

Sherwood 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

Sherwood Elementary School will improve met and exceeded percentages from 17.8% in SY24 to 23.8% in SY26.

Performance will be measured using the following tools:

District Formative Assessments

TNReady Assessment

Instructional Walkthrough Tool

TEM observations

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[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.</p> <p>Benchmark Indicator **Benchmark Indicator**</p> <p>Implementation:</p> <ol style="list-style-type: none">Quarterly School-wide Formative AssessmentsQuarterly Formal Observation ToolMonthly student work samples	<p>[A 1.1.1] PLC DEVELOPMENT PLC teams will focus on unpacking standards to ensure they are teaching to the rigor of the standard. Teachers will use available resources to help develop lessons that are aligned to the depth of knowledge and rigor of the standard. Teams will also identify student misconceptions based on student work samples, assessment results, and student instructional levels. Teams will develop lesson to address these misconceptions to help students develop the mastery towards the standard. Teachers will learn how to develop scaffold to increase student achievement. Teams will also align their assessments and tasks to school based formative assessment and the TCAP assessment. Teachers will increase their rigor of</p>	Jason Ellis	04/17/2026	SBF	

<p>Effectiveness:</p> <ol style="list-style-type: none"> 1. Quarterly school-wide formative assessments will reflect a 10% increase in students scoring 80% or better. 2. Quarterly formal observation tool will show that 100% of teachers are on track with following the curriculum and overall teacher LOE will reflect level 3 or higher. 3. Monthly review of student work samples will show students' mastery of standards at 80% or higher. 	<p>material put in front of students. Teachers will also increase their use of District provided materials to develop lesson for students.</p>				
	<p>[A 1.1.2] Provide Supplemental Resources to Improve Student Achievement</p> <p>Teachers will be provided with additional resources such as a die cutting machine, reading resource flip charts; classroom materials for literacy centers, including books for classroom libraries; hands-on manipulatives and games for centers; educational technology (laptop computers, interactive boards, headphones, charging stations for one to one devices, mice etc.); and classroom/student supplies (pencils, paper, tablets, folders, agenda books, glue, tape, etc.) to enhance classroom instruction and improve student achievement.</p>	Jason Ellis	12/19/2025	Title 1	
	<p>[A 1.1.3] Professional Development</p> <p>Teachers will receive ongoing professional development opportunities based on data from walkthroughs, assessment data, trends within the school, and observations by administrators, Instructional Coaches for Network 4, and District personnel. Teachers will be required to attend professional developments to support their subject taught when available through the District. Various teachers and administration will attend out of town professional development opportunities to learn various techniques used in other schools and districts in order to increase student achievement.</p>	Terra Stigger	05/29/2026	Title 1	

	Teachers will also receive professional development from Kids First Education on how to create, administer and analyze standard aligned assessments, improve delivery of instruction, and how to work with small groups to increase student achievement.				
<p>[S 1.2] Professional Development Provide professional development for teachers, administrators, instructional leaders and 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.</p> <p>Benchmark Indicator Implementation:</p> <ol style="list-style-type: none"> 1. Weekly collaborative planning minutes 2. Monthly professional development minutes 3. Weekly PLC meeting minutes <p>Effectiveness:</p> <ol style="list-style-type: none"> 1. Weekly collaborative planning will result in a 10% increase in the percentage of teachers demonstrating effective implementation of the curriculum, resulting in students scoring 80% or higher on daily tasks. 2. 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. 3. Weekly PLCs will result in 100% of teachers receiving departmentalized support to increase overall student achievement by 10%. 	<p>[A 1.2.1] Professional Development Teachers will receive ongoing professional development opportunities based on data from walkthroughs, assessment data, trends within the school, and observations by administrators, Instructional Coaches from the Southwest region, and District personnel. Teachers will receive professional development during school on how to analyze formative assessment data and identify how to address student misconceptions. Substitutes will be obtained with funds to cover classes so teachers can receive the professional development. Teachers will be required to attend professional developments to support their subject taught when available through the District. Various teachers and administration will attend out of town professional development opportunities to learn various techniques used in other schools and districts in order to increase student achievement. Teachers will also receive professional development from Achievement Network on how to create, administer and analyze standard aligned assessments to increase student achievement.</p>	Terra Stigger	06/30/2026	Title 1	
	<p>[A 1.2.2] New Teacher Support Series New teachers will receive biweekly support from</p>	Jason Ellis	04/21/2025	Title 1	

	Administration, teacher mentors, and peer teachers. Teachers will complete a book study on classroom practices to promote student achievement. Teachers will also work closely with Administrators and highly effective teachers in the classroom to gain real time teaching ability.				
<p>[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.</p> <p>Benchmark Indicator Implementation:</p> <ol style="list-style-type: none"> 1. Monthly progress monitoring data 2. Monthly data meeting minutes 3. Quarterly benchmark assessments (iReady and Performance Matters) <p>Effectiveness:</p> <ol style="list-style-type: none"> 1. Monthly progress monitoring data will reflect students increasing by at least 5% in their data points. 2. Monthly data team meetings will reflect at least 10% of students being able to exit RTI2 supports and interventions. 3. Quarterly school-wide formative assessments will reflect a 10% increase in students scoring 80% or better. 	<p>[A 1.3.1] RTI intervention Student data will be analyzed after each formative assessment to identify student needing intervention in ELA. Students will be broken into groups to receive instruction based on their instructional level. Students' instruction will be differentiated to meet their needs. Students will move into the District's RTI process, receive small group instruction from teachers and specialized teacher assistants (SEAs) or participate in extension lessons. Data will also be used to determine if additional resources are needed to meet the students' learning needs. Students will also create and maintain data folders. Teachers will meet monthly to analyze student performance to determine if they need further assistance on a skill or able to move to another skill. Students will participate in monthly data chats with their teachers and RTI providers.</p>	Sharon Totten	05/29/2026	SBB	
	<p>[A 1.3.2] SWD inclusion SPED teachers will increase inclusion time with regular education teachers to give SWD an opportunity to work with grade level material. SPED teachers will also plan with homeroom teachers to align their instruction with regular teachers. SPED</p>	Regina DeLoach	05/29/2026	SBB	

	teacher will also gain a better understanding of the standard to help better modify instruction to assist SWD with scaffolded lessons.				
	<p>[A 1.3.3] ESL instruction</p> <p>Ensure ESL students receive instruction during pull out times that meets the depth of the standards using ESL walkthrough tool with ESL teachers. Admin will norm using the walkthrough tool with ESL supervisors to help determine if teachers are teaching to the depth of the standard. ESL teacher schedules will include time to work with higher need ESL students in grades other than their assigned focus. ESL teachers will use a standards breakdown tool provided by the ESL department to combine standard instruction and language acquisition instruction. ESL teachers will create and implement ELD plans for certain students within the ESL population.</p>	Makesha Stewart	05/29/2026	SBB	
	<p>[A 1.3.4] ELA parent trainings</p> <p>Sherwood will host Literacy Nights, Data Nights and Parent classes to help train parents on strategies to help their child increase proficiency in ELA. Materials will be provided to parents that will assist them and the school with working with their child at home. The school will also fund a parent resource room to allow access to materials and technology to support their student's learning.</p>	Jason Ellis	01/30/2026	Title 1	
<p>[S 1.4] Focus on Foundational Literacy (Early Literacy)</p> <p>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.</p> <p>Sherwood Elementary's early learners will be engaged for the 2025-26 year in literacy-rich environments that offer meaningful and authentic opportunities to develop the reading, writing, speaking and listening skills essential to becoming</p>	<p>[A 1.4.1] Early Childhood Professional Development</p> <p>Provide ongoing, high quality in person professional development at the school level for school leaders, teachers, and other instructional staff that focus on changing foundational skills instructional practices that result in improved student performance. K-2 teachers and specialized teacher assistants will complete training to increase student early literacy proficiency with students.</p>	Sydney Prichard	04/17/2026	Title 1	

<p>for proficient readers by the end of grade 3.</p> <p>Benchmark Indicator Implementation:</p> <ol style="list-style-type: none"> 1. Weekly collaborative planning minutes 2. Monthly professional development minutes 3. Bi-weekly assessment reports <p>Effectiveness</p> <ol style="list-style-type: none"> 1. Weekly collaborative planning will result in a 10% increase in the percentage of teachers demonstrating effective implementation of the curriculum, resulting in students scoring 80% or higher on daily tasks. 2. Monthly professional development will result in at least 95% of teachers demonstrating effective implementation of the identified instructional strategies, resulting in walkthrough scores of levels 3 or higher. 3. By-weekly test results will result in a 10% increase in students performing at the met and exceeded categories. 					
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<p>[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.</p> <p>Performance Measure Sherwood Elementary School will improve met and exceeded percentages from 10.8% in SY24 to 15.8% in SY26.</p> <p>Performance measures will be monitored by the following:</p> <p>District Formative Assessments</p> <p>TNReady Assessment</p>					
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Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
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<p>[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.</p> <p>Benchmark Indicator Implementation:</p> <ol style="list-style-type: none"> 1. Quarterly School-wide Formative Assessments 2. Quarterly Formal Observation Tool 3. Monthly student work samples <p>Effectiveness:</p> <ol style="list-style-type: none"> 1. Quarterly school-wide formative assessments will reflect a 10% increase in students scoring 80% or better. 2. Quarterly formal observation tool will show that 100% of teachers are on track with following the curriculum and overall teacher LOE will reflect level 3 or higher. 3. Monthly review of student work samples will show students' mastery of standards at 80% or higher. 	<p>[A 2.1.1] PLC DEVELOPMENT PLC teams will focus on unpacking standards to ensure they are teaching to the rigor of the standard. Teachers will use available resources to help develop lessons that are aligned to the depth of knowledge and rigor of the standard. Teams will also identify student misconceptions based on student work samples, assessment results, and student instructional levels. Teams will develop lesson to address these misconceptions to help students develop the mastery towards the standard. Teachers will learn how to develop scaffolds to increase student achievement. Teams will also align their assessments and tasks to school based formative assessment and the TCAP assessment. Teachers will increase their rigor of material put in front of students. Teachers will also increase their use of District provided materials to develop lessons for students.</p>	<p>Regina DeLoach</p>	<p>05/15/2026</p>	<p>SBB</p>	
	<p>[A 2.1.2] Provide Supplemental Resources to Improve Student Achievement Teachers will be provided with additional resources such as a die cutting machine, reading resource flip charts; classroom materials for literacy centers, including books for classroom libraries; hands-on manipulatives and games for centers; educational technology (laptop computers, interactive boards, headphones, charging stations for one to one devices, mice etc.); and classroom/student</p>	<p>Jason Ellis</p>	<p>02/06/2026</p>	<p>Title 1</p>	

	supplies (pencils, paper, tablets, folders, agenda books, glue, tape, etc.) to enhance classroom instruction and improve student achievement.				
	<p>[A 2.1.3] Professional Development Teachers will receive ongoing professional development opportunities based on data from walkthroughs, assessment data, trends within the school, and observations by administrators, Instructional Coaches for Southwest region, and District personnel. Teachers will be required to attend professional developments to support their subject taught when available through the District. Various teachers and administration will attend out of town professional development opportunities to learn various techniques used in other schools and districts in order to increase student achievement. Teachers will also receive professional development from Kids First Education on how to create, administer and analyze standard aligned assessments, improve delivery of instruction, and how to work with small groups to increase student achievement.</p>	Terra Stigger	02/20/2026	Title 1	
<p>[S 2.2] Professional Development 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.</p> <p>Benchmark Indicator Implementation:</p> <ol style="list-style-type: none"> 1. Weekly collaborative planning minutes 2. Monthly professional development minutes 3. Weekly PLC meeting minutes <p>Effectiveness:</p> <ol style="list-style-type: none"> 1. Weekly collaborative planning will result in a 	<p>[A 2.2.1] Professional Development Teachers will receive ongoing professional development opportunities based on data from walkthroughs, assessment data, trends within the school, and observations by administrators, Instructional Coaches from the Southwest region, and District personnel. Teachers will receive professional development during school on how to analyze formative assessment data and identify how to address student misconceptions. Substitutes will be obtained with funds to cover classes so teachers can receive the professional development. Teachers will be required to attend professional developments to support their subject taught when available through the District. Various teachers and administration will attend out of town professional development opportunities to learn various techniques used in other schools and districts to increase student achievement. Teachers</p>	Terra Stigger	03/20/2026	Title 1	

<p>10% increase in the percentage of teachers demonstrating effective implementation of the curriculum, resulting in students scoring 80% or higher on daily tasks.</p> <p>2. 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.</p> <p>3. Weekly PLCs will result in 100% of teachers receiving departmentalized support to increase overall student achievement by 10%.</p>	<p>will also receive professional development from Achievement Network on how to create, administer and analyze standard aligned assessments to increase student achievement.</p>				
	<p>[A 2.2.2] New Teacher Support Series</p> <p>New teachers will receive biweekly support from Administration, teacher mentors, and peer teachers. Teachers will complete a book study on classroom practices to promote student achievement. Teachers will also work closely with Administrators and highly effective teachers in the classroom to gain real time teaching ability.</p>	Jason Ellis	05/15/2026	Title 1	
<p>[S 2.3] Targeted Interventions and Personalized Learning</p> <p>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.</p> <p>***</p> <p>***</p> <p>Benchmark Indicator</p> <p>Implementation:</p> <ol style="list-style-type: none"> 1. Monthly progress monitoring data 2. Monthly data meeting minutes 3. Quarterly benchmark assessments (iReady and Performance Matters) 	<p>[A 2.3.1] RTI intervention</p> <p>Student data will be analyzed after each formative assessment to identify student needing intervention in Math. Students will be broken into groups to receive instruction based on their instructional level. Students' instruction will be differentiated to meet their needs. Students will move into the District's RTI process, receive small group instruction from teachers and specialized teacher assistants (SEAs) or participate in extension lessons. Data will also be used to determine if additional resources are needed to meet the students' learning needs. Students will also create and maintain data folders. Teachers will meet monthly to analyze student performance to determine if they need further assistance on a skill or able to move to another skill. Students will participate in monthly data chats with their teachers and RTI providers.</p>	Sharon Totten	05/29/2026	SBB	

Effectiveness:					
<p>1. Monthly progress monitoring data will reflect students increasing by at least 5% in their data points.</p> <p>2. Monthly data team meetings will reflect at least 10% of students being able to exit RTI2 supports and interventions.</p> <p>3. Quarterly school-wide formative assessments will reflect a 10% increase in students scoring 80% or better.</p>					
	<p>[A 2.3.2] SWD inclusion SPED teachers will increase inclusion time with regular education teachers to give SWD an opportunity to work with grade level material. SPED teachers will also plan with homeroom teachers to align their instruction with regular teachers. SPED teacher will also gain a better understanding of the standard to help better modify instruction to assist SWD with scaffolded lessons.</p>	Regina DeLoach	05/29/2026	SBB	
	<p>[A 2.3.3] ESL instruction Ensure ESL students receive instruction during pull out times that meets the depth of the standards using ESL walkthrough tool with ESL teachers. Admin will norm using the walkthrough tool with ESL supervisors to help determine if teachers are teaching to the depth of the standard. ESL teacher schedules will include time to work with higher need ESL students in grades other than their assigned focus. ESL teachers will use a standards breakdown tool provided by the ESL department to combine standard instruction and language acquisition instruction. ESL teachers will create and implement ELD plans for certain students within the ESL population. ESL teachers will work with math teacher to develop strategies and scaffolds to help ESL student learn mathematics.</p>	Makesha Stewart	01/30/2026	SBB	
	<p>[A 2.3.4] MATH parent trainings Sherwood will host Math Curriculum Nights, Data Nights and Parent classes to help train parents on</p>	Jason Ellis	02/27/2026	Title 1	

	strategies to help their child increase proficiency in Math. Materials will be provided to parents that will assist them and the school with working with their child at home. The school will also fund a parent resource room to allow access to materials and technology to support their student's learning.				
<p>[G 3] Safe and Healthy Students 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.</p> <p>Performance Measure Sherwood Elementary school will decrease its chronically absent student rate from 41.9% in 2024 to 25% in 2026.</p> <p>Interventions and supports will be measured using the following:</p> <ul style="list-style-type: none"> * Monthly PowerSchool Data * Monthly PowerBI Data * Monthly Share Point * Monthly SART documentation for at-risk students 					
Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[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.</p> <p>Benchmark Indicator Implementation:</p> <ol style="list-style-type: none"> 20-day attendance reports 20-day behavior reports <p>Effectiveness:</p> <ol style="list-style-type: none"> 20-day attendance reports will reflect a 5% decrease in the number of students absent from school. 	<p>[A 3.1.1] Positive Behavior Intervention and Support implementation Sherwood will use the Response to Intervention for Behavior (RTI2B) system to teach, incentivize, and track student attendance as well as develop systems to help intervene with students, student groups, and trends that are identified. Positive attendance trends are also promoted in the program. Students will receive supports throughout the year to help them develop positive attendance, develop opportunities to become academically successful, and promote a healthy and safe school community. An attendance specialist will also monitor student attendance and work with parents to decrease absenteeism rates.</p>	Jaclyn Linsey	05/29/2026	SBB	

2. 20-day behavior reports will reflect a 5% decrease in the number of student infractions.					
	[A 3.1.2] ACE Archer Academy Students will participate in a weeklong focused program to familiarize them with the school's routines, procedures, and behavioral expectations. Students will participate in grade level sessions and within their class. Students and teachers will reinforce positive behaviors in all parts of the school. Students will practice daily those expectations.	Jaclyn Linsey	08/08/2025	SBB	
	[A 3.1.3] SART/SARB meetings The school will conduct SART meetings with parents and students who are at risk for becoming truant or missing too many days of instruction. Meetings will focus on the impact attendance has on student school success. The meeting will also offer resources and strategies on keeping up adequate attendance in school. Students who accumulate five excused or unexcused absences will be required to attend an attendance meeting with the counselor and attendance specialist to limit future absences.	Brooke Goodwin	05/22/2026	SBB	
[S 3.2] Professional Development Provide ongoing, high quality professional development to 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: Monthly RTI2-B data meeting minutes Monthly SART and SARB meeting minutes Effectiveness: Monthly RTI2-B data teams meetings will result in a	[A 3.2.1] Content and Behavioral Professional Development Teachers will receive targeted professional development on SEL, classroom culture, and meeting student needs based on data from student assessments, classroom observation walkthroughs, informal and formal observations, attendance, and behavior data. School administration, Mathematics content leads, ELA content leads, Southwest region instructional coaches and leaders, and District personnel will provide ongoing professional development in areas that are needed. Data will be analyzed to determine professional development needs at upcoming meetings, assignments for professional development, and assistance from District personnel.	Terra Stigger	04/03/2026	SBB	

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.					
<p>[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.</p> <p>Benchmark Indicator Implementation:</p> <ol style="list-style-type: none"> 1. Quarterly parent meeting minutes 2. Semesterly parent-teacher conference sign-in sheets/minutes <p>Effectiveness:</p> <ol style="list-style-type: none"> 1. Quarterly parent meetings will result in at least 2 additional PD opportunities and/or trainings. 2. Semesterly parent-teacher conferences will result in a 5% decrease in student infractions and a 5% decrease in student absences. 	<p>[A 3.3.1] Parent, Family and Community engagement-curriculum based opportunities Many opportunities are offered to parents to help their children achieve academically. Curriculum Nights, Literacy, Math and Science Nights, Doughnuts with Dads, Muffins with Moms, Coffee with the principal, And ESL parent meetings occur through the year. Materials are offered and reviewed with parents that could help them at home to help their child in core subjects. A parent resource room and parent resource boxes are available for the parents to gather materials to use at home to help with their child's education. Parents are encouraged to set up conferences with the homeroom teacher to discuss their child's behavior, progress, and ways to improve their achievement. Sherwood organizes parent training events for parents to participate. Curriculum nights are a chance for parents to review the current curriculum. Homeroom teachers break down curriculum expectations as well as several standards needed to be mastered for the grade. Parents are shown and asked to complete assessment style items to get a better understanding of the shifts in standards and expectations of student performance.</p>	Jason Ellis	05/01/2026	Title 1	
	<p>[A 3.3.2] Parent, Family, and Community Engagement-Parental Supports Sherwood will help parents support the learning needs of their students in order to increase attendance. The school staff will provide students with extra material to support instruction. Attendance Specialist will assist parents who students have high numbers of absences. The school will also provide support opportunities for students to transition from PreK to Kindergarten. School counselor will organize opportunities for</p>	Jaclyn Linsey	05/22/2026	SBB	

	students and parents to participate in a Kindergarten class for the students. The Kindergarten teachers will conduct a Kindergarten preview day for the upcoming parents. The counselor will also set up an opportunity for fifth grade students to visit local Middle Schools for them to attend. Sherwood will also partner and refer parents to local agencies (area churches, YMCA, Title 1 office, and others) to gain the supports they need. Sherwood will solicit donations from local adopters (Brown Baptist Church, St. Luke's United Methodist Church, Save our Sons and Daughters, and Kids in Need) to provide students and parents with extra resources to support their child's learning.				
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