

Evans Elementary Annual Plan (2025 - 2026)

Last Modified at Sep 17, 2025 01:09 PM CDT

**[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**

Evans Elementary School will improve "met plus exceeded" percentages on the TCAP assessment for students in grades 3-5 from 18% in 2023-24 to 19.8% in the 2025-26 school year.

Performance will be measured using the following tools:

District Formative Assessments

TNReady Assessment

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p><b>[S 1.1] Standard Aligned Core Instruction</b>                      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><b>Benchmark Indicator</b>                      **Benchmark Indicator**</p> <p>**Implementation**</p> <ul style="list-style-type: none"> <li>* Quarterly TEM Evaluation Rubric</li> <li>* Weekly Analysis of Student Work</li> <li>* **Quarterly **district common formative assessment</li> </ul>	<p><b>[A 1.1.1] Improve Tier I ELA/Reading Instruction</b>                      Secure supplies, materials, equipment, and support for academic instruction.</p> <p>In order to differentiate classroom instruction to meet the instructional needs of students, we will meet collaboratively and analyze the following on a weekly basis:</p> <ul style="list-style-type: none"> <li>* student work</li> <li>* school-wide data</li> <li>* grade-level data</li> <li>* teacher data</li> <li>* data trends</li> <li>* ELA curriculum</li> </ul>	<p>Sherri Williams</p>	<p>05/08/2026</p>	<p>Title I</p> <p>SBB</p> <p>Fund I</p>	

<p><b>**Effectiveness**</b></p> <p>* Quarterly TEM Evaluation Rubric will reflect at least 3 of 5 indicators being met.</p> <p>* Weekly analysis of student work will reflect students scoring 75% or better on assignments.</p> <p>* **Quarterly **district formative assessments will reflect at least 75% of students scoring <b>**80%**</b> or better.</p>					
	<p><b>[A 1.1.2] Collaborative Planning</b></p> <p>Teachers will work together across grade levels to make sure that they are providing foundational supports to close the gaps they have identified in academics and social emotional learning to support growth and achievement in early grades.</p>	<p>Monica Owens, Miles Wallace, Sherri Williams, Robbi Dailey-Williams</p>	<p>05/08/2026</p>	<p>Title I</p>	
<p><b>[S 1.2] Professional Development</b></p> <p>Provide professional development for teachers, administrators, and instructional leaders 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><b>Benchmark Indicator</b></p> <p><b>**Implementation**</b></p> <p>* Weekly collaborative planning minutes</p> <p>* Monthly professional development minutes</p> <p>* Weekly PLC meeting minutes</p> <p>* Bi-weekly Instructional Leadership Team (ILT) minutes</p> <p><b>**Effectiveness**</b></p> <p>* Weekly collaborative planning will result in a 10% increase in the percentage of teachers</p>	<p><b>[A 1.2.1] Instructional Supports for ELA</b></p> <p>ELA Advisor and ILT ELA Lead will provide support to ELA teachers.</p>	<p>Monica Owens (Principal), Miles Wallace (Dean of Students), Sherri Williams (Instructional Facilitator), Robbi Dailey-Williams (PLC Coach), Stephanie Baker (ILT ELA Lead)</p>	<p>05/08/2026</p>	<p>Title I</p>	

<p>demonstrating effective implementation of the curriculum, resulting in students scoring 80% or higher on daily tasks.</p> <p>* 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>* Weekly PLCs will result in 100% of teachers receiving departmentalized support to increase overall student achievement by 10%.</p> <p>* 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.</p>					
	<p><b>[A 1.2.2] Local and Out-of-Town Professional Development</b></p> <p>Provide ongoing PD focused on evidence-based instructional strategies, data-driven instruction, and curriculum alignment.</p> <p>**School-based professional development</p> <p>**courses will include, but are not limited to:</p> <ul style="list-style-type: none"> <li>* Gradual Release of Responsibility (Instructional Practices 1, 2, and 4 embedded into Instructional Practice 3)</li> <li>* Deliberate Practice</li> <li>* Looking at Student Work (LASW) cycle</li> <li>* Academic Monitoring</li> </ul> <p>**Conferences **for administration and lead teachers to expand their knowledge base with research-based practices that will enable the highest level of student achievement. These conferences will include, but are not limited to:</p> <p>"Get your Teach On" in Las Vegas, NV (January 2026)</p> <p>"Model Schools" in Orlando, FL (June 2026)</p>	<p>Monica Owens, Sherri Williams, Robbi Dailey-Williams</p>	<p>06/30/2026</p>		

	Conferences will take place from August to May.				
<p><b>[S 1.3] Targeted Intervention and Personalized Learning</b> 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><b>Benchmark Indicator</b> **Implementation**</p> <ul style="list-style-type: none"> <li>* Monthly progress monitoring data</li> <li>* Monthly data meeting minutes</li> <li>* Quarterly benchmark assessments (iReady, etc.)</li> <li>* Weekly fidelity checks</li> <li>* Weekly iReady reports</li> </ul> <p>**Effectiveness**</p> <ul style="list-style-type: none"> <li>* Monthly progress monitoring data will reflect students increasing by at least 2-3 data points.</li> <li>* Monthly data team meetings will reflect at least 10% of students being able to exit RTI2 supports and interventions.</li> <li>* Quarterly benchmark assessment data will reflect at least 5% of students moving from Tier III to Tier II or Tier II to Tier I.</li> <li>* 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.</li> <li>* Weekly iReady reports will reflect a 5% increase in the number of students who score mastery on skill deficit areas.</li> </ul>	<p><b>[A 1.3.1] Intervention</b> Students will participate in one-on-one or small group intervention with an interventionist.</p>	Sherri Williams	05/08/2026	Title I	
<p><b>[S 1.4] Early Literacy</b> Build and strengthen the foundational literacy knowledge of instructional leaders, classroom</p>	<p><b>[A 1.4.1] Parent Training Sessions</b> Build and strengthen the foundational literacy knowledge of parents and families through</p>	Shena Johnson (Educator),	05/08/2026		

<p>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><b>Benchmark Indicator</b> **Implementation**</p> <ul style="list-style-type: none"> <li>* Quarterly TEM Evaluation Rubric</li> <li>* Weekly Analysis of Student Work</li> <li>* **Quarterly **district common formative assessment</li> </ul> <p><b>**Effectiveness**</b></p> <ul style="list-style-type: none"> <li>* Quarterly TEM Evaluation Rubric will reflect at least 3 of 5 indicators being met.</li> <li>* Weekly analysis of student work will reflect students scoring 75% or better on assignments.</li> <li>* **Quarterly **district formative assessments will reflect at least 75% of students scoring **80%** or better.</li> </ul>	<p>engagement in professional learning experiences anchored in the science of reading.</p>	<p>Tyesha Golden-Rhodes (Educator), Felecia Farr (Educator), Sherri Williams (Instructional Facilitator), Monica Owens (Principal), Robbi Dailey-Williams (PLC Coach)</p>			
	<p><b>[A 1.4.2] ELA Advisor/ILT ELA Lead Support</b> The ELA Advisor, in collaboration with the ELA Instructional Leadership Team (ILT) Lead, will provide targeted support to strengthen early literacy instruction across grades K–2. This includes coaching teachers on evidence-based literacy practices, facilitating professional development aligned with the Science of Reading, analyzing student data to inform instruction, and co-developing lesson plans and instructional strategies. The ELA Advisor and ELA ILT content lead will conduct regular classroom observations and feedback cycles, ensuring consistent implementation of high-impact ELA strategies that build foundational reading skills.</p>	<p>Elise Thompson (ILT ELA Lead)</p>	<p>05/08/2026</p>		
	<p><b>[A 1.4.3] Foundational Literacy Laureate Professional Development Support (K-2)</b></p>	<p>Sherri Williams</p>	<p>05/21/2026</p>		

	The school designated laureate will work with teachers in grades k-2 to provide strategies and support with teaching early literacy.				
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**[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**  
 Evans Elementary School will improve "met plus exceeded" percentages on the TCAP assessment for students in grades 3-5 from 18.8% in 2023-24 to 20.7% in the 2025-26 school year.

Performance measures will be monitored by the following:

District Formative Assessments

TNReady Assessment

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p><b>[S 2.1] Standard Aligned Core Instruction</b>            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><b>Benchmark Indicator</b>            **Implementation**</p> <ul style="list-style-type: none"> <li>* Quarterly School-wide Formative Assessments</li> <li>* Weekly Informal Observation Tool and rubric</li> <li>* Quarterly Formal Observation Tool</li> <li>* Quarterly Data Dig Minutes</li> <li>* Weekly lesson plans</li> <li>* Monthly student work samples</li> <li>* Daily exit tickets</li> </ul>	<p><b>[A 2.1.1] Improve Tier I Math Instruction</b>            Secure supplies, materials, equipment, and support for academic instruction.</p> <p>In order to differentiate classroom instruction to meet the instructional needs of students, we will meet collaboratively (admin and teachers), plan vertically across grade levels, and analyze the following on a weekly basis:</p> <ul style="list-style-type: none"> <li>* student work</li> <li>* school-wide data</li> <li>* grade-level data</li> <li>* teacher data</li> <li>* data trends</li> <li>* Envision Math standards alignment</li> </ul>	Monica Owens (Principal), Miles Wallace (Dean of Students), Sherri Williams (Instructional Facilitator), Robbi Dailey-Williams (PLC Coach), Darryl Anderson (ILT Math Lead)	04/10/2026	Title I	

<p><b>**Effectiveness**</b></p> <ul style="list-style-type: none"> <li>* Quarterly school-wide formative assessments will reflect students scoring 80% or better.</li> <li>* 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.</li> <li>* 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.</li> <li>* 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.</li> <li>* 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.</li> <li>* Monthly review of student work samples will show students' mastery of standards at 80% or higher.</li> <li>* Daily exit tickets will reflect at least 90% of students scoring 80% or higher.</li> </ul>					
	<p><b>[A 2.1.2] Collaborative Planning</b>  Teachers will work together across grade levels to make sure that they are providing foundational supports to close the gaps they have identified in academics and social emotional learning to support growth and achievement in early grades.</p>	<p>Monica Owens (Principal),  Miles Wallace (Dean of Students),  Sherri Williams (Instructional Facilitator),  Robbi Dailey-Williams (PLC Coach)</p>	<p>04/10/2026</p>	<p>Title I</p>	
<p><b>[S 2.2] Professional Development</b>  Provide ongoing, high quality professional</p>	<p><b>[A 2.2.1] Math Advisor/Math Coach/ILT Math Lead Support</b></p>	<p>Monica Owens (Principal),</p>	<p>04/10/2026</p>	<p>Title I</p>	

<p>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><b>Benchmark Indicator</b> **Implementation**</p> <ul style="list-style-type: none"> <li>* Weekly collaborative planning minutes</li> <li>* Monthly professional development minutes</li> <li>* Weekly PLC meeting minutes</li> <li>* Bi-weekly Instructional Leadership Team (ILT) minutes</li> </ul> <p>**Effectiveness**</p> <ul style="list-style-type: none"> <li>* 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.</li> <li>* 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.</li> <li>* Weekly PLCs will result in 100% of teachers receiving departmentalized support to increase overall student achievement by 10%.</li> <li>* 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.</li> </ul>	<p>The Math Advisor, in partnership with the ILT Math Lead and Math Coach, will provide strategic support to enhance mathematics instruction and student outcomes across all grade levels. This includes coaching teachers in implementing high-quality, standards-aligned math instruction, supporting the use of problem-solving strategies, and promoting math discourse in the classroom. The team will facilitate data-driven planning sessions, lead professional development on best practices in math instruction, and model effective lesson delivery. Regular classroom walk-throughs and feedback will ensure alignment with the school's math goals and provide ongoing instructional support tailored to student needs.</p>	<p>Shonda Clark (ILT Math Lead)</p>			
	<p><b>[A 2.2.2] Local and Out-of-Town Professional Development</b> Provide ongoing PD focused on evidence-based instructional strategies, data-driven instruction, and curriculum alignment.</p> <p>**School-based professional development courses will include, but are not limited to:</p>	<p>Monica Owens, Sherri Williams, Robbi Dailey-Williams</p>	<p>06/30/2026</p>		

	<ul style="list-style-type: none"> <li>* 5Es of Math (Engage, Explore, Explain, Elaborate, Evaluate)</li> <li>* Deliberate Practice</li> <li>* Looking at Student Work (LASW) cycle</li> <li>* Academic Monitoring</li> </ul>				
<p><b>[S 2.3] Targeted Interventions and Personalized Learning</b>  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><b>Benchmark Indicator</b>  <b>**Implementation**</b></p> <ul style="list-style-type: none"> <li>* Monthly progress monitoring data</li> <li>* Monthly data meeting minutes</li> <li>* Quarterly benchmark assessments (iReady, etc.)</li> <li>* Weekly fidelity checks</li> <li>* Weekly iReady reports</li> </ul> <p><b>**Effectiveness**</b></p> <ul style="list-style-type: none"> <li>* Monthly progress monitoring data will reflect students increasing by at least 2-3 data points.</li> <li>* Monthly data team meetings will reflect at least 10% of students being able to exit RTI2 supports and interventions.</li> <li>* Quarterly benchmark assessment data will reflect at least 5% of students moving from Tier III to Tier II or Tier II to Tier I.</li> <li>* Weekly fidelity checks will reflect that 100% of teachers are implementing the RTI2 curriculum, which will result in students increasing by at least</li> </ul>	<p><b>[A 2.3.1] Intervention</b>  The school will implement a structured math intervention system to support students who are not meeting grade-level expectations. Based on diagnostic and formative assessment data, the RTI2-A data team will identify students in need of Tier 2 and Tier 3 support. Targeted, small-group math interventions will focus on foundational skills, number sense, and conceptual understanding using evidence-based strategies and materials. Interventionists will collaborate closely with classroom teachers to ensure interventions are aligned with core instruction. Student progress will be monitored regularly to inform instructional adjustments and ensure accelerated growth.</p>	<p>Sherri Williams  (RTI Lead)</p>	<p>05/15/2026</p>	<p>Title I</p>	

2-3 data points during progress monitoring. * Weekly iReady reports will reflect a 5% increase in the number of students who score mastery on skill deficit areas.					
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**[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.

**Performance Measure**  
 Evans Elementary will reduce chronic absenteeism from 31.1% in Spring 2025 to 15% in Spring 2026.

Interventions and supports will be measured using the following:

- \* PowerSchool Data
- \* PowerBI Data
- \* Share Point

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p><b>[S 3.1] Attendance and Behavior Interventions and Supports</b>            Implement targeted interventions and support programs and initiatives that address identified behavior needs and provide appropriate student supports</p> <p><b>Benchmark Indicator</b>            **Implementation**</p> <ul style="list-style-type: none"> <li>* 20-day attendance reports</li> <li>* 20-day behavior reports</li> <li>* 20-day suspension report</li> </ul> <p>**Effectiveness**</p> <ul style="list-style-type: none"> <li>* 20-day attendance reports will reflect a 5% decrease in the number of students absent from</li> </ul>	<p><b>[A 3.1.1] Student Incentives</b>            Evans will plan for and implement quarterly, monthly, and weekly initiatives that encourage student attendance. This will include attendance parties, "dress out of uniform" days, and student spotlighting on announcements and on social media.</p>	LaKeenya Jones (Professional Guidance Counselor), Monica Owens (Principal), Miles Wallace (Dean of Students), Valerie McCoy (Attendance Secretary)	05/21/2026		

<p>school.</p> <ul style="list-style-type: none"> <li>* 20-day behavior reports will reflect a 5% decrease in the number of student infractions.</li> <li>* 20-day suspension reports will reflect a 5% decrease in the student suspension rate.</li> </ul>					
<p><b>[S 3.2] Professional Development</b>  Provide ongoing, high quality professional development at the District-level and 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.</p> <p>**School-based professional development  **courses will include, but are not limited to:</p> <ul style="list-style-type: none"> <li>* Building Teacher-Student Relationships</li> <li>* Classroom Management</li> <li>* How to implement Social-Emotional Learning courses</li> <li>* Attendance Works (Powerschool training)</li> </ul> <p><b>Benchmark Indicator</b>  **Implementation**</p> <ul style="list-style-type: none"> <li>* Monthly RT12-B data meeting minutes</li> <li>* Monthly SART and SARB meeting minutes</li> </ul> <p>**Effectiveness**</p> <ul style="list-style-type: none"> <li>* Monthly RT12-B data teams meetings will result in a 5% decrease in student infractions.</li> <li>* Monthly SART and SARB meetings will reflect a 5% increase in student attendance and a 5% decrease in student infractions each 20-day period.</li> </ul>	<p><b>[A 3.2.1] Targeted Professional Development</b>  The Professional School Counselor will attend high quality professional development sessions and/or out-of-town conferences to acquire information and learn strategies to put into practice to support student attendance levels and lead to improved levels of student behavior. The Professional School Counselor will receive online and in-person professional development provided by the school district to acquire information and learn strategies to put into practice to support student attendance levels and lead to improved levels of student behavior.</p>	<p>LaKeenya Jones  (Professional Guidance Counselor),  Monica Owens  (Principal)</p>	<p>05/21/2026</p>		
<p><b>[S 3.3] Parent, Family, and Community Engagement</b>  Promote effective parent, family, and community engagement activities and resources that support</p>	<p><b>[A 3.3.1] Parental Involvement</b>  Events for the 2025-2026 school year include:</p> <ol style="list-style-type: none"> <li>1. Open House/Title I Night - August 27</li> </ol>	<p>All faculty</p>	<p>05/21/2026</p>		

<p>safe schools which will improve student attendance and behavior.</p> <p><b>Benchmark Indicator</b>  <b>**Implementation**</b></p> <ul style="list-style-type: none"> <li>* Quarterly parent surveys</li> <li>* Quarterly parent meeting minutes</li> <li>* Semesterly parent-teacher conference sign-in sheets/minutes</li> </ul> <p><b>**Effectiveness**</b></p> <ul style="list-style-type: none"> <li>* Quarterly parent surveys will result in at least 2 additional family engagement and involvement meetings/events that were requested based on feedback and trends.</li> <li>* Quarterly parent meetings will result in at least 2 additional PD opportunities and/or trainings.</li> <li>* Semesterly parent-teacher conferences will result in a 5% decrease in student infractions and a 5% decrease in student absences.</li> </ul>	<ol style="list-style-type: none"> <li>2. Hispanic Heritage Month Celebration - September 15 - October 15 (program on October 10)</li> <li>3. Literacy, Math, &amp; Science Night - October 29</li> <li>4. Red Ribbon Week - October 23-31</li> <li>5. Read for the Record - October 27</li> <li>6. Spelling Bee - January 2026</li> <li>7. Winter Program - December 15</li> <li>8. Friendship Day - February 13</li> <li>9. Black History Wax Museum - February 27</li> <li>10. Science Fair - March 27</li> <li>11. TCAP Pep Week - April 6-10</li> <li>12. TCAP Pep Rally - April 10</li> <li>13. Field Day - May 14</li> <li>14. Quarterly Recognition Program - TBD</li> <li>15. End-of-Year Recognition Program - TBD</li> <li>16. Kindergarten Promotion - TBD</li> <li>17. Let's Get Ready for Middle School tour - May 13-17</li> <li>18. 5th Grade Spirit Week - May 11-15</li> <li>19. 5th Grade Promotion Program - TBD</li> </ol>				
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