

Cromwell 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

Cromwell Elementary will increase ELA meeting and/or exceeding proficiency rates on the TCAP in grades 3-5 from 20.4% in 2023-2024 to 25.4% 2025-2026, for all students including those in the TSI identified subgroups of Black/African American, BHN, ED, and SWD.

Performance will be measured using the following tools:

District Formative Assessments

TNReady Assessment

School-Wide Short Cycle Assessments

Unit Assessments

Iready Benchmark Assessments

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**	[A 1.1.1] Conduct PLCs around Deliberate Practice Teachers will engage in deliberate practice and the admin team will give feedback to assist with providing students with high-quality instruction for all students including those in the TSI identified subgroups of Black/African American, BHN, ED, and SWD. * Wonders Instruction (whole/group) using the District required Curriculum for Wonders	JoAnn McMillian, Principal; Dr. Brenda Ingram, AP; Kijiuana Thomas, Instructional Coach; Tonesia Carter, PLC	05/20/2026	SBB, Title I	

45% of students should perform at or above 70% on District Formative Assessments (Fall, Winter and Spring) which align with the grade-level core instructional standards. The office of planning and accountability is responsible for collecting and publishing internal data reports. **Benchmark Indicator** Implementation * Bi-Weekly DDI Cycle * Monthly Data Meetings * Use PLCs for observation feedback and next steps * Quarterly TEM Observation Rubric Effectiveness * Implementing biweekly DDI Cycles will show a 10% increase in 5% of student population. * Executing monthly data meetings will show 10% increase in 5% of student population. * Weekly classroom walkthrough data will reflect effective instructional practices in 60% of observed classrooms * Quarterly review of TEM observation will indicate that at least 50% of core content area teachers are implementing lessons aligned to the TN Standards.	* Interactive Word Wall Implementation * Instructional Practice Guide * PLCs				
	[A 1.1.2] Conduct Weekly Review of ELA Lesson Plan Protocols Cromwell Elementary's administrative team will review Wonders and Foundational Skills lesson plans to ensure learning activities, strategies and instruction are aligned with the state mandated literacy standards for all students including those in the TSI identified subgroups of Black/African American, BHN, ED, and SWD.	Kijiuana Thomas, Instructional Coach	04/10/2026	SBB, Title I	
	[A 1.1.3] Conduct Peer, Informal and Formal	JoAnn	03/06/2026	SBB, Title I	

	Observations The Instructional Leadership Team (ILT) will conduct peer observations and the Administrative Team will conduct Formal and Informal Observations to do the following: * improve teaching and instructional practices for all students including those in the TSI identified subgroups of Black/African American, BHN, ED, and SWD. * demonstrate leadership by observing and supporting other teachers on grade level and content * enhance student learning through reflective practice (assessment) provide constructive criticism (feedback) to peers	McMillian, Principal			
[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 of the content, master of standard look fors, students' skill set, and students' proficient reading level of grade supported texts. Benchmark Indicator Implementation * Weekly PLC meetings agendas * Monthly PD agendas Effectiveness * Weekly PLCs will result in 100% of teachers receiving departmentalized support to increase overall student achievement by 10%. * Monthly professional development will result in at least 95% of teachers demonstrating effective implementation of the identified instructional strategies, resulting in walkthrough scores of level	[A 1.2.1] Conduct Meetings on Instructional Strategies and Classroom Practices Cromwell Elementary will provide ongoing , high quality professional development at the school and district level for the development of school leaders, teachers and other instructional staff with a focus on analyzing data, reviewing and modifying and/or transforming instructional practices that will result in improved student achievement and academic performance for all students including those in the TSI identified subgroups of Black/African American, BHN, ED, and SWD.	JoAnn McMillian, Principal; Brenda Ingram, Assistant Principal	05/13/2026	SBB, Title I	

3 or higher.					
	[A 1.2.2] Conduct Bi-Weekly Data Meetings Cromwell Elementary School Administrative Team and ILT team will restructure weekly data meetings. · Bi-Weekly data meetings will be restructured such that teachers will engage in data talks. These data talks will allow teachers to analyze assessment data by standard, item, and student. · Teachers will identify misconceptions and learning gaps. · Teachers will create corrective teaching plans to address misconceptions/learning gaps. · Teachers will implement corrective teaching plan to ensure students have an equitable opportunity at mastering grade-level standards and experiencing growth. Teachers will engage in data talks with their students to inform them of their areas of strength and areas need to be strengthened. As a result, students will be able to celebrate their successes, identify learning gaps, and set goals and actions steps to narrow or close their identified learning gap for all students including those in the TSI identified subgroups of Black/African American, BHN, ED, and SWD. Reviewed and Discussed Data from TCAP 2024-25 Results and IReady Diagnostics. Restructure Weekly Data Meetings · Admin Team and ILT team will meet to discuss restructuring of tri-weekly data meetings · Discuss DDI Cycle	JoAnn McMillian, Principal; Dr. Brenda Ingram, AP; Tonesia Carter, PLC; Kijiuana Thomas, IC	05/15/2026	SBB, Title I	

	· Admin Team and ILT team will review a tri-weekly data protocol · Share the calendar to reflect DDI Cycle Create and administer Standards-Aligned Tri-Weekly Formative Assessment · List of Standards not mastered · List of Standards recently taught (2 weeks) · Short Cycle Assessments will be created by ILT Leads and Grade Level Leads · Teacher will provide test codes to students or push out assessments into student portal Work collaboratively to Develop Corrective Instruction Action Plans · Collaboratively Engage in Data Analysis Protocol · Collaboratively Develop Corrective Instruction Action Plan using template · Teachers will build student self efficacy through use of data tracking				
	[A 1.2.3] Conduct Monthly Regional and School-Based Professional Development Cromwell teachers will engage in the ELA Wonders curriculum with the District Content Leaders and school-based professional development to increase teacher knowledge of how to effectively implement the Wonders curriculum to assist with Collaborative Planning, Vertical Planning, and instruction to enhance teacher and student learning for all students including those in the TSI identified subgroups of Black/African American, BHN, ED, and SWD. The PLC Coach, Instructional Leadership Team,	JoAnn McMillian, Principal; Dr. Brenda Ingram, AP; Tonesia Carter, PLC; Kijiuana Thomas, IC	04/10/2026	SBB, Title I	

	and School-Based Instructional Coach will collaboratively deliver ongoing, research-based professional development throughout the academic year. This support will encompass activities such as modeling effective instructional practices—aligning instruction with curricular goals, integrating instructional shifts, employing diverse assessment strategies, utilizing workstations, and implementing the direct teaching model. Additionally, coaches will provide targeted support and model effective intervention strategies to address the needs of all students, with particular attention for all students including those in the TSI identified subgroups of Black/African American, BHN, ED, and SWD.				
[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 for all students including those in the TSI identified subgroups of Black/African American, BHN, ED, and SWD. Benchmark Indicator Implementation * Monthly progress monitoring data * Monthly data meeting minutes Effectiveness * Monthly progress monitoring data will reflect students increasing by at least 3 data points. * Monthly data team meetings will reflect at least 10% of students being able to exit RTI2 supports and interventions.	[A 1.3.1] Conduct Daily Reading Response to Instruction and Intervention (RTI2) Cromwell will conduct daily reading intervention - Response to Intervention and Instruction (RTI2) for Tier 2 and 3 students in grades K-5. They will use the I-Ready Reading intervention program, data reports and Progress Monitoring from the Aims Web Based program, and resources from Teacher Toolbox as a guide to target instruction to improve and enhance student learning for all students including those in the TSI identified subgroups of Black/African American, BHN, ED, and SWD.	Tonesia Carter, PLC; Dr. Antriniece Napper, Interventionist	05/22/2026	SBB, Title I	
	[A 1.3.2] Administer Quarterly District Common Formative Intervention Assessments	Tonesia Carter, PLC;	04/10/2026	SBB, Title I	

	Cromwell teachers will administer the District Formative Intervention Assessment IReady for Universal Screening to benchmark students, to determine instructional levels and identify the areas of greatest need for intervention and Progress Monitoring for all students including those in the TSI identified subgroups of Black/African American, BHN, ED, and SWD.	Dr. Brenda Ingram, AP; Dr. Napper, Interventionist			
[S 1.4] Early Literacy Cromwell Elementary School's early learners will be engaged for the 2025-26 year in scientifically based reading instruction that provides meaningful and authentic opportunities to develop the early literacy skills essential to becoming proficient readers by the end of grade 3 for all students including those in the TSI identified subgroups of Black/African American, BHN, ED, and SWD. Benchmark Indicator Implementation * Weekly classroom walkthrough data * Quarterly TEM Observation Rubric Effectiveness * Weekly classroom walkthrough data will reflect effective instructional practices in 85% of observed classrooms * Quarterly review of TEM observation will indicate that at least 50% of core content area teachers are implementing lessons aligned to the TN Standards.	[A 1.4.1] Implement Literacy Skills to Improve Student Learning Cromwell Elementary will partner with community volunteers to tutor in reading to help students improve their literacy skills at an early age. Students will work closely with community stakeholders/volunteers to review high frequency words and sight words. Second grade is a critical year for students to transition from learning to read to reading to learn. Our goal is aligned with the district, Memphis Shelby County Schools to ensure that every student has mastered literacy skills to increase their academic performance	JoAnn McMillian, Principal; Kijiuna Thomas, IC	05/22/2026	SBB, Title I	
	[A 1.4.2] Implement District's 3rd Grade Commitment Policy The district's 3rd Grade Commitment will have the opportunities throughout their second grade year to demonstrate progress towards the twelve criteria for success, based on district's policy, students must meet 8 of 12 success criteria by the Spring	Dr. Brenda Ingram, AP; Kijiuana Thomas, IC	05/22/2026	SBB, Title I	

	term to be promoted to the third grade. This shows how students, teachers, and parents will work together to help students be promoted to the next grade.				
[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 Cromwell Elementary will increase Math meeting and/or exceeding rates on the TCAP in grades 3-5 from 20.4% in 2023-24 to 25.4% in 2025-26 for all students including those in the TSI identified subgroups of Black/African American, BHN, ED, and SWD. Performance will be measured using the following tools: TCAP Assessment School-wide Formative Assessment Unit Assessments Benchmark Assessments * Envision Math(whole/group) Topic Assessments * Interactive Word Wall Implementation * Instructional Practice Guide * PLCs					
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 for all students including those in the TSI identified subgroups of	[A 2.1.1] Conduct PLCs Around Deliberate Practice Teachers will engage in deliberate practice feedback to assist with providing students with high-quality instruction for all students including those in the TSI identified subgroups of Black/African American, BHN, ED, and SWD. * Envision Math Instruction (whole/group) using the District Math Curriculum	Tonesia Carter, PLC	05/22/2026	SBB, Title I	

Black/African American, BHN, ED, and SWD. Benchmark Indicator Implementation * Bi-Weekly DDI Cycle * Monthly Data Meetings * Use PLCs for observation feedback and next steps * Quarterly TEM Observation Rubric * Effectiveness * Implementing biweekly DDI Cycles will show a 10% increase in 5% of student population. * Executing monthly data meetings will show 10% increase in 5% of student population. * Weekly classroom walkthrough data will reflect effective instructional practices in 60% of observed classrooms * Quarterly review of TEM observation will indicate that at least 50% of core content area teachers are implementing lessons aligned to the TN Standards.	* DDI Cycles * PLCs				
	[A 2.1.2] Conduct Weekly Review of Math Lesson Plan Protocols Cromwell Elementary administrative team will review Envision Math lesson plans to ensure learning activities, instructional strategies and best practices are aligned with the District curriculum and Tennessee State Standards for all students including those in the TSI identified subgroups of Black/African American, BHN, ED, and SWD.	Tonesia Carter, PLC	05/22/2026	SBB, Title I	
	[A 2.1.3] Conduct Peer, Formal and Informal Observations The Instructional Leadership Team (ILT) will conduct peer observations and the Administrative Team will conduct Formal and Informal Observations to do the following. * improve teaching and instructional practices for	JoAnn McMillian, Principal; Dr. Brenda Ingram, AP, Tonesia Carter, PLC	05/15/2026	SBB, Title I	

	all students including those in the TSI identified subgroups of Black/African American, BHN, ED, and SWD. * demonstrate leadership by observing and supporting other teachers on grade level and content * enhance student learning through reflective practice (assessment) provide constructive criticism (feedback) to peers				
[S 2.2] Professional Development Provide ongoing, high quality professional development for school leaders, teachers, and other instructional staff that focuses on instructional shifts and strategies that result in improved student performance for all students including those in the TSI identified subgroups of Black/African American, BHN, ED, and SWD. Benchmark Indicator Implementation * Weekly PLC meetings agendas * Monthly PD agendas Effectiveness * Weekly PLCs will result in 100% of teachers receiving departmentalized support to increase overall student achievement by 10%. * Monthly professional development will result in at least 95% of teachers demonstrating effective implementation of the identified instructional strategies, resulting in walkthrough scores of level 3 or higher.	[A 2.2.1] Conduct Meetings on Instructional Strategies and Classroom Practices Cromwell Elementary will provide ongoing , high quality professional development at the school and district level for the development of school leaders, teachers and other instructional staff with a focus on analyzing data, reviewing and modifying and/or transforming instructional practices that will result in improved student achievement and academic performance for all students including those in the TSI identified subgroups of Black/African American, BHN, ED, and SWD.	Tonesia Carter, PLC	05/22/2026	SBB, Title I	
	[A 2.2.2] Conduct Bi-Weekly Data Meetings Cromwell Elementary School Administrative Team and ILT team will restructure weekly data meetings. · Weekly data meetings will be restructured such	JoAnn McMillian, Principal; Brenda Ingram, AP;	05/22/2026	SBB, Title I	

	that teachers will engage in data talks. These data talks will allow teachers to analyze assessment data by standard, item, and student for all students including those in the TSI identified subgroups of Black/African American, BHN, ED, and SWD. · Teachers will identify misconceptions and learning gaps for all students including those in the TSI identified subgroups of Black/African American, BHN, ED, and SWD.. · Teachers will create corrective teaching plans to address misconceptions/learning gaps for all students including those in the TSI identified subgroups of Black/African American, BHN, ED, and SWD.. · Teachers will implement corrective teaching plan to ensure students have an equitable opportunity at mastering grade-level standards and experiencing growth for all students including those in the TSI identified subgroups of Black/African American, BHN, ED, and SWD.. Teachers will engage in data talks with their students to inform them of their areas of strength and areas need to be strengthened. As a result, students will be able to celebrate their successes, identify learning gaps, and set goals and actions steps to narrow or close their identified learning gap for all students including those in the TSI identified subgroups of Black/African American, BHN, ED, and SWD.. Review and Discuss Data from TCAP 2024-25 Results and IReady Diagnostics for all students including those in the TSI identified subgroups of Black/African American, BHN, ED, and SWD..	Tonesia Carter, PLC			
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	Restructure Weekly Data Meetings · Admin Team and ILT team will meet to discuss restructuring of tri-weekly data meetings · Discuss DDI Cycle · Admin Team and ILT team will review a tri-weekly data protocol · Share the calendar to reflect DDI Cycle Create and administer Standards-Aligned Tri-Weekly Formative Assessment · List of Standards not mastered · List of Standards recently taught (2 weeks) · Assessments will be created by ILT Leads and Grade Level Leads · Teacher will provide test codes to students or push out assessments into student portal Work collaboratively to Develop Corrective Instruction Action Plans · Collaboratively Engage in Data Analysis Protocol · Collaboratively Develop Corrective Instruction Action Plan using template · Teachers will build student self-efficacy through use of data tracking				
	[A 2.2.3] Conduct Monthly Math Regional and School-Based Professional Development Cromwell teachers will engage in the Envision Math curriculum with the District Advisors and school-based professional development to increase teacher knowledge of how to effectively implement the Wonders curriculum to assist with Collaborative	JoAnn McMillian, Principal; Dr. Brenda Ingram, AP	05/22/2026	SBB, Title I	

	Planning, Vertical Planning, and instruction to enhance teacher and student learning for all students including those in the TSI identified subgroups of Black/African American, BHN, ED, and SWD.. The PLC Coach, Instructional Leadership Team, and Math advisors will provide ongoing, research based professional development throughout the year for teachers and various staff through various activities including modeling effective instructional practices which include aligning instruction and incorporating the instructional shifts, assessment strategies, incorporating work stations and implementing the direct teaching model (acting as a coach to support to teachers and modeling effective intervention strategies).				
[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 for all students including those in the TSI identified subgroups of Black/African American, BHN, ED, and SWD. ** ** ** ** Benchmark Indicator Implementation * Monthly progress monitoring data * Monthly data meeting minutes Effectiveness * Monthly progress monitoring data will reflect	[A 2.3.1] Conduct Daily Math Response to Instruction and Intervention (RTI2) Cromwell will conduct daily math intervention - Response to Intervention and Instruction (RTI2) for Tier 2 and 3 students in grades K-5. They will use the I-Ready Math intervention program, data reports from the Aims Web Based program and Progress Monitoring and Resources from Teacher Toolbox as a guide to target instruction to improve and enhance student learning for all students including those in the TSI identified subgroups of Black/African American, BHN, ED, and SWD.	JoAnn McMillian, Principal; Dr. Brenda Ingram, AP	05/22/2026	SBB, Title I	

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.					
	[A 2.3.2] Administer Quarterly District Common Formative Intervention Assessments Cromwell teachers will administer the District Formative Intervention Assessment IReady for Universal Screening to benchmark students, determine instructional levels and identify the areas of greatest need for intervention and Progress Monitoring for all students including those in the TSI identified subgroups of Black/African American, BHN, ED, and SWD.	JoAnn McMillian, Principal; Dr. Brenda Ingram, AP; Tonesia Carter, PLC	05/22/2026	SBB, Title I	

[G 3] Safe and Healthy Students

Cromwell Elementary School's goal for the 2025-2026 school year is to reduce the percentage of chronically absent students from 29.1% in the 2023-2024 School Year to 20% in the 2025-2026 School Year for all students including those in the TSI identified subgroups of Black/African American, BHN, ED, and SWD.

Performance Measure

Cromwell Elementary School's goal for the 2025-2026 school year is to reduce the percentage of chronically absent students from 29.1% in the 2023-2024 School Year to 20% in the 2025-2026 School Year for all students, including those in the TSI identified subgroups of Black/African American, BHN, ED, and SWD.

Interventions and supports will be measured using the following:

Power BI Data

PowerSchool Data

Share Point

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 3.1] Attendance and Behavior Interventions and Supports Attendance Team will implement targeted interventions and support programs and initiatives that address identified attendance needs and provide appropriate student supports for all students including those in the TSI identified subgroups of Black/African American, BHN, ED,	[A 3.1.1] Implement RTI-B Protocols Cromwell takes great pride in putting measures in place to ensure a safe, supportive, and healthy school environment. The following measures will be implemented so that our school can create an environment conducive to learning, discipline, and structure for all students including those in the TSI identified subgroups of Black/African American,	JoAnn McMillian, Principal	05/22/2026	SBB, Title I	

and SWD. Benchmark Indicator Implementation * 20-day attendance reports * 5A Initiative-Attendance Effectiveness * 20-day attendance reports will reflect a 5% decrease for 10% of the student body absent from school. * Implementing the 5A initiative for attendance will show a 5% decrease for 10% of the student body absent from school.	BHN, ED, and SWD. * The guidance counselor will conduct daily SEL classes with students. · Monthly RTI-B2 meetings led by the guidance counselor to analyze and review discipline data · All teachers take time at the beginning of the school year to establish structures and routines, review the Shelby County Code of Conduct with students and Cromwell's discipline procedures. Teachers revisit and reteach these procedures throughout the school year. · A school-wide assembly is held at the beginning of the year to review school policies and procedures with students and parents · Cromwell Student/Parent Handbooks and SCS handbooks are provided for all students and are reviewed during parent meetings. · Grade level town hall meetings are conducted by the administration to stress expectations for performance, attendance and behavior · A school-wide behavior matrix and discipline plan which includes daily discipline trackers is used by every class · The discipline plan includes protocol for responding to discipline issues · Students attend weekly Guidance and Health and Wellness classes on topics such as bullying, harassment and peaceful conduct resolution · Mandatory parent/teacher/student conferences · School-wide HALLS procedure which enforces behavior expectations for common areas				
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	· School rules are posted in classrooms and throughout the school · School rules and behavior matrix is included in the parent/student handbook · VIP Club recognizes students for meeting behavioral as well as academic expectations · School-wide behavior celebrations every 2 weeks				
	[A 3.1.2] Implement Behavior Practices and Expectations Teachers will be trained on behavior practices to show students how to support a healthy and safe environment that include the following protocols: * Hallways * Restroom * Cafeteria * classroom * Outside (recess)	JoAnn McMillian, Principal	05/22/2026	SBB, Title I	