

Performance will be measured using the following tools:

District Formative Assessments

TCAP 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 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** * Bi-quarterly common formative assessments in grades 2-5, quarterly common formative assessments in grades K and 1 * Monthly data report-outs **Effectiveness**	[A 1.1.1] Provide students in grades 3-5 with 75-90 minute reading block. All teachers in grades 3-5 will provide all students with a 75-90 minute reading block that uses the district approved Wonders curriculum and follows the district's curriculum maps.	Taurus Hines, Principal; Alicia Irvin, ELA ILT Lead; Cynthia Brewer, PLC Coach	05/21/2026		

* Bi-quarterly and quarterly common formative assessments will reflect a 5% increase in the number of students scoring 80% or better after each assessment. * Monthly data report-out minutes will show at least 80% of students tested will meet or exceed expectations on formative assessments with a score of 80% or higher.					
	[A 1.1.2] Implement a technology integration model During the 75-90 minute reading block, all teachers will utilize the station rotation model. Students will use their district provided devices. New technology and software will be purchased for the teachers to have access to tools necessary to provide rigorous academic experiences and improve reading achievement. Manipulatives and hands-on learning tools will also be purchased for students' center work.	Cynthia Brewer, PLC Coach	05/21/2026		
	[A 1.1.3] Admin Team and ILT will create standards aligned assessments and teachers will analyze the results Teachers will meet weekly in PLCs with the Admin Team to report formative assessment results after every 3-week assessment. Teachers will analyze the results to determine next steps for instructional planning. The Instructional Resource teacher will also attend these meetings.	Taurus Hines, Principal; Alicia Irvin, ELA Lead; Cynthia Brewer, PLC Coach	04/30/2026		
	[A 1.1.4] Provide Supplemental Resources to Improve Student Achievement Students and teachers will be provided with supplemental resources (Magnetic Reading) and additional resources such as reading subscriptions; online resources; classroom materials for literacy centers, including books for classroom libraries; hands-on manipulatives and games for centers; educational technology (computers, interactive whiteboards, headphones, mice, etc.); and classroom/student supplies (pencils, paper, tablets, folders, agenda books, glue, tape, crayons, etc.) to	Cynthia Brewer, PLC Coach	02/27/2026		

	enhance classroom instruction and improve student achievement.				
[S 1.2] Professional Development Provide targeted professional development for teachers and administrators focused on articulating instructional practice shifts that enhance content pedagogy, clarify mastery indicators for standards, strengthen students' skill sets, and support proficiency in reading grade-level texts. Benchmark Indicator **Implementation** * Bi-quarterly common formative assessments in grades 2-5, quarterly common formative assessments in grades K and 1 * Monthly data report-outs **Effectiveness** * Bi-quarterly and quarterly common formative assessments will reflect a 5% increase in the number of students scoring 80% or better after each assessment. * Monthly data report-out minutes will show at least 80% of students tested will meet or exceed expectations on formative assessments with a score of 80% or higher.	[A 1.2.1] Family Literacy Event We will host a Family Literacy Event for parents and students to engage in strategies that can be used at home to improve reading levels for students at every grade level.	Alicia Irvin, ELA Lead and Cynthia Brewer, PLC Coach	03/13/2026		
	[A 1.2.2] School level walk-throughs conducted by the Instructional Leadership Team The Instructional Leadership Team members will conduct weekly walk-throughs. The team will meet monthly to identify trends and create a plan to address identified needs.	Taurus Hines, Principal	04/30/2026		
	[A 1.2.3] School-wide Professional Development for Writing Teachers and administrators will participate in local, state, and national conferences and trainings based on the academic and social needs of the	Taurus Hines, Principal and Alcia Irvin, ELA Lead	04/30/2026		

	students at Rozelle Elementary to increase teachers' professional knowledge and to become more effective teachers and administrators. Teachers and administrators will learn at variety of strategies and techniques to use in the classroom to enhance the curriculum and increase student achievement in writing. Teachers and administrators will return after the professional development and provide on-going, research based professional development for teachers and staff through various activities including modeling, assessments, and direct teaching.				
	[A 1.2.4] Professional Development for New Teachers in K-5 The district Instructional Coach or PLC Coach and ILT ELA Lead will provide 1:1 support two times per week for the new teachers in K-5. The goal will be to provide professional development on the curriculum materials, in addition to co-planning with the teachers to ensure the grade level standards are being taught.	Cynthia Brewer, PLC Coach and Alicia Irvin, ELA Lead	05/21/2026		
	[A 1.2.5] Feedback for all teachers, K-5 All teachers will receive feedback via the district platforms for lesson plans, walk-throughs, assessments, and walk-throughs from the Admin Team. The platform will collect the data and assist the Admin Team in identifying trends for professional development targeted areas.	Taurus Hines, Principal and Cynthia Brewer, PLC Coach	05/14/2026		
[S 1.3] Targeted Intervention and Personalized Learning Implement academic interventions, personalized learning experiences, individualized pacing, and diverse instructional strategies tailored to meet the unique needs of learners, with the goal of enhancing student achievement. Benchmark Indicator **Implementation** * Bi-quarterly common formative assessments in grades 2-5, quarterly common formative	[A 1.3.1] Intervention and Assessment Technology Teachers will participate in i-Ready, MTSS, Pearson, and AimsWeb+ PLC meetings to understand and utilize the programs to improve reading achievement for all students. Teachers will understand how to provide lessons in these programs that will focus on individual students' needs. AimsWeb+ will give teachers a guide to track Tier 2 and Tier 3 students' progress in order to ensure that students are progressing. Pearson will provide quarterly standards-based assessments and then provide PD on the results.	Cynthia Brewer, PLC Coach	05/21/2026		

assessments in grades K and 1 * Monthly data report-outs **Effectiveness** * Bi-quarterly and quarterly common formative assessments will reflect a 5% increase in the number of students scoring 80% or better after each assessment. * Monthly data report-out minutes will show at least 80% of students tested will meet or exceed expectations on formative assessments with a score of 80% or higher.	The PLC Coach will provide extra support to teachers that struggle with these programs.				
	[A 1.3.2] Extended Learning Implement an after-school tutoring program to increase student achievement in Reading/Language Arts in all subgroups.	Cynthia Brewer, PLC Coach	04/10/2026		
	[A 1.3.3] Teacher and Student Data Notebooks Teachers and students will maintain data notebooks individually to track classroom and individual student progress on weekly and quarterly formative assessments. Teachers will utilize data to monitor instructional strategies and student groupings to make the necessary changes to improve student achievement. Students will monitor and track their own progress to ensure success. Administration will keep school-wide data posted in the PLC room to monitor school-wide progress.	Taurus Hines, Principal; Cynthia Brewer, PLC Coach; Alicia Irvin, ELA Lead	04/30/2026		
	[A 1.3.4] During School Tutoring All 4th and 5th grade students that did not meet or exceed expectations on the 3rd grade or 4th grade ELA TCAP assessments will participate in during-school tutoring to improve English/Language Arts achievement. An educational assistant will work with small groups of students two times/week for 30 minutes if the student is not already involved in the RTI2-A process.	Cynthia Brewer, PLC Coach	04/30/2026		

[S 1.4] Early Literacy 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 For students in grades K-2, Rozelle will increase the number of students meeting their stretch goals on the i-Ready Universal Screener from 38.3% to 45% by May of 2026. **Implementation** * Bi-quarterly common formative assessments in grade 2, quarterly common formative assessments in grades K and 1 * Monthly data report-outs **Effectiveness** * Bi-quarterly and quarterly common formative assessments will reflect a 5% increase in the number of students scoring 80% or better after each assessment. * Monthly data report-out minutes will show at least 80% of students tested will meet or exceed expectations on formative assessments with a score of 80% or higher.	[A 1.4.1] Provide students in grades K-2 with 90-120 minute reading block. All teachers in grades K-2 will provide all students with a 90-120 minute reading block that uses the district approved Wonders curriculum and follows the district's curriculum maps.	Taurus Hines, Principal and Cynthia Brewer, PLC Coach	05/21/2026		
	[A 1.4.2] Provide Supplemental Resources to Improve Student Achievement Students and teachers will be provided with supplemental resources (Magnetic Reading) and additional resources such as reading subscriptions; online resources; classroom materials for literacy centers, including books for classroom libraries; hands-on manipulatives and games for centers;	Cynthia Brewer, PLC Coach	01/15/2026		

	educational technology (computers, interactive whiteboards, headphones, mice, etc.); and classroom/student supplies (pencils, paper, tablets, folders, agenda books, glue, tape, crayons, etc.) to enhance classroom instruction and improve student achievement.				
[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 Rozelle Elementary will increase mathematics meeting or exceeding expectations proficiency rates in grades 3-5 from 8.1% in SY24 to 25.3% 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 career and college ready. Benchmark Indicator **Implementation** * Bi-quarterly common formative assessments in grades 2-5, quarterly common formative	[A 2.1.1] All students will have access to rigorous content and core instruction that is high quality, challenging, and aligned to state standards. Teachers will implement a high-quality curriculum, enVision Math, with fidelity to the program and components and with fidelity to the standards. Teachers will annotate lessons, analyze student work, and use that information to drive instruction.	Taurus Hines, Principal; Demetria Faulkner, Dean of Students; and Cynthia Brewer, PLC Coach	05/21/2026		

assessments in grades K and 1 * Monthly data report-outs **Effectiveness** * Bi-quarterly and quarterly common formative assessments will reflect a 5% increase in the number of students scoring 80% or better after each assessment. * Monthly data report-out minutes will show at least 80% of students tested will meet or exceed expectations on formative assessments with a score of 80% or higher.					
	[A 2.1.2] Implement a Blended Learning Model The school will implement technology integration with a focus on the station rotation model during the math block. Students will use their district provided devices that will remain at school and be charged overnight. New technology tools will be purchased to provide a rigorous academic experience and improve math achievement. Manipulatives and hands-on learning tools will be purchased for students' center work.	Cynthia Brewer, PLC Coach	04/30/2026		
	[A 2.1.3] Teachers will create standards aligned assessments. Teachers will meet weekly in PLCs with the PLC Coach to create assessments that are standards aligned using The Pearson resource provided by the District. The district will provide PD for the teachers to analyze the formative assessments and student work to determine next steps for instructional planning. The Special Ed Resource teacher will also attend these weekly meetings.	Taurus Hines, Principal; Demetria Faulkner, Dean of Students; and Cynthia Brewer PLC Coach	03/06/2026		
	[A 2.1.4] Provide supplemental resources to improve math achievement Students and teachers will be provided with additional resources, classroom materials for math centers, including math books for classroom libraries; manipulatives, and games for centers;	Cynthia Brewer, PLC Coach	01/30/2026		

	educational technology (computers, headphones, mice, etc.); and classroom/student supplies (pencils, paper, tablets, folders, agenda books, glue, tape, calculators, etc.) to enhance classroom instruction and improve math achievement.				
[S 2.2] Professional Development Provide ongoing, high-quality professional development at the school level for school leaders, teachers, and instructional staff, emphasizing instructional shifts and evidence-based strategies that lead to measurable improvements in student performance. Benchmark Indicator **Implementation** * Bi-quarterly common formative assessments in grades 2-5, quarterly common formative assessments in grades K and 1 * Monthly data report-outs **Effectiveness** * Bi-quarterly and quarterly common formative assessments will reflect a 5% increase in the number of students scoring 80% or better after each assessment. * Monthly data report-out minutes will show at least 80% of students tested will meet or exceed expectations on formative assessments with a score of 80% or higher.	[A 2.2.1] Family Math Event Teachers will receive Professional development to assist in planning and delivering engaging learning experiences that strategically build fluency and problem-solving skills. Family Math Event will provide parents with the strategies to help students at home improve student achievement.	Demetria Faulkner, Dean of Students and Cynthia Brewer, PLC Coach	12/18/2025		
	[A 2.2.2] Data Analysis The PLC Coach will conduct ongoing weekly PLC meetings to guide teachers in a thorough analysis of data to inform instruction, guide the creation of small groups, differentiate instruction, plan lessons, and provide interventions in math to address individual needs of students. Teachers will collaborate in data meetings led by district trained	Taurus Hines, Principal and Cynthia Brewer, PLC Coach	03/31/2026		

	staff to analyze and share strategies to improve student achievement. The Instructional resource teacher will participate in these sessions, also.				
	[A 2.2.3] Attend High Quality Professional Learning Teachers and administrators will participate in local, state, and national conferences and trainings based on academic and social needs of the students at Rozelle Elementary to increase teachers' professional knowledge and become more effective teachers and administrators. Teachers and administrators will learn a variety of strategies to use in the classroom to enhance the curriculum and increase student achievement. Teachers and administrators will return after the professional development and provide on-going, research-based professional development for teachers and staff through various activities including, modeling, assessments, and direct teacher.	Cynthia Brewer, PLC Coach	06/30/2026		
[S 2.3] Targeted Interventions and Personalized Learning *** *** Benchmark Indicator ***Implementation*** * Bi-quarterly common formative assessments in grades 2-5, quarterly common formative assessments in grades K and 1 * Monthly data report-outs ***Effectiveness*** * Bi-quarterly and quarterly common formative assessments will reflect a 5% increase in the number of students scoring 80% or better after	[A 2.3.1] Intervention Technology Teachers will participate in i-Ready, EdPlan, and Aimsweb+ PLC meetings to understand how to utilize the programs to improve math achievement for all students led by the PLC Coach, Dean of Students, and vendors (i-Ready, IXL, Pearson). Teachers will understand how to provide lessons in these programs that will focus on individual students' needs. AIMSweb+ will give teachers a guide to track Tier 2 and Tier 3 students' progress in order to ensure that students are progressing. The PLC Coach will provide extra support to teachers that struggle with these platforms.	Cynthia Brewer, PLC Coach and Demetria Faulkner, Dean of Students	05/21/2026		

each assessment. * Monthly data report-out minutes will show at least 80% of students tested will meet or exceed expectations on formative assessments with a score of 80% or higher.					
	[A 2.3.2] Extended Learning Implement an after-school and/or Saturday math intervention program to improve students' achievement in Mathematics for all subgroups. The PLC Coach or tutoring coordinator will monitor the implementation to ensure that the program is being implemented with fidelity.	Cynthia Brewer, PLC Coach	04/10/2026		
[G 3] Safe and Healthy Students 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 Rozelle Elementary School will reduce its chronic absence rate from 25.8% in SY24 to 15% in SY26. Interventions and supports will be measured using the following: * PowerSchool Data * Power BI Data					
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 Implementation	[A 3.1.1] RTI2-B team will monitor attendance and discipline reports RTI2-B team will meet every 20 days to analyze attendance reports and identify at-risk and chronically absent students. Students with perfect attendance will be awarded with Dojo points and Fun Friday privileges once per month.	Demetria Faulkner, Dean of Students, and LaToya Rogers, School Counselor	05/21/2026		

* 20-day attendance reports * 20-day suspension reports Effectiveness * 20-day attendance reports will reflect a 5% decrease in the number of students absent from school * 20-day suspension reports will reflect a 5% decrease in the student suspension rate					
	[A 3.1.2] Teacher early detection and parent follow-up Teachers will contact parents of students that are absent each day. Teachers will notify the School Counselor and Dean of Students with any issues.	Demetria Faulkner, Dean of Students, and LaToya Rogers, School Counselor	05/21/2026		
	[A 3.1.3] PSSP Meetings Once the RTI2-B team identifies at-risk and chronically absent students, the School Counselor and Dean of Students will schedule SART meetings with parents to address attendance issues once 5 unexcused absences have occurred. The Parent Student Support Plan (PSSP) will be completed and loaded into PowerSchool. Student attendance will be monitored frequently and the PSSP will be updated as needed.	Demetria Faulkner, Dean of Students, and LaToya Rogers, School Counselor	05/21/2026		
[S 3.2] Professional Development Deliver ongoing, high-quality professional development at the school level for leaders, teachers, and instructional staff, with a focus on transforming instructional practices to improve student attendance and behavior, ultimately enhancing student achievement. Benchmark Indicator Implementation * Semi-annual RTI2-B training agenda and minutes	[A 3.2.1] RTI2-B Training District will train the School Counselor and Dean of Students in new processes for teaching SEL. Teachers will be trained by the Dean and the School Counselor to use the SEL resources available in the Reading Curriculum. Administration will monitor SEL implementation.	Demetria Faulkner, Dean of Students, and LaToya Rogers, School Counselor	05/14/2026		

Effectiveness					
* Monthly RTI2-B data team 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 in a 20-day period					
	[A 3.2.2] Training for staff on high impact engagement strategies Teachers will be trained on high impact engagement strategies to improve the quality of instruction in the classroom. Students that are increasingly engaged will be more willing to come to school thereby increasing student attendance.	Taurus Hines, Principal; Demetria Faulkner, Dean; and Cynthia Brewer, PLC Coach	05/21/2026		