

Grahamwood 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.

Performance Measure

Grahamwood Elementary will increase ELA on track mastery and proficient scores from 28% in 2024 to 55% in 2026 proficient on the ELA TCAP.

Performance will be measured using the following tools:

District Formative Assessments

TNReady Assessment

iReady diagnostic test

Biweekly Assessments

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[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.</p> <p>Benchmark Indicator Implementation:</p>	<p>[A 1.1.1] ELA Planning Meetings Grade level teachers will deliver instruction that is aligned with the TN State Standards for English Language Arts. The teachers will utilize the Wonders Reading Curriculum daily in whole and small group instructions with students in grades K-5. A literacy framework will be provided for teachers. The framework will include a pacing calendar, curriculum maps, highly impacted literacy strategies. We will also provide additional</p>	<p>G. Wayne Davis, Mattie Smith</p>	<p>05/21/2026</p>	<p>Title 1</p>	

<ul style="list-style-type: none"> * Quarterly District Formative Assessments * Biweekly School Assessments * Weekly Lesson Planning Documents <p>Effectiveness:</p> <ul style="list-style-type: none"> * Each quarterly formative assessment will reflect a 5% percent increase in the numbers of students achieving mastery. * Biweekly School assessments will show an increase of 10 % student mastery in ELA. * 75% of the teachers will show an increase of lesson planning and internalizing the lesson. 	<p>supplemental materials that will enrich the level of rigor that students receive. We will continue to provide school and district level professional development aligned to the State standards and data informed curriculum.</p>				
	<p>[A 1.1.2] Provide Supplemental Resources to Improve Student Achievement The PLC Coach will secure supplies, materials, technology, and equipment to enhance classroom instruction and improve student learning.</p>	<p>Rica Davis (PLC Coach)</p>	<p>05/21/2026</p>	<p>Title 1 Budget</p>	
	<p>[A 1.1.3] Monthly Data Meetings Grahawmood will conduct monthly data meetings in order to close the academic achievement gaps amongst the students. Data meetings include analyzing biweekly assessments, district provided common formative assessments, grade level assessments, and student work.</p>	<p>Rica Davis, Rachel Helton Johnson, Mattie Smith, and G. Wayne Davis</p>	<p>05/21/2026</p>	<p>Title 1 Budget</p>	
	<p>[A 1.1.4] Implement Family Literacy Night Family literacy night will provide parents an opportunity to learn how to help students become better readers. Students and parents will get an opportunity to participate in grade level literacy activities to improve their foundational and comprehension skills.</p>	<p>Rica Davis, Suzanne Guttu, ELA teachers</p>	<p>05/21/2026</p>	<p>Title 1 Budget</p>	
<p>[S 1.2] Professional Development Provide professional development for teachers, administrators, instructional leaders and district advisors on how to articulate the instructional practice shifts that will improve teachers' pedagogy</p>	<p>[A 1.2.1] Enriched Academics Professional Development Grahamwood and outside sources will provide professional development centered around our students who are in the enriched academic</p>	<p>Rachel Helton Johnson, Mattie Smith, G. Wayne Davis</p>	<p>05/21/2026</p>	<p>Title 1 Budget</p>	

<p>of the content, master of standard look fors, students' skill set, and students' proficient reading level of grade supported texts.</p> <p>Benchmark Indicator **Implementation**</p> <ul style="list-style-type: none"> * Weekly collaborative planning minutes with sign ins and agendas * Monthly professional development minutes with signs in and agenda * Monthly Instructional Leadership Team (ILT) minutes with sign in and agenda * Monitor teacher participation rates in PD activities tracked through PLZ <p>**Effectiveness**</p> <ul style="list-style-type: none"> * Weekly collaborative planning will result in a 10% increase in the percentage of teachers demonstrating effective implementation of the curriculum, resulting in students scoring 80% or higher on daily tasks. * Monthly professional development will result in at least 90% of teachers demonstrating effective implementation of the identified instructional strategies, resulting in walkthrough scores of level 3 or higher. * Monthly ILT meetings will result in at least 90% of teachers following the instructional framework, resulting in LOE scores of level 3 or higher. * Teachers PD participation will demonstrate improved skills (review of lesson planning document, classroom walkthrough data to measure teacher growth. Walkthrough scores will improve 3% each semester. 	<p>programs and the CLUE (gifted) program. The PD will address learning gaps and differentiating ELA instruction in a way that will increase the rigor and provide opportunities to challenge the learner.</p>				
	<p>[A 1.2.2] New Teacher Mentor Grahamwood has one dedicated New Teacher Mentors but several qualified and trained teachers. The mentor works with the mentees on a regular</p>	<p>Rachel Helton Johnson, Mattie Smith, Rica Davis, Elisabeth Carr</p>	<p>05/21/2026</p>	<p>Title 1 Budget</p>	

	basis coupled with on-going monthly professional development.				
	<p>[A 1.2.3] Grade Level Collaborative Planning Grade Level Collaborative Planning sessions are held twice a week for each grade level. These planning sessions are tailored to improving teacher development of standard aligned lessons. In order to assist our teachers in developing a strong planning structure each teacher utilized a lesson planning document for each content area.</p>	Rica Davis, Rachel Helton Johnson, Mattie Smith, and G. Wayne Davis	05/21/2026	Title 1 Budget	
	<p>[A 1.2.4] Attend Local/National Professional Literacy Conferences Allowing Grahamwood faculty to attend literacy conference will provide opportunities to learn new and effective practices and network with other educators across the nation.</p>	Rica Davis, Mattie Smith, G. Wayne Davis,	05/21/2026	Title 1 Budget	
<p>[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.</p> <p>Benchmark Indicator **Implementation:**</p> <ul style="list-style-type: none"> * Monthly Progress Monitoring using AIMS Web * RTI grade level data team minutes every month * iReady diagnostic Fall, Winter, and Spring * Weekly iReady reports <p>**Effectiveness:**</p> <ul style="list-style-type: none"> * 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. 	<p>[A 1.3.1] Reading Intervention To meet the students' individual needs, interventionist and teachers will differentiate reading lessons based on data, learning styles, and instructional tier. Struggling students will be identified and receive targeted support in their identified skill deficit areas during their designated intervention block. Additionally at risk fourth grade students will receive additional tutoring during the day. Specialized Educational Assistants (SEA), teachers, and the interventionist will provide students with small group instruction in the student's deficit area. The interventionist will communicate data results to the RTI2 data team and parents.</p>	Rica Davis, Allyson Minahan, Mattie Smith, G. Wayne Davis, ELA Teachers	05/21/2026	Title 1 Budget	

<p>* Quarterly benchmark assessment data will reflect at least 5% of students moving from Tier III to Tier II or Tier II to Tier I.</p> <p>* Weekly iReady reports will reflect a 5% increase in the number of students who score mastery on skill deficit areas.</p>					
<p>[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.</p> <p>Benchmark Indicator **Implementation:**</p> <p>* iReady Diagnostic (Fall, Winter, Spring) tracked in PowerBI * Weekly Classroom Informal Observation Data * Weekly collaborative planning with sign in sheets</p> <p>**Effectiveness**</p> <p>* Implementing Quarterly iReady Diagnostic results will show 15% of students with a 5% increase on track or mastery. * Implementing Weekly classroom informal observations will show 20% of students with a 5% increase on track or mastery. * 75% of teachers will show 5% improvement on teaching foundational skills due to weekly collaborative planning meetings.</p>	<p>[A 1.4.1] Implement 30-45 minute Foundational Skills block KK-2 students will increase from 49% (Spring 2024) to % 80(Spring 2026) of students on grade level using the iReady reading diagnostic.</p>	<p>KK Teachers, Mattie Smith, G. Wayne Davis</p>	<p>05/21/2026</p>	<p>Title 1 Budget</p>	
<p>[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.</p> <p>Performance Measure</p>					

Grahamwood Elementary will improve the met or exceed expectation percentages in all grades in math from 19.7% in 2024 to 55% in 2026.

Performance measures will be monitored by the following:

District Formative Assessments

TNReady Assessment

iReady Diagnostics

Biweekly Assessments

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[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.</p> <p>Benchmark Indicator **Implementation**</p> <ul style="list-style-type: none"> * Quarterly School-wide Formative Assessments * Weekly Informal Observation Tool and rubric * Quarterly Formal Observation Tool * Quarterly Data Dig Minutes * Weekly planning documents * Daily exit tickets <p>**Effectiveness**</p>	<p>[A 2.1.1] Implement Standard Aligned Curriculum Grade level teachers will deliver daily instruction aligned to the 2023 TN State Standards for Math. They will utilize district resources of Envision Mathematics along with strategies that will support the student's mastery of the standards. The ILT and Admin Team will monitor the delivery of instruction and provide feedback in order to improve instructional practice.</p>	Rica Davis, Mattie Smith, G. Wayne Davis, Anthony Edwards	05/21/2026	Title 1 Budget	

<ul style="list-style-type: none"> * Quarterly school-wide formative assessments will reflect students scoring 80% or better. * 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. * Quarterly formal observation tool will show that 100% of teachers are on track with following the curriculum and overall teacher LOE will reflect level 3 or higher. * Quarterly data dig minutes will show at least 55% of students tested will meet or exceed expectations on formative assessments with a score of 80% or higher. * Weekly lesson planning documents will show that 100% of teachers are on track with following the curriculum and using all levels of Blooms Taxonomy and overall teacher LOE will reflect level 3 or higher. * Daily exit tickets will reflect at least 90% of students scoring 80% or higher. 					
	<p>[A 2.1.2] Secure math manipulatives, materials, and equipment Professional Learning Coach will secure supplies, materials, equipment, technology, and support for academic math instruction in order to help students make abstract concepts more concrete and easier to understand. Instead of only dealing with numbers and symbols, students can physically touch, move, and arrange objects, which supports deeper learning.</p>	Rica Davis	05/21/2026	Title 1 Budget	
	<p>[A 2.1.3] Implement Family Math Night Family Math Night will be provided to students and parents using a variety of delivery systems to support parents in helping their child improve Math. This is an event where students, families, and teachers come together to explore math in fun, engaging, and collaborative ways.</p>	Rica Davis, Math Teachers	05/21/2026	Title 1 Budget	
<p>[S 2.2] Professional Development Provide ongoing, high quality professional</p>	<p>[A 2.2.1] Attend Local and National Conferences</p>	Rica Davis, Mattie Smith,	05/21/2026	Title 1 Budget	

<p>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>Benchmark Indicator **Implementation**</p> <ul style="list-style-type: none"> * Weekly collaborative planning minutes with sign ins and agendas * Monthly professional development minutes with signs in and agenda * Monthly Instructional Leadership Team (ILT) minutes with sign in and agenda * Monitor teacher participation rates in PD activities tracked through PLZ <p>**Effectiveness**</p> <ul style="list-style-type: none"> * Weekly collaborative planning will result in a 10% increase in the percentage of teachers demonstrating effective implementation of the curriculum, resulting in students scoring 80% or higher on daily tasks. * Monthly professional development will result in at least 90% of teachers demonstrating effective implementation of the identified instructional strategies, resulting in walkthrough scores of level 3 or higher. * Monthly ILT meetings will result in at least 90% of teachers following the instructional framework, resulting in LOE scores of level 3 or higher. * Teachers PD participation will demonstrate improved skills to measure teacher growth. Walkthrough scores will improve 3% each semester. 	<p>Math teachers will have the opportunity to attend local and national conferences to gain a better understanding of the mathematical principles and to collaborate with other math teachers across the nation.</p>	<p>G. Wayne Davis</p>			
	<p>[A 2.2.2] Provide Targeted Math PD School Administrators and District Advisors will conduct professional development for each</p>	<p>Rica Davis, G. Wayne Davis</p>	<p>05/21/2026</p>	<p>Title 1 Budget</p>	

	component of the Envision lesson using the district provided lesson plans.				
<p>[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.</p> <p>** **</p> <p>** **</p> <p>Benchmark Indicator **Implementation:**</p> <ul style="list-style-type: none"> * Biweekly Math assessment data * iReady diagnostic in the Fall, Winter, and Spring tracked in PowerBI * Performance Matters three times a year tracked in Power BI <p>**Effectiveness:**</p> <ul style="list-style-type: none"> * Implementing biweekly data analysis meetings with 90% attendance to review testing data will decrease student misconceptions by 5% on test. * Implementing quarterly iReady diagnostics will show 20% of students with a 10% increase on track or mastery. * Implementing Performance Matters will show 15% of the students with a 10% increase to on met expectations or higher. 	<p>[A 2.3.1] Support Learning Environments The Professional Learning Coach will secure manipulatives, diagrams, and digital tools to make abstract concepts concrete. Teachers will differentiate math task to match various skill levels and offer support as needed. Teachers will connect math to real life in order to show how math is relevant through practical, relatable examples.</p>	Rica Davis, G. Wayne Davis	05/21/2026	Title 1 Budget	
	<p>[A 2.3.2] Math Intervention Struggling students will be identified in their math skill deficit area using iReady diagnostic. The students will then be provided small group instruction during the grade level's RTI2 block.</p>	Rica Davis, Allyson Minahan, G. Wayne Davis	05/21/2026	Title 1 Budget	

	Small group instruction offers an individualized approach to the content. Personalized learning offers different teaching approaches such as visuals, manipulatives, step by step scaffolds.				
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[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
 Grahamwood Elementary will see a 10 percent reduction in chronic absenteeism from 31.6% in 2025 to 21.6% in 2026.

Performance will be measured using the following tools:

- * PowerSchool Data
- * PowerBI Data

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 3.1] Attendance Supports Implement targeted attendance interventions, support programs, and initiatives that address attendance while providing appropriate family and student support.</p> <p>Benchmark Indicator **Implementation:**</p> <ul style="list-style-type: none"> * 20-day attendance supports from Power BI. * 10-day behavior reports pulled from the Behavior Specialist. * Monthly Small groups with Behavior Team with meeting minutes. <p>**Effectiveness:**</p> <ul style="list-style-type: none"> * 20-day attendance reports will reflect a 5% decrease in the number of students absent from 	<p>[A 3.1.1] Student Attendance Awards Students will receive attendance incentive awards for perfect attendance every 20 days such as: out of uniform days, student pizza parties, additional recess time, shout-outs and other incentives.</p> <p>Students will be recognized during the awards programs.</p>	Latoya Tabor Strong, Rekeshia Hudson, Rachel Helton Johnson	05/21/2026	Title 1 Budget	

<p>school.</p> <ul style="list-style-type: none"> * 10-day behavior reports will reflect a 10% decrease in the number of student infractions. * The team will have monthly meetings will result with a 10 percent reduction in misbehavior incidents. 					
<p>[S 3.2] Parent, Family, and Community Engagement Promote effective parent, family, and community engagement activities and resources that support safe schools and increase student attendance.</p> <p>Benchmark Indicator **Implementation**</p> <ul style="list-style-type: none"> * Semesterly parent surveys * Semesterly parent meeting minutes * Semesterly parent-teacher conference sign-in sheets/minutes <p>**Effectiveness**</p> <ul style="list-style-type: none"> * Semesterly parent surveys will result in at least 1 additional family engagement and involvement meetings/events that were requested based on feedback and trends. * Semesterly parent meetings will result in at least 1 additional PD opportunities and/or trainings. * Semesterly parent-teacher conferences will result in a 5% decrease in student absences. 	<p>[A 3.2.1] Counselor Outreach Meetings Counselors will host Coffee and Chat meetings once every nine weeks. The meetings will focus on attendance, test anxiety, how to help with reading and homework.</p>	<p>Latoya Tabor Strong, Rekeshia Hudson,</p>	<p>05/21/2026</p>	<p>Title 1 Budget</p>	