

Getwell 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, 32.8% of students in grades 3-12 will score proficient on the ELA TCAP.

Getwell Elementary School will increase ELA meeting or exceeding expectations proficiency rates on TCAP Achievement in grades 3-5 from 15.8% in 2024 to 25% in 2026.

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** * Weekly Collaborative Planning * Weekly Lesson Plans * Weekly Informal Observation Tool * Quarterly Data Dig Minutes * Daily Exit Tickets * Quarterly Formative Assessments	[A 1.1.1] Support Rich Learning Environments for Students Secure supplies, materials, equipment, and other various supports to engage students and teachers in high-quality instruction and learning.	Erica Key, Amelia Bell, Verronda Johnson	05/22/2026	Title 1 [\$50000.00]	

Effectiveness * Weekly Collaborative Planning with agenda and sign in will show 90% of teachers participating in planning with curriculum * Weekly lessons plan checks will show that 100% of teachers are on track with following the curriculum and overall teacher LOE will reflect level 3 or higher. * Weekly informal observation data will indicate that at least 95% of teachers observed will demonstrate effective implementation of the instructional practices identified by the rubric, resulting in effectiveness scores of 3 or better. * Quarterly data dig minutes will show at least 80% of students tested will meet or exceed expectations on formative assessments with a score of 80% or higher. * Daily exit tickets will reflect at least 80% of students scoring 75% or higher. * Quarterly School-wide Formative Assessments will reflect a 5% increase in the number of students scoring 80% or better after each assessment.					
	[A 1.1.2] Access to Rigorous Curriculum Provide teachers with curriculum-aligned powerpoints and curriculum maps to outline lessons in a sequential, systematic structure. Provide instructional resources aligned to TN Academic Standards.	Erica Key, Amelia Bell, Verronda Johnson	05/22/2026		
[S 1.2] Professional Development Provide professional development for teachers 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	[A 1.2.1] Grade Level Collaborative Planning Grade level collaborative planning sessions are held twice a week for each grade level. Grade level collaborative planning sessions are tailored to improving teacher development of standards-aligned lessons. In order to assist our teachers develop a strong planning structure, each teacher utilizes a powerpoint for each content. For each session, teachers must be prepared with their pre-work completed which is outlined during	Erica Key, Amelia Bell, Verronda Johnson	05/22/2026		

Implementation * Weekly collaborative planning agenda and minutes * Monthly professional development agenda and minutes * Bi-Weekly administrative meetings **Effectiveness** * Weekly collaborative planning 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 an increase of student achievement by 10%. * Bi-weekly admin meetings will monitor classroom observations that will reflect a 10% increase of teachers demonstrating effective implementation of instructional practices.	planning. The second meeting of collaborative planning is geared towards deliberate practice.				
	[A 1.2.2] Attend Local/National Professional Literacy Conferences Allowing the Getwell Elementary's staff to attend literacy conferences will provide opportunities to learn new literacy practices and network with other educators across the nation.	Erica Key, Amelia Bell, Verronda Johnson	06/30/2026		
	[A 1.2.3] Before and After School Planning Support Teachers will have the opportunity to receive additional planning support for ELA, unpacking standards, best practices for literacy instruction, and analyzing data to inform instructional decisions.	Erica Key, Amelia Bell, Verronda Johnson	05/22/2026		
[S 1.3] Targeted Intervention and Personalized Learning Provide academic interventions, personalized	[A 1.3.1] Supplemental Instructional Resources for Students Through research, collaboration with colleagues,	Erica Key, Amelia Bell,	05/22/2026		

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 common assessments for all students grades K-5 * Monthly progress monitoring data review of students' performance in targeted interventions * Bi-weekly review of grade reports for students to monitor and adjust learning opportunities **Effectiveness** * Quarterly common assessments for all students grades K-5 with 80% participation rate * Monthly progress monitoring data review of students' performance in targeted interventions with 25% of students advancing to the next deficit skill * Bi-weekly review of grade reports for students to monitor and adjust learning opportunities for 100% of students	and the district approved vendors' list, supplemental instructional resources will be purchased to expand the instructional resources that addresses the specific needs of struggling students. All resources will be research-based and aligned to the TN ELA Standards.	Verronda Johnson			
	[A 1.3.2] Implementation of Differentiated Instruction To meet the individualized needs of all students, differentiated instruction will take place in all classes. Classroom teachers and the administrative team will use student formal and informal data to determine areas of strength and refinement. Teachers will be able to make informed decisions for reteaching and determining strategies and resources that will benefit all students. Differentiated instruction may include one-on-one, small groups, use of manipulative, and use of online resources. In order to determine needs,	Erica Key, Amelia Bell, Verronda Johnson	05/22/2026		

	Getwell Elementary will analyze student work and results from assessments.				
[S 1.4] K-2 Early Literacy Support Build and strengthen the foundational literacy knowledge of classroom teachers, and educational assistants through engagement in professional learning experiences anchored in the science of reading to support the development of K-2 students reading skill set. Benchmark Indicator Implementation * Weekly ELA Walkthrough Tool * Monthly ELA Learning series with content lead on the Science of Reading components Effectiveness * Weekly instructional walkthroughs will indicate that at least 95% of teachers observed will demonstrate effective implementation of the instructional practices identified by the rubric, resulting in effectiveness scores of 3 or better. * Monthly learning series for teachers will result in at least 95% of teachers demonstrating effective implementation of the identified instructional strategies, resulting in an increase of student achievement by 10	[A 1.4.1] Professional Learning Communities Content-specific PLCs are held once a month. PLCs are tailored to improving teacher development of standard-aligned lessons. In order to build teachers' content knowledge, one area of the instructional block is focused on during each PLC meeting. Teachers are provided content and opportunities to practice.	Erica Key, Amelia Bell, Verronda Johnson	05/22/2026		
	[A 1.4.2] Attend Local/National Professional Literacy Conferences Allowing the Getwell Elementary's staff to attend literacy conferences will provide opportunities to learn new literacy practices and network with other educators across the nation.	Erica Key, Amelia Bell, Verronda Johnson	06/30/2026	Title i	
	[A 1.4.3] Support Rich Learning Environments for Students Secure supplies, materials, equipment, and other various supports to engage students and teachers in high-quality instruction and learning.	Erica Key, Amelia Bell, Verronda Johnson	05/22/2026		

[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, Memphis-Shelby County Schools will improve meeting or exceeding expectation percentages in all grades from 19.7% in 2024 to 31%.

Getwell Elementary School will improve meeting or exceeding expectation percentages on TCAP Achievement in grades 3-5 from 14.1% (2024) to 25% (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 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 Collaborative Planning * Weekly Lesson Plans * Weekly Informal Observation Tool * Quarterly Data Dig Minutes * Daily Exit Tickets * Quarterly Formative Assessments	[A 2.1.1] Support Rich Learning Environments Secure supplies, materials, equipment, and various supports to engage students and teachers in high-quality instruction and learning.	Erica Key, Amelia Bell, Verronda Johnson	05/22/2026	Title 1 [\$50000.00]	

Effectiveness * Weekly Collaborative Planning with agenda and sign in will show 90% of teachers participating in planning with curriculum * Weekly lessons plan checks will show that 100% of teachers are on track with following the curriculum and overall teacher LOE will reflect level 3 or higher. * Weekly informal observation data will indicate that at least 95% of teachers observed will demonstrate effective implementation of the instructional practices identified by the rubric, resulting in effectiveness scores of 3 or better. * Quarterly data dig minutes will show at least 80% of students tested will meet or exceed expectations on formative assessments with a score of 80% or higher. * Daily exit tickets will reflect at least 80% of students scoring 75% or higher. * Quarterly School-wide Formative Assessments will reflect a 5% increase in the number of students scoring 80% or better after each assessment.					
	[A 2.1.2] Access to Rigorous Curriculum Provide teachers with powerpoints and curriculum maps to outline lessons in a sequential, systematic structure. Provide instructional resources aligned to TN Academic Standards.	Erica Key, Amelia Bell, Verronda Johnson	05/22/2026		
[S 2.2] Professional Development Provide ongoing, high quality professional development at the school level for teachers and other instructional staff that focuses on instructional shifts and strategies that result in improved student performance. Benchmark Indicator Implementation **Implementation** * Weekly collaborative planning agenda and	[A 2.2.1] Grade Level Collaborative Planning Grade level collaborative planning sessions are held twice a week for each grade level. Grade level collaborative planning sessions are tailored to improving teacher development of standards-aligned lessons. In order to assist our teachers develop a strong planning structure, each teacher utilizes a powerpoint for each content. For each session, teachers must be prepared with their pre-work completed which is outlined during planning. The second meeting of collaborative planning is geared towards deliberate practice.	Erica Key, Amelia Bell, Verronda Johnson	05/22/2026		

minutes * Monthly professional development agenda and minutes * Bi-Weekly administrative meetings **Effectiveness** * Weekly collaborative planning 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 an increase of student achievement by 10%. * Bi-weekly admin meetings will monitor classroom observations that will reflect a 10% increase of teachers demonstrating effective implementation of instructional practices.					
	[A 2.2.2] Attend Local/National Math Conferences Allowing the Getwell Elementary's staff to attend Math conferences will provide opportunities to learn new math practices and network with other educators across the nation.	Erica Key, Amelia Bell, Verronda Johnson	06/30/2026	Title 1	
	[A 2.2.3] Before and After School Planning Teachers will have the opportunity to receive additional planning support for Math, unpacking standards, best practices for math instruction, and analyzing data to inform instructional decisions.	Erica Key, Amelia Bell, Verronda Johnson	05/22/2026		
[S 2.3] Targeted Interventions and Personalized Learning ** ** ** ** Benchmark Indicator **Implementation**	[A 2.3.1] Supplemental Instructional Resources for Students Through research, collaboration with colleagues, and the district approved vendors' list, supplemental instructional resources will be purchased to expand the instructional resources that addresses the specific needs of struggling students. All resources will be research-based and aligned to the TN Math Standards.	Erica Key, Amelia Bell, Verronda Johnson	05/22/2026		

* Quarterly common assessments for all students grades K-5 * Monthly progress monitoring data review of students' performance in targeted interventions * Bi-weekly review of grade reports for students to monitor and adjust learning opportunities **Effectiveness** * Quarterly common assessments for all students grades K-5 with 80% participation rate * Monthly progress monitoring data review of students' performance in targeted interventions with 25% of students advancing to the next deficit skill * Bi-weekly review of grade reports for students to monitor and adjust learning opportunities for 100% of students					
	[A 2.3.2] Implementation of Differentiated Instruction To meet the individualized needs of all students, differentiated instruction will take place in all classes. Classroom teachers and the administrative team will use student formal and informal data to determine areas of strength and refinement. Teachers will be able to make informed decisions for reteaching and determining strategies and resources that will benefit all students. Differentiated instruction may include one-on-one, small groups, use of manipulative, and use of online resources. In order to determine needs, Getwell Elementary will analyze student work and results from assessments.	Erica Key, Amelia Bell, Verronda Johnson	05/22/2026		

[G 3] Chronic Absenteeism/Discipline

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

Getwell Elementary School will reduce the percentage of chronically absent students from 36% in 2023-2024SY to 26% in 2025-2026SY. Getwell Elementary School will reduce the percentage of out of school suspensions by 10%.

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] 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, Getwell Elementary can create a culture where all students and teachers are respect and included in their community. This takes place through weekly in-person SEL classes provided by the school counselor.	Erica Key, Amelia Bell, Verronda Johnson	05/22/2026	Title 1	
	[A 3.1.2] Provide Social and Emotional Learning (SEL) Support	Constance Dunlap	05/22/2026		

	Getwell Elementary helps students provide effective problem-solving to self-discipline, from impulse control to emotion management and more. SEL provides a foundation for positive, long-term effects on kids, adults, and communities. This is a provided through weekly classes provided by the counselor.				
	[A 3.1.3] Implementation of Progressive Discipline Students will experience progressive discipline prior to being suspended from school. This includes speaking with a counselor or administrator, receiving resets, detention, in-school suspension, and other alternatives prior to being suspended from school.	Erica Key, Amelia Bell, Verronda Johnson	05/22/2026		
	[A 3.1.4] Attendance Incentive Program Families and teachers will celebrate meeting attendance goals by participating in Attendance Celebrations. The celebration will promote attendance and motivate families to bring students to school daily. Families will receive information informing how attendance affects academics.	Erica Key, Amelia Bell, Verronda Johnson	05/22/2026		
[S 3.2] Professional Development Provide ongoing, high-quality professional development at the school level for 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 * Semesterly SafeSchools training Effectiveness * Semesterly SafeSchools training will result in	[A 3.2.1] Implementation of Safe Schools Training Professional development courses are designed specifically for school staff members to engage in content that is relevant and immediately applicable in the school setting. This training is presented during the first week of teacher training along with periodic PD sessions provided at weekly school faculty meetings.	Erica Key, Amelia Bell, Verronda Johnson	04/30/2026		

100% of teachers increase safety on the campus. * Monthly RT12-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.					
[S 3.3] Parent, Family, and Community Engagement ****Provide 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 meetings agendas, minutes, and sign-in sheets * Semesterly parent-teacher conference sign-in 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%	[A 3.3.1] Conduct SART Meetings Bi-weekly SART meetings will be conducted to review school data in an effort to ensure that students and parents are provided with supports that they need to attend school on a consistent basis. Meetings will be held with parents and students on a weekly basis.	Erica Key, Constance Dunlap	05/22/2026		

decrease in student absences.					
	[A 3.3.2] Quarterly Family Engagement Events Getwell Elementary School understands the importance of family involvement in each child's education. We will provide several opportunities for families to engage with teachers and staff by hosting events such as: * Annual Title 1 Parent Meeting * Coffee and Conversations * Pastries with Parents * Family Literacy Night * Family Math and Science Night * Family Data Day	Erica Key, Amelia Bell, Verronda Johnson	04/17/2026	Title 1	