

Cherokee 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

By May 2026, Cherokee Elementary School will increase ELA meeting and/or exceeding expectations proficiency rates in all grades 3-5 from 7.2% in 2024 to 25% in 2026.

Performance will be measured using the following tools:

District Formative Assessments

TnReady Assessment

IReady Assessments

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 1.1] Standard Aligned Core Instruction Rationale ----- Teachers will plan and execute standard-aligned lessons with intentionality and focus (data-informed instruction) 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 -----	[A 1.1.1] Implement Standard Aligned Instruction Description ----- Grade level teachers will deliver instruction in grade 3rd-5th daily that is aligned to the TN State Standards for English Language Arts. The teachers will utilize the Ready reading, Wonders, Benchmark Assessments, and Project Based Learning daily in whole and small group instruction with 3-5 grade students. In addition, district level instructional practices will be used to support the implementation of standards-aligned instruction.	Tina Smith-Principal , Elizabeth Frison-PLC Coach, Elizabeth Jackson-Instructional Coach, Roketta Watson-Blockett-Dean of Students, Ashley Brown-Instructional Facilitator	05/22/2026	Title 1	

Weekly PLC meetings agenda and sign in Weekly Collaborative Planning with agenda and sign in Bi-weekly classroom walkthrough tool Quarterly CFAs Effectiveness ----- Weekly PLC meetings with agenda and sign-ins will reflect 100% teacher participation resulting in 25% of students demonstrating increased achievement on bi-weekly assessments at a rate of 10%. 85% of the weekly collaborative planning sessions are geared toward real-time coaching and feedback will result in 25% of students demonstrating increased achievement on bi-weekly assessments at a rate of 10%. 100% of teachers are using instructional time effectively so that 85% of the classroom instructional time is geared toward Tier 1 instruction daily leading to 25% of students demonstrating increased achievement on bi-weekly assessments at a rate of 10%. Quarterly CFAs will show 30% of our students with at least 70% mastery (Fall/Winter/Spring).					
	[A 1.1.2] Conduct Weekly PLC's and Collaborative Planning Description ----- Planning with teachers will engage in professional learning communities to support collaborative planning, safe practice, standards and task alignment, data analysis, evaluation of student	Elizabeth Frison, Tina Smith, Ashley Brown, Elizabeth Jackson, Roketta Watson-Blocke	05/22/2026	Title 1	

	work, and share effective instructional strategies and best practices used to improve student performance. This includes utilizing Ready online resources and Wonders resources to ensure that students are prepared for planned lessons. Teachers will use standards-driven collaboration tools like the PLC protocol to support pre-work.	tt, K-5 ELA teachers			
	[A 1.1.3] Provide Resources and Materials Students and teachers will be provided resources and materials to increase student engagement and achievement in the ELA classroom. Teachers will be provided supplies, materials, and support for classroom academic instruction in Reading and Writing, Ready, and Wonders online resources. Teachers will also receive additional technology in the classroom to support student achievement by being able to utilize additional resources to support student achievement.	K-5 ELA teachers, Tina Smith, Elizabeth Frison, Elizabeth Jackson, District Advisors	05/22/2026	Title 1	
	[A 1.1.4] Conduct School-wide Data Digs K-5 teachers, PLC Coach, and Administration will analyze data results from formative common assessments during PLC and Collaborative planning sessions. Weekly intervention results from data sources (I-Ready Reading, and Formative assessments) will be used so teachers can develop plans of action to ensure that non-mastered skills are redelivered, reassessed and mastered. Teachers will have discussions concerning data with students data tracked in Teachers Data notebook. Students will utilize Data Binders to track their own data. Parents are communicated information concerning their child's data via progress reports, weekly teacher-parent conferences, report cards, and parent monthly meetings.	Tina Smith, Elizabeth Frison, Elizabeth Jackson, Roketta Watson-Blockett, Ashley Brown, K-5 ELA teachers	04/10/2026	Title 1	
[S 1.2] Professional Development Rationale ----- Provide professional development for teachers, administrators, and instructional leaders on how to	[A 1.2.1] Implement Weekly Collaborative Planning, PLC's and Professional Development Teachers will meet collaboratively with grade-level teams and admin leads to analyze lessons, standards, and assessments for the upcoming week. Teachers will engage in deliberate practice	Tina Smith, Roketta Watson-Blockett, Elizabeth Frison, Elizabeth	04/03/2026	Title 1	

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 ----- Bi-weekly classroom walkthroughs using the Classroom Walkthrough Protocol Bi-weekly ILT meetings sign in sheets Monthly school-based PD sign in sheets Weekly PLC/Collaborative Planning sign in sheets Effectiveness ----- Bi-weekly classroom walkthrough observations of the teachers implementing the standards-based curriculum and instructional resources will show a 5% or more increase in student bi-weekly assessments. 80% of teachers implementing strategies learned from the monthly school-based PD sessions and weekly PLC/Collaborative Planning sessions will show increments of 5% increase in each of the three Benchmark Assessments.	to receive feedback around enhancing the instructional practice to provide high-quality instruction for all students. Principal and teacher leaders will attend Model Schools Conference and/or ASCD Annual Conference for professional development to support instruction in the classrooms.	Jackson, Ashley Brown, ILT Content Leads, 3-5 teachers			
[S 1.3] Targeted Intervention and Personalized Learning Rationale ----- Provide academic interventions, personalized	[A 1.3.1] Implement Response to Intervention Cherokee Elementary will provide academic interventions and personalized activities that are designed to meet the individual needs of the student and provide a learning pace and instructional approaches to meet the needs of each	Tina Smith, Roketta Watson-Blockett, Elizabeth Frison, Elizabeth	05/08/2026	Title 1	

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 ----- Quarterly CFAs AIMs Web Weekly Progress Monitoring Report Effectiveness ----- 30% of our students will make at least 70% on quarterly assessments. 50% of students will show a 5% increase on AIMs Web weekly progress monitoring.	learner. Students will be identified as needing tier 2 and 3 intervention in ELA. Students will receive 45 minutes of small group intervention on foundational and comprehension skills. Cherokee will conduct monthly RTI2 meetings to discuss newly identified RTI2 students, monitor students' progress, and adjust RTI2 intervention plans based on students' needs. Provide targeted intervention for students on their instructional level. Computers will be needed for students to complete the computer-based personalized instruction. Copier and paper will be needed to print assessments, progress monitoring probes, parent letters, and individual data reports for students.	Jackson, Ashley Brown, K-5 Teachers			
[S 1.4] K-2 Early Literacy Support Rationale ----- Provide opportunities for students to access early learning opportunities that appropriately support their academic, social, and emotional development and create a continuum of learning through third grade. Benchmark Indicator Implementation ----- Bi-weekly classroom walkthroughs Tool Quarterly IReady Benchmark assessment data Quarterly CFA's data Effectiveness	[A 1.4.1] Implement Foundational Skills Block Support K-2 teachers will implement a daily foundation skills block to focus on foundational reading skills. The purpose of this foundational skills block is to increase students' independent reading ability. Teachers use Wonders daily to teach students basic phonics skills. This program is used to systematically teach phonemic awareness, phonics, and sight words to the students. The teacher will strategically focus each week on mastery of vocabulary, most commonly used words, and phonic skills. To support students' performance, we will provide professional development opportunities, resources, and supplies for classroom instruction each semester. Additionally, the K-2 Instructional Coach will provide support through observations and providing feedback to support instruction.	Elizabeth Jackson, Elizabeth Frison, Tina Smith, K-2 teachers	05/08/2026	Title 1	

----- Bi-weekly classroom walkthroughs will show 80% of the teachers implementing the standards-based curriculum using instructional resources, leading to 50% of students will show at least 5% growth on each IReady benchmark and district CFAs quarterly 50% of students will show at least 5% growth on each IReady benchmark and CFAs quarterly (Fall/Winter/Spring).					
	[A 1.4.2] Enriched Learning with Small Group Opportunities Early Learning Opportunities include the ARISE to Read program will be implemented for students in Grade 2 to increase the reading levels of second-grade readers. All K-2 students will also receive additional support from HSEA's during small group instruction as well as be provided with additional materials such as small group activities to support letter and sound recognition and writing. The utilization of these materials will help support students ability to learn to read.	Highly Specialized Education Assistants; K-2 teachers	04/24/2026	Title 1	
[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 By May 2026, Cherokee will improve Mathematics on track/mastery percentages in grades 3-5 from 5% in 2024 to 25% in 2026. 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 Rationale ----- 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 ----- Weekly PLC meetings agendas and sign in sheets Weekly Collaborative Planning with Math teachers and content leads agendas and sign in sheets Bi-weekly classroom walkthrough tool Quarterly CFAs Effectiveness ----- Academic focus for the month is the guiding agenda topic for 100% of PLCs and indicated on weekly PLC meeting agendas. 85% of the weekly collaborative planning sessions are geared toward real-time coaching and feedback. 100% of teachers are using instructional time effectively so that 85% of the classroom	[A 2.1.1] Implement Standard Aligned Instruction Grade-level teachers will deliver instruction daily in grades 3rd-5th that is aligned to the TN State Standards for Mathematics. They will utilize district resources of Envision along with strategies that will support the student's mastery of the standard. We will also purchase supplemental materials each semester to ensure that teachers have adequate resources to deliver standard-aligned instruction effectively. The newly hired K-5 Mathematics Instructional Facilitator will monitor the delivery of instruction each week and provide immediate feedback to improve instructional practice and facilitate PLCs and Collaborative planning meetings.	Tina Smith, Ashley Brown, K-5 Math teachers	05/22/2026	Title 1	
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instructional time is geared toward Tier 1 instruction daily leading to 25% of students demonstrating increased achievement on bi-weekly assessments at a rate of 10%.					
Quarterly CFAs will show 30% of our students with at least 70% mastery.					
	[A 2.1.2] Conduct Weekly PLC's and Collaborative Planning Planning with teachers will engage in professional learning communities to support collaborative planning, safe practice, standards and task alignment, data analysis, evaluation of student work, and share effective instructional strategies and best practices used to improve student performance. Teachers will use standards-driven collaboration tools like the PLC protocol to support pre-work.	Tina Smith, Ashley Brown, K-5 Math Teachers	05/15/2026	Title 1	
	[A 2.1.3] Provide Resources and Materials Students and teachers will be provided resources and materials to increase student engagement and achievement in the ELA classroom. Teachers will be provided supplies, materials, equipment, and support for classroom academic instruction in Reading and Writing (Student writing folders). Utilize Ready, and Wonders online resources. Teachers will also receive additional technology in the classroom to support student achievement by being able to utilize additional resources to support student achievement.	Tina Smith, Elizabeth Frison, Elizabeth Jackson, Ashley Brown, District Advisors	05/15/2026	Title 1	
	[A 2.1.4] Conduct School-wide Data Digs K-5 teachers, PLC Coach, and Administration will analyze data results from formative common assessments during PLC and Collaborative planning sessions. Weekly intervention results from data sources (I-Ready Math, District Formative assessments) will be used so teachers can develop plans of action to ensure that non-mastered skills are redelivered, reassessed and mastered. Teachers will have discussions concerning data with students data tracked in Teachers Data	K-5 teachers, Tina Smith, Roketta Watson-Blockett, Elizabeth Frison, Elizabeth Jackson, Ashley Brown, ILT members	04/03/2026	Title 1	

	notebook. Students will utilize Data Binders to track their own data. Parents are communicated information concerning their child's data via progress reports, weekly teacher-parent conferences, report cards, and parent monthly meetings.				
[S 2.2] Professional Development Rationale ----- Provide ongoing, high-quality professional development at the school level for school leaders, teachers, and other instructional staff that focuses on instructional shifts and strategies that result in improved student performance. Benchmark Indicator Implementation ----- Bi-weekly classroom walkthroughs using the District Classroom Walkthrough Protocol Bi-weekly ILT meetings sign in sheets and agendas Monthly school-based PD sign in sheets Weekly PLC/Collaborative Planning sign in sheets Effectiveness ----- Bi-weekly classroom walkthroughs showing 80% of the teachers implementing the standards-based curriculum and instructional resources will show at least 20% of students show a 5% increase on bi-weekly assessments. 90% of ILT members attending bi-weekly meetings	[A 2.2.1] Implementation of PLC's, Collaborative Planning, and Professional Development Teachers and leaders will be actively engaged in the Envision Math curriculum. Teachers and leaders will build capacity for fostering growth and student achievement by continuing to align rigorous tasks to the standards using the Student Work Analysis Protocol, unpacking standards for students, providing appropriate scaffolds and utilizing a variety of student engagement strategies. Teachers and leaders will engage in professional development to support instruction in the classrooms.	Tina Smith, Elizabeth Frison, Ashley Brown, K-5 math teachers	05/22/2026	Title 1	

to discuss teacher progression and next steps will show at least 20% of students show a 5% increase on District IReady Benchmark assessments. 80% of teachers implementing strategies learned from the monthly school-based PD sessions and weekly PLC/Collaborative Planning sessions will show at least 20% of students show a 5% increase on CFA assessments.					
[S 2.3] Targeted Interventions and Personalized Learning Rationale ----- 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 ----- Quarterly CFAs AIMs Web Weekly Progress Monitoring Report Effectiveness ----- 30% of our students will make at least 70% on quarterly assessments. 50% of students will show a 5% increase on AIMs Web weekly progress monitoring.	[A 2.3.1] Implement Response to Intervention Cherokee Elementary will provide academic interventions and personalized activities that are designed to meet the individual needs of the student and provide a learning pace and instructional approaches to meet the needs of each learner. Students will be identified as needing tier 2 and 3 intervention in Math. Students will receive 45 minutes of small group intervention on mathematical skills. Cherokee will conduct monthly RTI2 meetings to discuss newly identified RTI2 students, monitor students' progress, and adjust RTI2 intervention plans based on students' needs. Provide targeted intervention for students on their instructional level. Computers will be needed for students to complete the computer-based personalized instruction. Copier and paper will be needed to print assessments, progress monitoring probes, parent letters, and individual data reports for students.	Tina Smith, Roketta Watson-Blockett, Elizabeth Frison, Elizabeth Jackson, Ashley Brown, K-5 Teachers	05/08/2026	Title 1	
[G 3] Attendance Rates Attendance rates of students play a major role in student success in school. Intentionally tracking attendance will help to increase student attendance and ultimately help to increase student achievement.					

Performance Measure

By May 2026, Cherokee Elementary School will reduce the percentage of chronically absent students from 48.1% in 2025 to 30% in 2026.

Performance will be measured using the following tools:

Tracking data each 20 day period through Power BI

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 3.1] Support students in overcoming barriers related to student attendance Rationale ----- Implement targeted interventions and support programs and initiatives that address identified behavior needs and provide appropriate student supports. Benchmark Indicator Implementation ----- 20-day Power BI discipline report 20-day Power BI attendance report Effectiveness ----- 20-day Power BI attendance report will show a 5% decrease in the chronically absent rate. 20-day Power BI discipline report will show a 5% decrease in suspension rate.	[A 3.1.1] Implement RTI2-B Plan RTI2 -B provides universal prevention efforts within Tier I to promote a positive school- and class-wide climate. Through a focus on strong Tier I behavior supports, Cherokee Elementary can create a culture where all students and teachers are respected and included in their community. This takes place through weekly in-person SEL classes provided by the teachers and the school counselor. This will assist with attendance by lowering the suspension rates.	K-5 teachers, Tina Smith, Elizabeth Frison, Ashley Brown, Elizabeth Jackson	04/17/2026	Title 1	
	[A 3.1.2] Implement Fun Fridays Fun Friday will be implemented once a month as an incentive for students who behave positively and have good attendance.	Tina Smith, Attendance Liason, Tracy	05/15/2026	Title 1	

		Davis, and K-5 Teachers			
	[A 3.1.3] Tracking Attendance The attendance team will track attendance and provide needed support to chronically absent students. A designated person on the team will call the parents of students who are absent frequently. Parents will be asked to send to school excuses for absent students.	Tina Smith, Tracy Davis, Attendance Liason, K-5 teachers	05/15/2026	Title 1	
[S 3.2] Establish school-wide processes and systems to help maintain a safe and caring environment Rationale ----- Provide ongoing, high quality professional development at the school-level 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 ----- 20-day Power BI discipline report 20-day Power BI attendance report Effectiveness ----- 20-day Power BI attendance report will show a 5% decrease in the chronically absent rate. 20-day Power BI discipline report will show a 5% decrease in suspension rate.	[A 3.2.1] Implement RTI2 Plan and Behavioral Supports The RTI2 B Plan is the school-wide Behavior Plan that ensures a safe and healthy environment for all students. It also addresses chronic absenteeism and school-wide guidance supports that provide a proactive stance for addressing students that display a trend that has the potential to lead to disruptive behavior within the learning environment at Cherokee Elementary.*.*	K-5 Teachers, Tina Smith, Roketta Watson-Blockett, Elizabeth Frison, Tracy Davis, Ashley Brown, Elizabeth Jackson	05/15/2026	Title 1	
	[A 3.2.2] Provide Restorative Practices Training PreK-5th grade teachers will attend a series of Restorative Practices training provided by the	Tracy Davis and District Appointed	04/24/2026	Title 1	

	district-appointed Behavioral Specialist and Guidance Counselor.	Behavioral Specialist			
[S 3.3] Engage students, families, and communities to support students in overcoming barriers to learning Rationale ----- Promote effective parent, family, and community engagement activities and resources that support safe schools which will improve student attendance and behavior. Benchmark Indicator Implementation ----- 20-day Power BI discipline report 20-day Power BI attendance report Effectiveness ----- 20-day Power BI attendance report will show a 5% decrease in the chronically absent rate. 20-day Power BI discipline report will show a 5% decrease in suspension rate.	[A 3.3.1] Implement the GREAT Program Description ----- The GREAT program will be implemented at Cherokee Elementary School. This partnership with the Memphis police department will incorporate lessons on behavior and different social-emotional lessons to decrease negative student behaviors in school and at home.	Tina Smith, Janara Harris, Tacoya Lee, Romero Hill, Memphis Police Department	04/17/2026	Title 1	
	[A 3.3.2] Parent Attendance Meetings To ensure parents understand the importance of their students attending school daily once a student receives 10 absences, their parents will receive a notice to attend the required parent meeting.	Tina Smith, Tracy Davis, District appointed Attendance Liason	05/15/2026	Title 1	
	[A 3.3.3] Site Based Decision Making Committee The Site Based Decision Making Committee will include parents to work with the school to assist with making decisions for the school to support students. The committee will discuss the trends in	Tracy Davis, Tina Smith, Selected K-5 Teachers, Cherokee Parents,	05/15/2026	Title 1	

	the attendance data and help come up with ideas to help support the student attendance at Cherokee Elementary School.	Attendance Liason			
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