

Snowden Elementary/Middle 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

Snowden will increase ELA meeting or exceeding expectations proficiency rates in all grades from 27.4% in 2024 to 32.4% in 2026.

Performance will be measured using the following tools:

- * TNReady Assessment
- * IReady Universal Screeners
- * District CFAs
- * School-based CFAs

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 **Benchmark Indicator** **IMPLEMENTATION:** iReady Diagnostics Platform (FALL, WINTER, SPRING) District Common Formative Assessment (FALL, WINTER, SPRING)	[A 1.1.1] Implementation of ELA Curriculum Implementation of ELA curriculum will be ensured utilizing the following strategies: * Utilize curriculum maps with fidelity * Leverage experienced ELA teachers to support new teachers with the curriculum shift. * Provide common planning time and deliberate practice * Conduct ILT walkthroughs on a monthly basis to provide feedback to teachers. * Conduct informal observations on a weekly basis and provide feedback. * Ensure access to relevant professional development. * Continued implementation of a school-wide writing program. * Integrate on-line curriculum resources into daily lessons utilizing student devices	S. Scruggs, Principal; E. Patterson, Assistant Principal; S. Jimerson, PLC Coach; S. McClanahan, PLC Coach	07/21/2026		

Semi-Annual FORMAL OBSERVATION DATA (TEM) Weekly CLASSROOM INFORMAL OBSERVATION DATA **EFFECTIVENESS**: IReady Diagnostic results will show a 10% increase of students in grades 3-8 on mid or above grade level from the fall to the spring. District Common Formative Assessments will show 32.4% of students in grades 3- 8 performing at or above 70%. Quarterly review of TEM observation data to monitor educators' delivery of standard 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. Weekly classroom observations will show 90% of teachers on pace with district curriculum map.	* Offer student incentives for growth and achievement on district formative CFAs				
	[A 1.1.2] Instructional Supplies Secure supplies, materials, equipment, and support for classroom instruction that will enhance the learning environment for all students by providing items based on curricular needs.	S. Scruggs, Principal; S. Jimerson, PLC Coach; S. McClanahan, PLC Coach	04/10/2026		
	[A 1.1.3] Study Island and Pear Assessment Utilize on-line platforms, Study Island and Pear Assessment to provide enhance and support curriculum, to provide enrichment activities, and to collect standards mastery data.	S. Scruggs, Principal; S. Jimerson, PLC Coach; S. McClanahan, PLC Coach	05/01/2026		
[S 1.2] Professional Development Professional development at the school level is provided as follows: * All teachers meet with twice weekly with a	[A 1.2.1] ELA Professional Development Snowden school will ensure participation in the following ELA Professional Development: * School-based collaborative planning for Wonders	S. Scruggs, Principal; E. Patterson, Assistant Principal; S.	05/21/2026		

subject-area, grade level administrator for collaborative planning and PLCs focused on the DDI cycle (Standards analysis, common formative assessments, and data analysis) * Monthly differentiated PD is offered after school on various topics related to initiatives at the school: English language learners, Special Education and Integration of Technology, etc. * PLC coaches arrange for PD with outside vendors whose programs the school uses: Reading Horizons, Study Island, Pear Assessment. * Administration and PLC coaches provide support to individual teachers based on needs assessed during walkthroughs. Coaching occurs at the school-level * PLC coaches utilize district-provided PD sessions and ensure that teachers who would benefit are notified of the offering. Benchmark Indicator **Implementation** * Collaborative planning and PLC schedule calendar * Informal walkthroughs conducted utilizing the district-provided walkthrough tool * Weekly Sign-in sheets and agendas for all collaborative planning meetings, PLC meetings, and differentiated PD meetings **Effectiveness** * 95% staff attendance rate at weekly Collaborative planning and PLC meetings * 95% staff attendance rate at monthly faculty meetings	and My Perspectives. * School-based weekly PLCs with focus on curriculum implementation * PLCs and Collaborative planning sessions with focus on backwards planning, anticipating misconceptions, improving data analysis processes, creating teacher exemplars, and deliberate practice. * ILT redelivery of core content training received during Leadership Development Weeks throughout the school year * District provided vendor-led professional development for Wonders and My Perspectives * Participation in TNTP Literacy Network	Jimerson, PLC Coach; S. McClanahan, PLC Coach			
	[A 1.2.2] PLC Coaches PLC coaches will serve the following roles: * Monitor the implementation of evidence-based	S. Scruggs, Principal; S. Jimerson, PLC Coach; S.	05/21/2026		

	practices in classrooms, ensuring fidelity to the chosen instructional methods. * Assist in selecting appropriate instructional materials and resources that align with best practices in literacy instruction. * Help teachers analyze student performance data and use it to inform instructional decisions, including identifying students who may benefit from additional support. * Provide ongoing professional development for teachers, focusing on evidence-based instructional strategies, differentiated instruction, and the science of reading. * Assist teachers in planning lessons that incorporate evidence-based practices, personalized learning, and differentiated instruction to meet the diverse needs of students.	McClanahan, PLC Coach			
[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** * Weekly progress monitoring * RTI fidelity checks * Monthly data team meetings **Effectiveness** * 95% of RTI students complete progress monitoring weekly * 95% of RTI students complete required computer-based work weekly * 100% of RTI instructors conduct small-group instruction weekly	[A 1.3.1] Provide Staff Provide interventionists who work closely with students, providing individualized or small-group instruction based on their individual requirements. This individualized approach ensures that students who are struggling receive targeted assistance. Interventionists will also assist with administering assessments and analyzing data to determine which students require additional assistance. Interventionists will assess and track the progress of students receiving interventions on a regular basis. They will utilize data to modify instructional strategies and evaluate the efficacy of interventions.	S. Scruggs, Principal; D. Washington, Vice-Principal; S. Jimerson, PLC Coach; S. McClanahan, PLC Coach	05/21/2026		

* 10% of RTI students move up a skill deficit level or grade level each month					
	[A 1.3.2] RTI Professional Development Training and Resources * Provide foundational RTI training for all educators to ensure a common understanding of RTI principles. Training will cover topics such as the RTI process, data collection and analysis, and the use of evidence-based instructional practices. * Provide training on how to collect, analyze, and use data effectively in the RTI process. Training will ensure educators are proficient in using assessment data to make informed decisions about student interventions. * Commit to regularly updating and expanding the resource repository to stay current with evolving best practices and research in RTI and implement training sessions to familiarize educators with the available resources and how to effectively use them in RTI practices. These sessions will cover topics such as data-driven decision-making, evidence-based interventions, and progress monitoring. * Provide Reading Horizons vendor-led training.	S. Scruggs, Principal; S. Jimerson, PLC Coach; S. McClanahan, PLC Coach	10/17/2025		
	[A 1.3.3] RTI Implementation A designated RTI block has been implemented in all grades K–8. Teachers plan and execute targeted skill-based interventions on a consistent basis for the students they serve. Data team meetings are held monthly to consistently monitor students' progress and instructional practices. All RTI students in K–8 have access to Iready computer-based intervention. Progress monitoring is overseen by administrative staff. Implementation will be supported by vendor-led onsite training and guidance from the RTI advisor to assist teachers with the correct implementation of the district-mandated platforms, I-Ready, Aimsweb, and school-based Reading Horizons.	S. Scruggs, Principal; D. Washington, Vice-Principal; E. Patterson, Assistant Principal; C. Robertson, Assistant Principal; M. Martinez, Assistant Principal; S. Jimerson, PLC Coach; S. McClanahan, PLC Coach	05/21/2026		

	[A 1.3.4] Reading Horizons Provide the Reading Horizons literacy program including course materials, computer-based software and professional development to 3-8 RTI classes to facilitate closing the gaps in students' foundational literacy skills.	S. Scruggs, Principal; D. Washington, Vice-Principal; S. Jimerson, PLC Coach; S. McClanahan, PLC Coach	05/01/2026		
[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 Snowden K-2 students will increase on grade level proficiency rates from 30 % on Spring 2025 Iready Universal Benchmark to 35% on Iready Universal Benchmark by Spring 2026. Snowden will increase 3rd grade ELA meeting or exceeding expectations proficiency rates from 38.3% in 2024 to 43% in 2026 on TNReady assessment. Implementation * Early Literacy Monthly Learning Series attendance * Weekly lesson plans reflecting daily foundational literacy skills instruction focusing on all of the prescribed components (phonological awareness, phonics, high frequency words, grammar, fluency, vocabulary, writing and comprehension). * iReady Diagnostic Student Report (Fall, Winter, Spring)	[A 1.4.1] School-based Professional Development and Collaborative Planning **Professional Development** * Provide comprehensive professional development opportunities for all K-2 teachers to ensure they understand and can implement evidence-based reading instruction methods. Training should cover topics such as phonemic awareness, phonics, vocabulary development, fluency, and comprehension. **Collaborative Planning** * Teacher assistants who support K-2 will attend weekly team meetings. * K-2 teachers will participate in weekly grade-level collaborative planning and monthly vertical planning.	S. Scruggs, Principal; E. Patterson, Assistant Principal; S. McClanahan, PLC coach; S. Jimerson, PLC Coach	05/21/2026		

Effectiveness					
* Weekly lesson plan checks will show that 100% of teachers planning for all components of foundational literacy skills instruction * iReady Reading Diagnostics will show an increase of 5% of students scoring on or above grade level in foundational skills * Bi-weekly grade-level common formative assessment will reflect at least 45% of students scoring 70% or better on each assessment.					
	[A 1.4.2] Early Literacy Opportunities K-2 educators will integrate the structured literacy approach, emphasizing explicit and systematic instruction in phonics, decoding, encoding, syllable division, and morphology. To enhance this approach, the reading curriculum will be aligned with evidence-based practices rooted in the science of reading, ensuring that all instructional materials, textbooks, and classroom resources used in grades K–2 adhere to these principles. The implementation of regular literacy assessments, including phonemic awareness and decoding assessments, will be a key strategy to effectively pinpoint students in need of additional support. Robust data collection and analysis will provide the school with the means to closely monitor student progress and make well-informed instructional decisions, ultimately nurturing improved literacy outcomes. Additionally, ongoing evaluation of the effectiveness of these strategies will inform necessary adjustments to the school improvement plan, and resource allocation, encompassing instructional materials and personnel, will be strategically directed to support the science of reading initiatives effectively.	S. Scruggs, Principal; E. Patterson, Assistant Principal; S. McClanahan, PLC coach; S. Jimerson, PLC Coach	05/21/2026		
	[A 1.4.3] Foundational Skills Instruction · K-2 teachers will provide explicit foundational skills instruction to all students at their level of need.	S. Scruggs, Principal; E. Patterson, Assistant Principal; S.	05/21/2026		

	* Develop a tiered support system based on assessment data. Provide targeted interventions and differentiated instruction to meet the specific needs of struggling readers. Offer small-group and one-on-one instruction as needed. * Provide resources to parents and guardians to help support literacy development at home. * K-2 teachers will administer standards and curriculum-aligned placement tests and screenings to determine what students understand to build on the students' strengths and address their specific needs.	McClanahan, PLC coach; S. Jimerson, PLC Coach			
[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 Snowden will increase Math meeting or exceeding expectations proficiency rates in all grades from 24.4% in 2024 to 29.4% in 2026. Performance will be measured using the following tools: * TNReady Assessment * IReady Universal Screeners * District CFAs * School-based CFAs					
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	[A 2.1.1] Implementation of Math Curriculum * Utilize curriculum maps with fidelity * Leverage experienced math teachers to support new teachers with the curriculum shift. * Provide common planning time and deliberate practice * Conduct informal observations on a weekly basis and provide feedback. * Ensure that teachers receive continued school and district-based professional development with the new Iready math curriculum.	S. Scruggs, Principal; D. Washington, Vice-Principal; C. Robertson, Assistant Principal; S. Jimerson, PLC Coach; S. McClanahan, PLC Coach	05/21/2026		

IMPLEMENTATION: IReady Diagnostics Platform (Fall, Winter, Spring) District Common Formative Assessment (Fall, Winter, Spring) Semi-Annual Formal observation data (TEM) Weekly classroom informal observation data **EFFECTIVENESS**: IReady Diagnostic results will show a 10% increase of students in grades 3-8 on mid or above grade level from the fall to the spring. District Common Formative Assessments will show 29.4% of students in grades 3- 8 performing at or above 70%. Quarterly review of TEM observation data to monitor educators' delivery of standard 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. Weekly classroom observations will show 90% of teachers on pace with district curriculum map.	* Integrate on-line curriculum resources into daily lessons utilizing student devices * Offer student incentives for growth and achievement on district formative CFAs				
	[A 2.1.2] Instructional Supplies Secure supplies, materials, equipment, and support for classroom instruction that will enhance the learning environment for all students by providing items based on curricular needs.	S. Scruggs, Principal; S. Jimerson, PLC Coach; S. McClanahan, PLC Coach	04/10/2026		
	[A 2.1.3] Study Island and Pear Assessment Utilize on-line platforms, Study Island and Pear Assessment to provide enhance and support curriculum, to provide enrichment activities, and to collect standards mastery data.	S. Scruggs, Principal; S. Jimerson, PLC Coach; S. McClanahan, PLC Coach	05/21/2026		

[S 2.2] Professional Development Professional development at the school level is provided as follows: * All teachers meet with twice weekly with a subject-area, grade level administrator for collaborative planning and PLCs focused on the DDI cycle (Standards analysis, common formative assessments, and data analysis) * Monthly differentiated PD is offered after school on various topics related to initiatives at the school: English language learners, Special Education and Integration of Technology, etc. * PLC coaches arrange for PD with outside vendors whose programs the school uses: Reading Horizons, Study Island, Pear Assessment. * Administration and PLC coaches provide support to individual teachers based on needs assessed during walkthroughs. Coaching occurs at the school-level. * PLC coaches utilize district-provided PD sessions and ensure that teachers who would benefit are notified of the offering. Benchmark Indicator **Implementation** * Collaborative planning and PLC schedule calendar * Informal walkthroughs conducted utilizing the district-provided walkthrough tool. * Weekly Sign-in sheets and agendas for all collaborative planning meetings, PLC meetings, and differentiated PD meetings **Effectiveness** * 95% staff attendance rate at weekly Collaborative planning and PLC meetings	[A 2.2.1] Math Professional Development Snowden school will ensure participation in the following Math Professional Development: * School-based collaborative planning for Iready math * School-based weekly PLCs with focus on curriculum implementation * PLCs and Collaborative planning sessions with focus on backwards planning, anticipating misconceptions, improving data analysis processes, creating teacher exemplars, and deliberate practice. * ILT redelivery of core content training received during Leadership Development Weeks throughout the school year * District provided professional development	S. Scruggs, Principal; C. Robertson, Assistant Principal; S. Jimerson, PLC Coach; S. McClanahan, PLC Coach	05/21/2026		
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* 95% staff attendance rate at monthly faculty meetings					
[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** * Weekly progress monitoring * RTI fidelity checks * Monthly data team meetings **Effectiveness** * 95% of RTI students complete progress monitoring weekly * 95% of RTI students complete required computer-based work weekly * 100% of RTI instructors conduct small-group instruction weekly * 10% of RTI students move up a skill deficit level or grade level each month	[A 2.3.1] Provide Staff Provide counselors to ensure student academic support. In addition to social-emotional services, counselors will assist RTI implementation by conducting fidelity checks, assist classroom teachers and students by overseeing quarterly grade recovery programs, and assist the school in organizing quarterly awards programs to incentivize and recognize student academic achievement.	S. Scruggs, Principal; D. Washington, Vice-Principal; S. Jimerson, PLC Coach; S. McClanahan, PLC Coach	05/21/2026		
	[A 2.3.2] RTI Professional Development Training and Resources * Provide foundational RTI training for all educators to ensure a common understanding of RTI principles. Training will cover topics such as the RTI process, data collection and analysis, and the use of evidence-based instructional practices. * Provide training on how to collect, analyze, and use data effectively in the RTI process. Training will ensure educators are proficient in using assessment data to make informed decisions about	S. Scruggs, Principal; S. Jimerson, PLC Coach; S. McClanahan, PLC Coach	10/17/2025		

	student interventions. * Commit to regularly updating and expanding the resource repository to stay current with evolving best practices and research in RTI and implement training sessions to familiarize educators with the available resources and how to effectively use them in RTI practices. These sessions will cover topics such as data-driven decision-making, evidence-based interventions, and progress monitoring.				
	[A 2.3.3] RTI Implementation A designated RTI block has been implemented in all grades K–8. Teachers plan and execute targeted skill-based interventions on a consistent basis for the students they serve. Data team meetings are held monthly to consistently monitor students' progress and instructional practices. All RTI students in K–8 have access to Iready computer-based intervention. Progress monitoring is overseen by administrative staff. Implementation will be supported by vendor-led onsite training and guidance from the RTI advisor to assist teachers with the correct implementation of the district-mandated platforms: I-Ready and Aimsweb.	S. Scruggs, Principal; D. Washington, Vice-Principal; E. Patterson, Assistant Principal; C. Robertson, Assistant Principal; S. Jimerson, PLC Coach; S. McClanahan, PLC Coach	05/21/2026		