

Ida B. Wells Academy ES/MS Annual Plan (2025 - 2026)

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[G 1] Reading/Language Arts By Spring 2026, all ELA classrooms will implement a standards-aligned core curriculum to ensure students receive a high-quality and equitable education. Teachers and leaders will strengthen their practice through comprehensive professional development focused on reading, writing, and Language Arts TN standards aligned with instructional shifts. Students not meeting proficiency will receive targeted interventions and supports throughout the year based on identified needs. Early literacy efforts will emphasize the science of reading to build strong foundational skills. Performance Measure **By May 2026, Ida B. Wells Academy will improve Meeting or Exceeding Mastery percentages in ELA grades 3-8 from 26.8% in 2024 to 36.0%. ** Performance will be measured using the following tools: District Formative Assessments TNReady Assessment					
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 **IMPLEMENTATION:** * iReady Diagnostics Platform (FALL, WINTER, SPRING) * Bi-Weekly CLASSROOM INFORMAL OBSERVATION DATA * Semi-Annual FORMAL OBSERVATION DATA (TEM) * Quarterly Formative Common Assessments	[A 1.1.1] Implement Data-Driven Instruction and Conversations through PLCs and Collaborations Implement regular data chats where teachers can discuss data, student progress, and share best practices for differentiation.	Dr. Gilliam-Parish, Principal, Kimberly Bell-Burk, A.P., and Michelle Augustus, I.F.	05/22/2026	Title I	

EFFECTIVENESS: * Implementing Quarterly iReady Diagnostic results will show 20% of students with a 5% increase on track or mastery * Implementing Biweekly classroom observations will show 20% of students with a 5% increase on track or mastery * Executing 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. * Implementing Quarterly Formative Assessments will show 10% of students in grades 3 through 8 should perform at or above the 70%					
	[A 1.1.2] Conduct Classroom Walkthroughs and Observations Foster a culture of continuous improvement by providing teachers with consistent, actionable feedback on their instructional practices.	Dr. Gilliam-Parish, Principal, Kimberly Bell-Burk, A.P., and Michelle Augustus, I.F.	05/22/2026	Title I	
	[A 1.1.3] Secure Supplies, Software, Materials, Equipment and other instructional resources Teachers and students will use supplies to increase instructional engagement.	Dr. Gilliam-Parish, Principal and Teachers	05/22/2026	Title I	
	[A 1.1.4] Implement I-Ready Reading I-Ready Reading will be used to provide personalized instruction for students in reading by using a diagnostic assessment to identify individual skill levels and then delivering targeted lessons to meet those specific needs, all while giving teachers data to monitor progress and inform instruction. It serves as both an assessment tool to understand where students are performing and an instructional platform to help them achieve grade-level proficiency.	Dr. Tarcia Gilliam, Principal and RTI Lead	05/22/2026	Title I	

[S 1.2] Professional Development Ida B Wells Academy will provide ongoing, high quality professional development at the school level for school leaders, teachers, parents, and paraprofessionals that focuses on changing instructional practices that result in improved student performance. Emphasis will be placed on Professional Development opportunities in data analysis & data-driven instruction, as well as technology integration for all students. Support for teachers will be designed based on targeted differentiated training to ensure that all teachers are equipped with the tools necessary to meet the diverse needs of their students. Benchmark Indicator **Implementation** · Weekly collaborative planning agenda and minutes · Weekly PLC meeting agenda and minutes · Bi-weekly Instructional Leadership Team (ILT) agenda and minutes **Effectiveness** · Bi-weekly admin meetings will monitor classroom observations that will reflect a 10% increase in teachers demonstrating effective implementation of instructional practices. · Weekly PLCs will result in 100% of teachers receiving departmentalized support to increase overall student achievement by 10%. · Bi-weekly ILT meetings will result in at least 95%	[A 1.2.1] Conduct PLCs and Collaborative Planning Meetings During weekly PLC meetings, teachers and administrators will collaborate and disaggregate data to make informed and practical decisions, and create standards-aligned assessments.	Dr. Gilliam-Parish, Principal, Kimberly Bell-Burk, A.P., and Michelle Augustus, I.F. and ELA Lead	05/22/2026	Title I	
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of teachers following the instructional framework, resulting in LOE scores of level 3 or higher.						
	[A 1.2.2] Attend local, state, and national conferences IBW staff will attend in-state and out-of-state professional development sessions and educational conferences to gather information that improves and cultivates instructional practices that lead to higher student achievement and teacher effectiveness to meet our ELA goal. Attending staff will train ELA faculty, and best practices will be shared during collaborative planning, data meetings, and PLC sessions weekly.	Dr. Tarcia Gilliam, Principal and ELA Lead	03/13/2026	Title I		
	[A 1.2.3] Provide Targeted Differentiated Training to Teachers Offer specific training on differentiated instruction strategies, including scaffolding techniques, flexible grouping, and tiered assignments, to ensure that all teachers are equipped with the tools necessary to meet the diverse needs of their students.	Dr. Gilliam-Parish, Principal, Kimberly Bell-Burk, A.P., and Michelle Augustus, I.F.	05/22/2026	Title I		
[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** · Monthly progress monitoring data · Monthly data meeting agenda and minutes · Quarterly benchmark assessment data · Weekly fidelity checks ***Effectiveness**	[A 1.3.1] Implement Extended Learning for Struggling Learners Teachers will provide before/after school tutoring to respond to the unique needs of students and maximize their potential.	Kimberly B., Asst. Principal and ELA Lead	05/22/2026	Title I		

· Monthly progress monitoring data will reflect students increasing by at least 2-3 data points. · Monthly data team meetings will reflect at least 10% of students being able to exit RTI2 supports and interventions. · Quarterly benchmark assessment data will reflect at least 5% of students moving from Tier III to Tier II or Tier II to Tier I. · Weekly fidelity checks will reflect that 100% of teachers are implementing the RTI2 curriculum, which will result in students increasing by at least 2-3 data points during progress monitoring.					
	[A 1.3.2] Implement Response to Instruction and Intervention Teachers and students will use RTI2 to provide high-quality, research-based instruction and support to all students, with additional, increasingly intensive tiers of intervention for those who struggle.	Dr. Gilliam-Parrish, Principal, Kimberly Bell-Burke, Asst. Principal and Michelle Augustus, I. F.	05/22/2026	Title I	
[S 1.4] Early Literacy Ida B. Wells Academy early learners in grades K-2 will be surrounded by literacy -rich learning environments that offer meaningful and authentic opportunities to develop the reading, writing, speaking and listening skills essential to meeting the requirements of the 3rd Grade Commitment and becoming college and career ready for all students. By June 2026, Ida B. Wells will increase the percent of K-2 students that score at or above the 65th percentile on the Universal Screener from 25% in 2024 to 50%. Benchmark Indicator **Implementation**	[A 1.4.1] Provide Access to Early Literacy Teacher Development The Literacy Laureate in the school will support early literacy by working with K-2 teachers on literacy foundational skills, literacy workshops for families, and providing professional development to teachers and educational assistants.	Tarcia Gilliam-Parrish, Principal; Kimberly Bell-Burke, Asst. Principal, and Michelle Augustus, Coach	03/20/2026		

* Weekly iReady Data * iReady Benchmark Data (Fall/Winter/Spring) **Effectiveness** * Weekly iReady data will show that 50% of students mastered instructional level standards/skills at 80% or higher. * iReady Benchmark Data (Fall/Winter/Spring) will show that 100% of students increased their level of mastery 33.3% toward their individual growth goal as identified by the Fall iReady Benchmark.					
[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, Ida B. Wells Academy will improve Meeting or Exceeding Mastery percentages in Math grades 3-8 from 27.8% in 2024 to 38.0%.** 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 Teachers will plan and execute standards-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.	[A 2.1.1] Implement Data-Driven Instruction and Conversations through PLCs and Collaboration Implement regular data chats where teachers can discuss data, student progress, and share best practices for differentiation.	Dr. Gilliam-Parish, Principal, Kimberly Bell-Burk, A.P., and Michelle Augustus, I.F.	05/22/2026	Title I	

Benchmark Indicator **IMPLEMENTATION**: * iReady Diagnostics Platform (FALL, WINTER, SPRING) * Bi-Weekly CLASSROOM INFORMAL OBSERVATION DATA * Semi-Annual FORMAL OBSERVATION DATA (TEM) * Quarterly Formative Common Assessments **EFFECTIVENESS** * Quarterly iReady Diagnostic results will show a 5% increase in 10% of students MATH growth in grades 3-8. * Biweekly classroom observations will show 80% of teachers implementing standard aligned core instructional implementation with fidelity. * 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 in at least 5 or more of the TEM indicators. * 10% of Students in grades 3-8 should perform at or above the 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter.					
	[A 2.1.2] Conduct Classroom Walkthroughs and Observations Foster a culture of continuous improvement by providing teachers with consistent, actionable feedback on their instructional practices.	Dr. Gilliam-Parish, Principal, Kimberly Bell-Burk, A.P., and Michelle Augustus, I.F.	05/22/2026	Title I	
	[A 2.1.3] Secure Supplies, Software, Materials, Equipment and other instructional resources	Dr. Gilliam-Parish,	05/22/2026	Title I	

	Teachers and students will use supplies to increase instructional engagement.	Principal and Teachers			
	[A 2.1.4] Implement I-Ready Math I-Ready Math will be used to provide personalized instruction for students in reading by using a diagnostic assessment to identify individual skill levels and then delivering targeted lessons to meet those specific needs, all while giving teachers data to monitor progress and inform instruction. It serves as both an assessment tool to understand where students are performing and an instructional platform to help them achieve grade-level proficiency.	Dr. Tarcia Gilliam, Principal and RTI Lead	05/22/2026	Title I	
[S 2.2] Professional Development Ida B Wells Academy will provide ongoing, high quality professional development at the school level for school leaders, teachers, parents, and paraprofessionals that focuses on changing instructional practices that result in improved student performance. Emphasis will be placed on Professional Development opportunities in data analysis & data-driven instruction, as well as technology integration for all students. Support for teachers will be designed based on targeted differentiated training to ensure that all teachers are equipped with the tools necessary to meet the diverse needs of their students. Benchmark Indicator **Implementation** • Weekly collaborative planning agenda and minutes • Weekly PLC meeting agenda and minutes • Bi-weekly Instructional Leadership Team (ILT) agenda and minutes	[A 2.2.1] Conduct PLCs and Collaborative Planning Meetings During weekly PLC meetings, teachers and administrators will collaborate and disaggregate data to make informed and practical decisions, and create standards-aligned assessments.	Dr. Gilliam-Parish, Principal, Kimberly Bell-Burk, A.P., and Michelle Augustus, I.F. and Math Lead	05/22/2026	Title I	

Effectiveness · Bi-weekly admin meetings will monitor classroom observations that will reflect a 10% increase in teachers demonstrating effective implementation of instructional practices. · Weekly PLCs will result in 100% of teachers receiving departmentalized support to increase overall student achievement by 10%. · Bi-weekly ILT meetings will result in at least 95% of teachers following the instructional framework, resulting in LOE scores of level 3 or higher.					
	[A 2.2.2] Attend local, state, and national conferences IBW staff will attend in-state and out-of-state professional development sessions and educational conferences to gather information that improves and cultivates instructional practices that lead to higher student achievement and teacher effectiveness to meet our ELA goal. Attending staff will train ELA faculty, and best practices will be shared during collaborative planning, data meetings, and PLC sessions weekly.	Dr. Tarcia Gilliam, Principal and Math Teachers	05/22/2026	Title I	
	[A 2.2.3] Provide Targeted Differentiated Training to Teachers Offer specific training on differentiated instruction strategies, including scaffolding techniques, flexible grouping, and tiered assignments, to ensure that all teachers are equipped with the tools necessary to meet the diverse needs of their students.	Dr. Gilliam-Parish, Principal, Kimberly Bell-Burk, A.P., and Michelle Augustus, I.F.	05/22/2026	Title I	
[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.	[A 2.3.1] Implement Extended Learning for Struggling Learners Teachers will provide before/after school tutoring to respond to the unique needs of students and maximize their potential.	Kimberly B., Asst. Principal and Math Lead	05/22/2026	Title I	

** ** ** ** Benchmark Indicator **Implementation** · Monthly progress monitoring data · Monthly data meeting agenda and minutes · Quarterly benchmark assessment data · Weekly fidelity checks **Effectiveness** · Monthly progress monitoring data will reflect students increasing by at least 2-3 data points. · Monthly data team meetings will reflect at least 10% of students being able to exit RTI2 supports and interventions. · Quarterly benchmark assessment data will reflect at least 5% of students moving from Tier III to Tier II or Tier II to Tier I. · Weekly fidelity checks will reflect that 100% of teachers are implementing the RTI2 curriculum, which will result in students increasing by at least 2-3 data points during progress monitoring.					
	[A 2.3.2] Implement I-Ready Math Teachers and students will use I-Ready Math to support instruction.	Dr. Gilliam-Parrish, Principal, Kimberly Bell-Burke, Asst. Principal and Michelle Augustus, I.F.	05/22/2026	Title I	

[G 3] Safe and Healthy Schools 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 **Ida B. Wells Academy will reduce the Chronically Absenteeism rates from 22.7% in 24 to 12.7% by 2026.** Performance measures (interventions and supports) will be measured using the following: * PowerSchool Data * PowerBI Data					
Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 3.1] Attendance and Behavior Interventions and Supports Implement targeted interventions and support programs and initiatives that address identified behavior needs and provide appropriate student supports. Benchmark Indicator **Implementation** * 20-day attendance reports * 20-day behavior reports * 20-day suspension report **Effectiveness** * 20-day attendance reports will reflect a 5% decrease in the number of students absent from school. * 20-day behavior reports will reflect a 5% decrease in the number of student infractions. * 20-day suspension reports will reflect a 5% decrease in the student suspension rate.	[A 3.1.1] Develop and Implement Attendance and Behavioral Protocols- RTIB2 The School Leadership team will develop a positive culture and climate to improve attendance and discipline rates by implementing discipline protocols, tracking targeted interventions and support programs for student and school-wide improvement.	Dr. Gilliam-Parrish, Principal; Kimberly Bell-Burke, A.P.; Michelle Augustus, I.F.	05/22/2026	Title I	

[S 3.2] Professional Development Ida B. Wells Academy will 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** * Semesterly RTI2-B data training agenda and minutes * Monthly SART and SARB Meetings **Effectiveness** * Monthly RTI2-B data teams meetings will result in a 5% decrease in student infractions. * Monthly SART and SARB meetings will reflect a 5% increase in student attendance and a 5% decrease in student infractions each 20-day period.	[A 3.2.1] Provide Targeted Training Ida B Wells will provide teachers, school counselors, attendance secretaries and PBIS coaches professional development to address student discipline, attendance, and chronic absenteeism. Safe Schools training will also be used for leaders and teachers to provide support for students in a variety of areas (abuse, sexual harassment, suicide prevention, etc.). Bright Bytes PD will be provided for teachers to identify at-risk students and develop intervention supports. Behavior specialist will train and support teachers in RTI-Behavior process and PBIS behavior processes. SEL and ACEs training, as well as Culturally Responsive Climate PD will be provided. Ida B Wells will also provide mentoring PD to support teachers as mentors to improve school climate and safety. Teachers will also receive professional development on how to change/shift instructional practices to inspire students to come to school to improve student attendance and behavior. PD will include strategies using student choice, student interest, collaborative learning, integration of technology, etc. to encourage students to want to come to school.	Tarcia Gilliam-Parrish , Principal; Kimberly Bell-Burke, A.P.; Michelle Augustus, I.F., Behavior Specialist	05/22/2026	Title I
[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** * Quarterly parent surveys * Quarterly parent meeting agenda and minutes * Semesterly parent-teacher conference sign-in	[A 3.3.1] Conduct the Annual Title I Meeting Organize and facilitate a morning and evening Title I sessions for parents, stakeholders, and families. The Title I meeting will inform community members of the ESSA components, family engagement opportunities, status of the school, targeted subgroups, plans for improvement, and the Parents Right to Know. Parents will be informed of schoolwide data and strategies to help student achievement at home and promote a safe and healthy school environment. Communication, implementation, and impact will be evident through	Dr. Gilliam-Parrish , Principal and Michelle Augustus, Instructional Facilitator	05/22/2026	Title I

sheets/minutes **Effectiveness** * Parent surveys will result in at least 1 additional family engagement and involvement meetings/events based on feedback each semester. * Quarterly parent meetings will result in an increase in participation by at least 10%. * Semesterly parent-teacher conferences will result in a 5% decrease in student infractions and a 5% decrease in student absences.	a school compact agreement, flyer, Robo calls, agenda, sign in sheet, emails, and text messages.				
	[A 3.3.2] Hold Family Data Nights/Curriculum Nights Data Nights and Family Curriculum Nights will be help to inform parents of their child's progress, and to offer ways to support the student at home.	Dr. Gilliam-Parrish, Principal and Teachers	05/22/2026	Title I	