Oakhaven Elementary Annual Plan (2025 - 2026)

Last Modified at Sep 25, 2025 08:14 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
Oakhaven Elementary will increase the percentage of students with proficiency rates of meeting and or exceeding expectations on the TCAP Assessment in grades 3-5 from 19.2% in 2023-24 to 46% in 2025-26.

Performance will be measured using the following tools:

TNReady Assessment

School-wide Formative Assessment

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 1.1] Standard Aligned Core Instruction Oakhaven Elementary will 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** Quarterly school-wide assessment Biweekly school wide common assessment Weekly Informal Observation Tool	**[A 1.1.1] Weekly Collaborative Planning/PLC** PLC teams will utilize weekly data to guide reteaching differentiated instruction and interventions for reading language arts addressing specific individual student deficiencies. Teachers will discuss and share strategies that will increase student achievement. ELL and SPED teachers will attend PLC meetings to collaborate on all students.	Clarinda Gray, Sheretta Salton, Jennifer Preston, Kimberly Ward, Kristopher Davis	05/22/2026		

Quarterly student work samples **Effectiveness** Quarterly school- wide formative assessment will reflect a 5% increase in the number of students scoring 70% or above on each quarterly formative assessment. Weekly informal observation data will indicate that at least 95% of teachers observed will demonstrate effective implementation of the instructional practices identified, resulting in effectiveness scores of 3 or better. Weekly Lesson plan checks will show that 100% of teachers are on track with following the curriculum and overall teacher LOE will reflect a level 3 or higher. Quarterly review of student work samples will show students' mastery of standards at 70% or higher.					
	[A 1.1.2] Supplemental Resources Students and teachers will be provided additional materials and resources such as literacy centers, reading subscriptions, books for classroom libraries, hands on manipulatives, games for centers, educational technology(computers, interactive boards, headphones, printers, etc...), and classroom/student supplies (pencils, paper, tablets, folders, agenda folders, agenda books, glue tape, etc....) to enhance classroom instruction and improve student achievement.	Clarinda Gray	05/22/2026		
	[A 1.1.3] Conduct Monthly Data Meetings Oakhaven will conduct monthly data meetings inorder to differentiate classroom instruction to meet the needs of all students. Data team	Clarinda Gray, Sheretta Salton, Kimberly	08/22/2026		

	meetings will include reviewing assessments, looking at student work, analyzing the school data, grade level data, classroom data, behavior data, and data from district and ANET formative assessments.	Ward, Krispother Davis, Jennifer Preston			
	[A 1.1.4] Literacy NIght Family Literacy Night will provide parents an opportunity to learn how to support their child in becoming better readers. Students will get an opportunity to participate in literacy activities on grade level to improve their foundational and comprehension skills.	Clarinda Gray, Mrs. Rodgers, ELA Teachers	08/22/2026		
[S 1.2] Professional Development Professional development is an essential tool for continuous improvement and growth in instructional methods. Oakhaven elementary will provide professional development for teachers and administrators on how to articulate the instructional shifts that will improve teachers' reading pedagogy. We will offer a multi-tiered approach in order to provide PD for our entire staff through our system-wide professional development, professional development conferences, and individual coaching. **Benchmark Indicator** **Implementation** Quarterly school wide assessment Weekly informal walkthrough observations Weekly Collaborative planning agenda and minutes	**[A 1.2.1] New Teacher Mentor** Oakhaven lead teachers will serve as mentors to new and novice teachers, The mentor will work with mentees on a weekly basis to plan, provide solutions and model lessons.	Shelia Shorty, Clarinda Gray, Kimberly Ward, Michell Richards	08/22/2026		

Effectiveness Quarterly school- wide formative assessment will reflect a 5% increase in the number of students scoring 70% or above on each quarterly formative assessment. Weekly informal observation data will indicate that at least 95% of teachers observed will demonstrate effective implementation of the instructional practices identified, resulting in effectiveness scores of 3 or better. Quarterly review of student work samples will show students' mastery of standards at 70% or higher.					
	[A 1.2.2] Professional Development Classrooms and Instructional Support will participate in various school and district level professional development sessions. They will have to complete a certain number of professional development hours based on the districts expectations. The members of the ILT will provide professional development sessions throughout the school year based on teacher needs, Funds will be used to secure supplies, materials, equipment, and support for academic instruction.	Clarinda Gray, Sheretta Elion, Kristopher Davis, Ki,berly Ward, Michell Richards, Tawanda Tate, Jennifer Preston	08/22/2026		
	[A 1.2.3] Grade Level Collaborative Planning Grade Level /Subject area planning sessions are held once per week for all grade/subject areas. The planning sessions are tailored to ensure teachers have a through understanding of the standards and the content. Teachers will utilize a planning protocol during each session.	Clarinda Gray, Sheretta Salton, Krispother Davis, Kimberly Ward, Jennifer Preston	08/22/2026		
	[A 1.2.4] Attend Local/ National Professional Conferences Attending literacy and standards conferences will provide opportunities to learn new instructional practices and learn new strategies that will increase student achievement.	Clarinda Gray	08/30/2026		

[S 1.3] Targeted Intervention and Personalized Learning Oakhaven will 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** Weekly Progress Monitoring using AIMS Web Monthly Data meeting agenda and minutes Biweekly informal walkthrough rubric Common Formative Assessments ever quarter **Effectiveness** Quarterly school- wide formative assessment will reflect a 5% increase in the number of students scoring 70% or above on each quarterly formative assessment Weekly progress monitoring of Tier 3 students that will show 30% of students progressing to the next level each quarter. Weekly iReady reports will reflect a 5% increase of students growth 30% of students will move On track to Mastery by Spring 2026	**[A 1.3.1] Reading Intervention** Oakhaven will provide an interventionist who will provide academic intervention and personalized learning activities that will be designed to meet the individual needs of the students and provide learning pace and instructional approaches to meet the needs of each learner. The interventionist will provide small group instruction for identified students.	Sheretta Salton, Jennifer Preston, Kimberly Ward,	08/22/2026		
	[A 1.3.2] Explicit Instruction for ESL and Special Education Students To continue to increase academic performance amongst students with disabilities(SWD) and ESL student we will use a pull out schedule to provide direct and explicit instruction. ESL and Sped	Sheretta Salton, Krispother Davis	08/22/2026		

	teachers will attend monthly meetings for support as well as attend weekly planning meetings with the grade level/ content level.				
[S 1.4] Intensive Focus on Foundational Literacy Oakhaven will 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. Oakhaven will also increase the percentage of students scoring on grade level from 48% to 58% using the iReady reading diagnostic. **Benchmark Indicator** **Implementation** iReady Diagnostic (Fall, Winter, Spring) Weekly Informal Observation data Semi-annual formal observation data Student Work Samples **Effectiveness** Implementing quarterly iReady Diagnostic results will show 20% of students with a 5% increase on track or mastery Weekly informal observation data will indicate that at least 95% of teachers observed will demonstrate effective implementation of the instructional practices identified, resulting in effectiveness scores of 3 or better. Weekly Lesson plan checks will show that 100% of	**[A 1.4.1] Foundational Skills Support** Oakhaven will provide student in grades K-2 phonic instructions programs such as Wonders foundational resources and other reading resources and toolkits. Foundational Support will be provided in planning with an emphasis on instructional strategies, coaching support, and best practices	Clarinda Gray, Jennifer Preston, Kristopher Davis, Kimberly Ward	08/22/2026		

teachers are on track with following the curriculum and overall teacher LOE will reflect a level 3 or higher. Quarterly review of student work samples will show students' mastery of standards at 70% or higher.					
	[A 1.4.2] Specialized Educational Assistants Oakhaven SEA's will provide instructional support to students in the classrooms during whole group instruction, small group instruction, and during tier 1 core instruction.	SEAs, Jennifer Preston, Sheretta Salton	08/22/2026		

[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
Oakhaven Elementary will increase the percentage of students with proficiency rates of meeting and or exceeding expectations on the TCAP Assessment in grades 3-5 from 39.2% in 2023-24 to 47% in 2025-26.

Performance measures will be monitored by the following:

District Formative Assessments

TN Ready Assessment

School Wide Bi-weekly Formative Assessment

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 2.1] Standard Aligned Core Instruction Oakhaven 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.	**[A 2.1.1] Mentor Teachers** Oakhaven lead teachers will serve as mentors to new and novice teachers, The mentor will work with mentees on a weekly basis to plan, provide solutions and model lessons.	Clarinda Gray, Sheretta Salton, Kimberly Ward Michelle Richards	08/22/2026		

Benchmark Indicator **Implementation** Quarterly school-wide assessment Weekly Informal Observation Tool Quarterly student work samples **Effectiveness** Quarterly school- wide formative assessment will reflect a 5% increase in the number of students scoring 70% or above on each quarterly formative assessment. Based on the weekly informal walkthrough tools observations will reflect all teachers meeting at least 3 out of the 4 Instructional Goals. Weekly informal observation data will indicate that at least 95% of teachers observed will demonstrate effective implementation of the instructional practices identified, resulting in effectiveness scores of 3 or better. Quarterly review of student work samples will show students' mastery of standards at 70% or higher.					
	[A 2.1.2] Weekly Collaborative Planning PLC teams will utilize weekly data to guide reteaching differentiated instruction and interventions for reading language arts addressing specific individual student deficiencies. Teachers will discuss and share strategies that will increase student achievement. ELL and SPED teachers will attend PLC meetings to collaborate on all students.	Clarinda Gray, Sheretta Salton, Kimberly Ward, Kristopher	08/22/2026		
	[A 2.1.3] Supplemental Resources Students and teachers will be provided additional resources such as math manipulatives, online resources, classroom materials for math stations, ,hands on math games technology* computers,	Clarinda Gray	08/15/2026		

	interactive boards, headphones). and classroom/student supplies (pencils, paper, tablets, folders, agenda books, etc...) to enhance classroom instruction and improve student achievement.				
[S 2.2] Professional Development Professional development is an essential tool for continuous improvement and growth in instructional methods. Oakhaven Elementary will provide professional development to honor a differentiated learning environment. We will continue to offer a multi-tiered approach in order to provide PD for our entire staff (not just reading and math, but art, health, SEA, and office staff) through professional development, professional development conferences, and targeted team or individual coaching. Math focused professional development helps teachers build their capacity for utilizing effective math instructional strategies and practices. **Benchmark Indicator** **Implementation** Quarterly school-wide assessment Weekly Informal Observation Tool Educator Surveys PD interest and post-PD surveys (semesterly) Quarterly student work samples **Effectiveness** Quarterly school- wide formative assessment will reflect a 5% increase in the number of students scoring 70% or above on each quarterly formative assessment.	**[A 2.2.1] New and Novice Teacher Mentors** Oakhaven lead teachers will serve as mentors to new and novice teachers, The mentor will work with mentees on a weekly basis to plan, provide solutions and model lessons.	Clarinda Gray, Michelle Richards Sheretta Salton	08/22/2026		

Weekly informal walkthrough tools observations will reflect 100% of teachers meeting the indicators. Weekly informal observation data will indicate that at least 95% of teachers observed will demonstrate effective implementation of the instructional practices identified, resulting in effectiveness scores of 3 or better. Quarterly review of student work samples will show students' mastery of standards at 70% or higher.					
	[A 2.2.2] Professsional Development Classrooms and Instructional Support will participate in various school and district level professional development sessions. They will have to complete a certain number of professional development hours based on the districts expectations. The members of the ILT will provide professional development sessions throughout the school year based on teacher needs, Funds will be used to secure supplies, materials, equipment, and support for academic instruction.	Sheretta Salton, Kristopher Davis, Clarinda Gray, Kimberly Ward	08/22/2026		
	[A 2.2.3] Grade Level Collaborative Planning Grade Level /Subject area planning sessions are held once per week for all grade/subject areas. The planning sessions are tailored to ensure teachers have a through understanding of the standards and the content. Teachers will utilize a planning protocol during each session.	Clarinda Gray, Shereetta Salton, Kristopher Davis, KImberly Ward	05/22/2026		
	[A 2.2.4] Local and National Math Conference Attending math and standards conferences will provide opportunities to learn new instructional practices and learn new strategies that will increase student achievement.	Clarinda Gray	08/06/2026		
[S 2.3] Targeted Interventions and Personalized Learning Oakhaven will provide academic interventions, personalized learning activities, an individualized learning pace, and various instructional	**[A 2.3.1] Academic Intervention** Oakhaven will provide an interventionist who will provide academic intervention and personalized learning activities that will be designed to meet the individual needs of the students and provide	Sheretta Salton, Jennifer Preston	05/22/2026		

approaches designed to meet the needs of specific learners to improve student achievement. ** ** ** ** **Benchmark Indicator** **Implementation** Weekly Progress Monitoring using AIMS Web Monthly Data meeting Common Formative Assessments ever quarter **Effectiveness** Quarterly school- wide formative assessment will reflect a 5% increase in the number of students scoring 70% or above on each quarterly formative assessment Weekly progress monitoring of Tier 3 students that will show 30% of students progressing to the next level each quarter. Weekly iReady reports will reflect a 5% increase of students growth	learning pace and instructional approaches to meet the needs of each learner. The interventionist will provide small group instruction for identified students.				
	[A 2.3.2] Monthly Data Meeting Oakhaven will conduct monthly data meetings inorder to differentiate classroom instruction to meet the needs of all students. Data team meetings will include reviewing assessments, looking at student work, analyzing the school data, grade level data, classroom data, behavior data, and data from district and ANET formative assessments.	Clarinda Gray, Jennifer Preston	05/22/2026		
	[A 2.3.3] Supplemental Supplies Students and teachers will be provided additional materials and resources such as literacy centers,	Clarinda Gray	05/15/2026		

	reading subscriptions, books for classroom libraries, hands on manipulatives, games for centers, educational technology(computers, interactive boards, headphones, printers, etc...), and classroom/student supplies (pencils, paper, tablets, folders, agenda folders, agenda books, glue tape, etc....) to enhance classroom instruction and improve student achievement.				

[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
Oakhaven Elementary will reduce chronic absenteeism by at least 5% in SY2025-26, from*** ***30% in SY 2024-25.

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
[S 3.1] Attendance and Behavior Interventions and Supports Oakhaven Elementary School will implement targeted interventions and support programs and initiatives that address identified behavior needs and provide appropriate student supports. **Benchmark Indicator** **Implementation** Track 20 day attendance in Power BI Quarterly Parent Meeting agenda and minutes	**[A 3.1.1] Parent Communication and Support** Behavior specialist will communicate with parents and students weekly/daily to stress the importance of students being at school and develop individual student plans to decrease behaviors.	Sheretta Salton, Tamika Ray	05/22/2026		

Grade Level attendance groups (reports) **Effectiveness** Monitoring 20-day attendance report to show a 90 percent average daily attendance. Parent meeting attendance will increase by 10 percent each quarter. 20 day attendance reports will reflect a 10% decrease in grade level attendance groups on a weekly basis.					
	[A 3.1.2] Attendance Liaison The attendance liaison will serve as a direct connect between the school, students, and their families as it relates to habitual attendance concerns. The attendance liaison is responsible for providing evidence-based attendance interventions and assisting in the progress monitoring of school based attendance plans. As needed, the attendance liaison will provide direct facilitation of attendance planning meetings.	Melba Gant, Sheretta Salton	05/22/2026		
[S 3.2] Professional Development Oakhaven Elementary will provide ongoing high quality professional development at the school-level for school leaders, teachers, and other instructional staff to focus **Benchmark Indicator** ***Implementation*** Semesterly RTI2-B data training agenda and minutes ***Effectiveness***	**[A 3.2.1] Professional Development** School leaders, teachers, attendance liaison, behavior specialist, and SMS secretary will be trained on how to access, navigate, and use power school to identify and track those students who are chronically absent.	Melba Gant, Sheretta Salton	08/22/2026		

Monthly RTI2_B data team meetings will result in a 5% decrease in student infractions. Student discipline and attendance reports 20-day reporting cycle will show a decrease in suspensions by 10%.					
	[A 3.2.2] SART Meetings The attendance liaison will hold SART meetings with the parents of students with 5 or more unexcused absences, During these meetings parents are encouraged to send students to school. Title I funds will be used to secure supplies, materials, and supports.	Sheretta Elion, Kimberly Ward	08/22/2026		
[S 3.3] Parent, Family, and Community Engagement Oakhaven Elementary will 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 Semesterly parent-teacher conference sign -in sheets/minutes Quarterly parent meeting agenda/minutes **Effectiveness** Parent surveys will result in at least one additional family engagement/parent involvement meeting or event per quarter based on parent feedback. Quarterly parent meetings will result in a increase participation by 10%. Parent teacher conferences will result in a 5%	**[A 3.3.1] SART Meetings** The attendance liaison and Guidance Counselor will hold SART meetings with parents of students with 5 or more unexcused absences. During these meetings parents are encouraged to send students to school daily.	Kimberly Ward , Sheretta Elion, Melba Gant	08/01/2026		

decrease in student infractions and a 5% decrease in student absences each 20 day period.					