Southwind 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 will build their knowledge base in reading, writing, and Language Arts TN standards. Students struggling will receive targeted intervention and supports throughout the school year based on their identified area(s) of need.

Performance Measure
Southwind Elementary will increase on track and mastery percentages from 53.5% in SY 24 to 55.0% in SY 26.

Performance will be measured using the following:

TN Ready Assessment

I-Ready Fall, Winter, and Spring Benchmark assessments

District Formative Assessments

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 1.1] Standard Aligned Core Instruction Teachers will plan and execute standard aligned lessons with intentionality and focus to provide daily access to a rigorous ELA 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** **Benchmark Indicator** Implementation: Bi-Weekly classroom informal observation data Semi-Annual Formal Observation data **Effectiveness:**	**[A 1.1.1] TN Standard Aligned Lesson planning** The teachers will participate in weekly Collaborative Planning sessions in which they will utilize the new district provided lesson plans to ensure that their instruction is standards Aligned daily.	PLC Coach, Amelia Williams	04/30/2026		

50% of students should perform at or above the 70% on District Formative Assessments (Fall, Winter and Spring) which align with the grade-level core instructional standards. Quarterly Common Formative Assessments will show 20% increase in the number of students demonstrating proficiency from the fall to the spring assessments. Executing quarterly review of TEM observation data to monitor educator' delivery of standards aligned lessons to the TN standards with TEM will show level 3 or higher, for 75% of teachers, in at least 3 or more of the TEM indicators.					
[S 1.2] Professional Development Provide professional development for teachers, administrators, and instructional leaders to build teacher's capacity of the content, master the standards look fors, students' skill sets in order to utilize small group instruction. **Benchmark Indicator** Implementation: Instructional Leadership Team (ILT) meeting sign in sheets/ agenda Weekly PLC/Collaborative planning meeting sign in sheets Quarterly common formative assessments reports Lesson Plans Effectiveness: Quarterly common formative assessments will reflect a 5% increase in the number of students	**[A 1.2.1] Professional Development** The PLC Coaches and ILT members will deliver PD for the educators as needed based on the data and discussions in ILT meetings.	PLC Coaches and ILT members	04/17/2026		

scoring 80% or better after each assessment. Weekly lesson plan checks will show that 100% of teachers are on track with implementing small group instruction in their classrooms.					
[S 1.3] Targeted Intervention and Personalized Learning Provide academic interventions, personalized learning activities, an individualized learning pace, aligned with various instructional approaches designed to meet the needs of specific learners to improve student achievement. **Benchmark Indicator** Implementation: District provided Formative Assessments (FALL, WINTER, SPRING) Ready Diagnostics Platform (FALL, WINTER, SPRING) Bi-Weekly classroom informal observation data from Intervention walkthroughs Effectiveness: 50% of students should perform at or above the 70% on District Formative Assessments (Fall, Winter and Spring) which align with the core instructional standards for the specific quarter. Implementing Quarterly I-Ready Diagnostic results will show 20% of students with a 5% increase on track or mastery. Implementing bi-weekly classroom observations will show 10% of Students in grades k-5 with a 5% growth on quarterly formative assessments.	**[A 1.3.1] RTI Interventions** RTI intervention blocks will be utilized with fidelity. SES provides academic interventions using the I-ready program, which identifies students based on their tier level. This program is used as a guide to focus on the areas of strength and weaknesses of students in the area of ELA. Teachers will analyze their students' data and provide them with effective personalized learning activities which will meet their individual needs and work towards closing the learning gaps in ELA. The Administration team will perform walkthrough observations and the RTI lead will perform monthly monitoring to ensure the interventions are being implemented in each classroom with fidelity.	RTI Lead, La Fonde Wooden	05/29/2026		
[S 1.4] Early Literacy Build and strengthen the foundational literacy	**[A 1.4.1] Professional Development** The PLC Coach will ensure professional	PLC Coach Amelia	04/30/2026		

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:** I-Ready Benchmark Assessments (Fall, Winter, Spring) District Common Formative Assessments (Fall, Winter, Spring) Weekly PLC meetings **Effectiveness:** Quarterly assessments will reflect a10% increase in the number of students achieving proficiency from the fall to the spring assessments. 85% teacher attendance for PLC meetings will result in a 10% increase in the number of students achieving proficiency from the fall common formative assessment to the spring.	development is on-going with K-2 ELA teachers as needed around foundational skills and building their capacity. PLC Coach and ELA ILT Lead teacher will conduct weekly literacy PLC's. As well as offer small group individualized profession trainings for new, novice, and any teacher in need.	Williams and ILT ELA Lead			

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

Performance Measure
Southwind Elementary School will increase the percentage of students who are meeting and exceeding expectations in grades 3-5 from 48.5% in 2023-24 School Year to 50.5% in 2025-26 School Year.

Performance will be measured using the following tools:

TN Ready Assessment

Common Formative Assessments/District Formative Assessments

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: I-Ready Diagnostics platform (Fall, Winter, Spring) Bi-Weekly classroom informal observations data Effectiveness: Implementing quarterly, I-ready diagnostics will show 20% of students with at least a 5% increase scoring at or above 70%. 45% of students should perform at or above the 70% on District Formative Assessments (Fall, Winter and Spring) which align with the core instructional standards for the specific quarter. Implementing bi-weekly classroom observations using the District's Mathematics Walkthrough tool will show 90% of teachers implementing TN Standards aligned lessons and the result being a 5% increase in 20% of the students performing at or above mastery on I-ready diagnostics.	**[A 2.1.1] Standards Aligned Lesson planning** The teachers will participate in weekly Collaborative Planning sessions in which they will utilize the new district provided lesson plans to ensure that their instruction is standards Aligned daily.	PLC Coach, Vicky Townsend	04/29/2026		
[S 2.2] Professional Development Provide professional development for teachers, administrators, and instructional leaders to build teacher's capacity of the content, full knowledge of	**[A 2.2.1] Professional Development** Utilize weekly 90-minute professional learning communities (PLC) to implement needed Professional development among the different	PLC Coach, Vicky Townsend	04/30/2026		

the standards they teach, students' skill sets in order to utilize small group instruction. **Benchmark Indicator** Implementation: Instructional Leadership Team (ILT) meetings are conducted twice each month to ensure school leaders are gaining and sharing knowledge of content, obtaining content support and resources through collaboration, and effectively communicating new information with school-level educators. Weekly PLC/Collaborative planning meetings will be conducted to be sure the classroom teachers are participating in Deliberate practice to better deliver instruction in the classroom Quarterly common formative assessments will be delivered. Effectiveness: 85% of teachers will attend weekly professional learning sessions, which will result in 20% increase in the number of students proficient on the common formative assessments from Fall to spring. 80% of teachers will demonstrate strategies gained from professional development sessions as evidenced by informal observation walkthrough form, resulting in a 5% growth in mastery performance on quarterly formative assessments in 10% of the student population. Quarterly assessments will reflect a 20% increase in the number of students achieving proficiency from the fall to the spring assessments.	grade levels based on the data from the ILT team and Admin Walk through observations.				

[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:** Ready Diagnostics Assessment (FALL, WINTER, SPRING) District Common Formative Assessments (Fall, Winter, Spring) Bi-Weekly classroom informal observation data from Intervention walkthroughs **Effectiveness:** Quarterly I-Ready Diagnostic results will show a 20% increase of students performing at the 65th percentile or better on the Winter and Spring Assessments from the fall diagnostic. Bi-weekly classroom observations will show 10% of Students in grades k-5 with a 5% growth on quarterly formative assessments.	**[A 2.3.1] RTI Interventions** RTI intervention blocks will be utilized with fidelity. SES provides academic interventions using the I-ready program, which identifies students based on their tier level. This program is used as a guide to focus on the areas of strength and weaknesses of students in the areas of Math. Teachers will analyze their students' data and provide them with effective personalized learning activities which will meet their individual needs and work towards closing the learning gaps in Math. The Administration team will perform walkthrough observations and the RTI lead will perform monthly monitoring to ensure the interventions are being implemented in each classroom with fidelity.	RTI Lead, La Fonde Wooden	05/29/2026		

[G 3] Chronic Absenteeism
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
Southwind Elementary School will decrease our chronic Absenteeism rate from 2.1% in 2024-25 School Year to 1.9% in 2025-26 School Year.

* 20-day attendance reports (SART) * Power BI Data * Share Point student data					
Strategy	**Action Step**	**Person Responsible**	**Estimated Completion Date**	**Funding Source**	**Notes**
[S 3.1] Attendance and Behavior intervention and supports Implement targeted interventions and support programs and initiatives that address identified behavior needs and provide appropriate student supports. **Benchmark Indicator** **Implementation: ** Analysis of the 20-day attendance report **Effectiveness:** Analyzing the 20-day attendance reports will show a minimum of 90% average daily attendance.	**[A 3.1.1] Attendance intervention and supports** The 20-day reports will be run, and the students will be monitored. The counselor, office secretary, and teachers will call daily when students are absent. For example, if the student is simply at the dentist asking them to please return to school once finished. If sick checking to see if there are any supports, they need from the school.	Counselor, L. Johnson, School Compliance Coordinator, C. Edwards, General Office Secretary, T. Smith	05/29/2026		
[S 3.2] Professional Development Provide ongoing, high quality professional development at the school site for school leaders, teachers, and other instructional staff to focus on changing instructional practices that result in improved student attendance and behavior positively impacting student achievement. **Benchmark Indicator** **Implementation:** Weekly Friday Facts to aid with behaviors and increase attendance Quarterly attendance incentive data Quarterly common formative assessment data	**[A 3.2.1] RTI2/B Professional Development Oppurtunites** The schools RTI2A/B Lead provides Professional Development monthly as needed for the staff on strategies to improve classroom disruptions, and how to effectively diffuse certain situations that may take place in the classrooms. She will also provide weekly tips in the Friday facts going out to the teachers every Friday. Using the strategies will try to eliminate student's absenteeism from behavior issues. Southwind Elementary has a RTI2B committee that also assists with professional development monthly as well by sharing information with the teachers they received from district PD's. This information is then disseminated to the teachers to aid in making sure their classrooms remain free from student	RTI Lead, La Fonde Wooden	05/29/2026		

Effectiveness: Implementing a Quarterly attendance incentive surprise with fidelity will show a 2% increase in students at 95% attendance rates. Implementing weekly strategies provided in the Friday Facts will show a reduction of students being sent to the office or in school suspension and in turn increase the 10% of students with a 5% increase on track and mastery.	disruptions or unnecessary issues that will cause serious disruptions to the learning process. The counselor is also heavily involved because she also keeps a track on specific students to ensure their rights are not being violated and initiates home to school conferencing around the behaviors trying to alleviate any missed days due to behavior.				
[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. **Benchmark Indicator** **Implementation:** Parent survey data(website) Semi-Annual review of event attendance forms **Effectiveness:** Implementation of the parents' survey will show a 2% increase in the attendance rate of 10% of the students. Executing semi-annual review of event attendance forms will show a 5% increase in parental attendance at 50% of the events.	**[A 3.3.1] Provide a Feedback Link** Southwind will provide a link parents and stakeholders can use to capture concerns or suggestions on the school's website. This will ensure they have a voice in the decisions made that impacts the whole child. It will be monitored weekly, and parents will be provided feedback through various methods within a timely manner.	PLC Coach, Vicky Townsend, PLC Coach, Amelia Williams	10/31/2025		