

Robert R. Church Elementary Annual Plan (2025 - 2026)

Last Modified at Sep 28, 2025 04:01 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

Robert R. Church will increase the ELA rate of met plus exceeded on the TCAP Assessment from 21.3% to in 2023-24 to 23.8% by May 2026

Performance will be measured using the following tools:

District Formative Assessments

TNReady Assessment

Bi- Weekly Assessments

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 meetings to ensure intentional instruction. Weekly professional learning community meetings to review data from weekly and bi-weekly assessments.	[A 1.1.1] Provide instructional Supplies and Resources To increase student achievement by providing the following: materials, supplies, equipment and support for classroom instruction such as Promethean boards, printer ink, poster supplies (for existing Poster maker), chart paper (for anchor charts), printers, document cameras, and laser pointers for use with Promethean Boards.	Katrina Hibler	12/19/2025		

Daily observations to review instruction. Effectiveness: Quarterly report cards will reflect 100% of students enrolled in advanced academics will have a passing grade of C or higher. Daily exit tickets will reflect at least 90% of students scoring 80% or higher. Monthly progress reports will show improvement of grades for students scoring below passing. Bi-weekly assessments with 90% of students scoring 80% or higher.					
	[A 1.1.2] Assessment Tools Utilize district formative assessment tools to guide instruction and develop individualized learning opportunities for all students to ensure readiness skills	Katrina Hibler	12/12/2025		
	[A 1.1.3] Extended Learning and RTI2 To provide academic intervention and personalized learning to improve reading achievement.	Katrina Hibler, Quovadis Bailey	01/30/2026		
[S 1.2] Professional Development Provide on-going professional development focusing on instructional practices such as direct instruction, differentiated instruction, collaborative learning, and student-centered learning during weekly professional learning community meetings, monthly ILT meetings, and faculty meetings that will result in positive impacts on student attendance, behavior, and achievement. Benchmark Indicator Implementation: Professional development meetings to refine instructional practices and collaborate with team members.	[A 1.2.1] Faculty, New Teacher, Region, and Parent University Meetings To provide support to teachers, instructional leaders and parents through professional development opportunities through: Weekly PLC Meetings Provide Teacher Support Summer Professional Development -Model Schools Conference, SDE Conference, Standards Institute, District Offerings	Katrina Hibler, Tiffany Sims	08/28/2026		

New teacher meetings will be held monthly to provide guidance on instructional strategies that are in place and to provide training on newly developed strategies. Instructional Leadership Team meetings will be held monthly to introduce new instructional strategies provided by the District. Effectiveness: Quarterly report cards will reflect 100% of students enrolled in advanced academics will have a passing grade of C or higher. Daily exit tickets will reflect at least 90% of students scoring 80% or higher. Monthly progress reports will show improvement of grades for students scoring below passing to have a grade of C or higher.					
	[A 1.2.2] National Institute for Excellence in Teaching To provide support through professional development to improve reading instruction. Memphis Shelby County Schools will partner with National Institute for Excellence in Teaching (NIET) raise achievement levels for all students by focusing on the most powerful level for change: teachers and the leadership that supports them.	Marqui Fifer	02/06/2026		
[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.	[A 1.3.1] Extended Learning and RTI2 To provide academic intervention and personalized learning to improve reading achievement. RTI@- Provide academic interventions and personalized learning activities that are designed to meet the individual needs of the student and provide a learning pace and instructional	Elke Griffin	12/12/2025		

Benchmark Indicator Implementation: Targeted interventions will be implemented through weekly iReady participation that provides personalized instruction at students' own pace. Small group instruction provided to improve skill deficits. Differentiated instruction to meet the needs of students who need to learn at a slower pace. Effectiveness will be measured through iReady intervention progress, bi-weekly assessments, monthly progress reports, and quarterly report cards. Effectiveness: Improvement on quarterly iReady benchmark assessments by early or mid grade level. Quarterly report cards will show 90% of students with a grade of C or better. Bi-weekly assessments will show grades of 80% or higher in 90% of students. Monthly progress reports will show improvement in reading grades with C or better.	approaches to meet the needs of each learner. The interventionist ensures teachers implement scheduled intervention time daily for all students at their various levels (Tier 2 and Tier 3) Extended Tutoring, Tutoring during the school day, TCAP Saturday sessions				
	[A 1.3.2] Professional Development To provide strategies for teachers to increase academic achievement in reading and to utilize intervention and assessment data effectively for personalized tutoring and instruction.	Katrina Hibler	12/12/2025		
[S 1.4] Implementation of Foundational Literacy Supports Build and strengthen the foundational literacy knowledge of instructional leaders, classroom teachers, and educational assistants through	[A 1.4.1] Tiered Instructional Support Provide tiered instructional support, professional development, coaching, and data digs. Implementation	Katrina hibler	12/12/2025		

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: Classroom Walkthroughs will be completed in K-2 classrooms to observe instruction of foundational literacy skills. Professional development in foundational skills will be provided for K-2 teachers to ensure instruction occurs with fidelity. Specialized Educational Assistants will provide small group instruction in literacy and foundational skills. Effectiveness: Weekly progressive monitoring will increase student reading by one grade level. iReady quarterly benchmark scores will increase by one grade level. Quarterly report card grades will show at least 90% of students in grades K- 1 improving in phonics skills.	Conduct weekly meetings to plan and review data from iReady intervention Provide support for creating small group and workstations that offer tiered individualized instruction Effectiveness Weekly- iReady Quarterly- Performance Matters				
	[A 1.4.2] Foundational Skills Support Teachers will receive support from the Reading Instructional Lead. Instructional leads will provide support through lesson planning sessions, modeling lessons, and foundational skills, walkthrough observations. The support will allow teachers to learn new strategies to implement and utilize resources for foundational skills whole and small group instruction. Effectiveness	Katrina Hibler	12/12/2025		

	Monthly-ELA Walkthrough Tool				
	Monthly Professional development				
[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, Robert R. Church will improve meeting or exceeding expectation percentages from 11.8% in 2023-24 to 15% by May 2026. Performance measures will be monitored by the following: District Formative Assessments Biweekly 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 meetings to ensure intentional instruction. Weekly professional learning community meetings to review data from weekly and bi-weekly	[A 2.1.1] Instructional Resources To provide resources that will help to improve school academic achievement in mathematics. Provide instructional materials, supplies and/or equipment to support implementation of instructional programs, such as paper, notebooks, binders, pencils. document cameras, headphones, interactive panels, folders, ABC Test Prep Books.	Katrina Hibler	12/19/2025		

assessments. Daily observations to review instruction. Effectiveness: Quarterly report cards will reflect 100% of students enrolled in advanced academics will have a passing grade of C or higher. Daily exit tickets will reflect at least 90% of students scoring 80% or higher. Monthly progress reports will show improvement of grades for students scoring below passing. Bi-weekly assessments with 90% of students scoring 80% or higher.					
	[A 2.1.2] Common Formative Assessments Common Formative assessments will be utilized to track improvement in mathematics. Grade level/content specific common assessments will be used to guide instruction and use of resources based on student performance levels.	Katrina Hibler	03/31/2026		
	[A 2.1.3] Learning Centers To create opportunities for instruction, practice, and mediation to improve academic achievement. To provide materials to create learning center such as, math games, rugs for centers, and workbooks for extra practice	Katrina Hibler To	03/31/2026		
[S 2.2] Professional Development Provide on-going professional development focusing on instructional practices such as direct instruction, differentiated instruction, collaborative learning, and student-centered learning during weekly professional learning community meetings, monthly ILT meetings, and faculty meetings that will result in positive impacts on student attendance, behavior, and achievement.	[A 2.2.1] Regional Meetings/New Teacher Meetings/Parent University Meetings/PLC meetings To provide support to teachers, instructional leaders and parents through professional development opportunities through: Weekly PLC Meetings Provide Teacher Support	Katrina Hibler, Tiffany Sims	05/29/2026		

Benchmark Indicator Implementation: Professional development meetings to refine instructional practices and collaborate with team members. New teacher meetings will be held monthly to provide guidance on instructional strategies that are in place and to provide training on newly developed strategies. Instructional Leadership Team meetings will be held monthly to introduce new instructional strategies provided by the District. Effectiveness: Quarterly report cards will reflect 100% of students enrolled in advanced academics will have a passing grade of C or higher. Daily exit tickets will reflect at least 90% of students scoring 80% or higher. Monthly progress reports will show improvement of grades for students scoring below passing to have a grade of C or higher.	Summer Professional Development-Model Schools Conference, Standards Institute, District Offerings SDE Parent University-Sessions for parents to address academic/social needs through Parent Universities and curriculum nights.				
	[A 2.2.2] Conferences Attend professional development conferences to enhance school leaders and other staff members on research based innovative ways to improve math instruction. Attend conferences Provide school level professional development on information gathered.	Katrina Hibler	08/29/2025		

	Effectiveness Weekly-Discipline data Power BI Weekly- Power School Attendance Reports				
[S 2.3] Targeted Interventions and Personalized Learning Provide academic interventions, personalized learning activities, an individualized learning pace, and various instructional approaches designed to meet the needs of specific learners to improve student achievement. ** ** ** ** Benchmark Indicator Implementation: Targeted interventions will be implemented through weekly iReady participation that provides personalized instruction at students' own pace. Small group instruction provided to improve skill deficits. Differentiated instruction to meet the needs of students who need to learn at a slower pace. Effectiveness will be measured through iReady intervention progress, bi-weekly assessments, monthly progress reports, and quarterly report cards. Effectiveness: Improvement on quarterly iReady benchmark assessments by early or mid grade level. Quarterly report cards will show 90% of students with a grade of C or better.	[A 2.3.1] Summer Professional Development/Professional Development Sessions To provide professional development in instruction to improve academic achievement in mathematics. Model Schools Conference, SDE Conference, District offerings, school based offerings Effectiveness will be measured by TEM observations Monthly District Walkthrough Tools Quarterly Common Formative Assessments	Katrina Hibler	05/29/2026		

Bi-weekly assessments will show grades of 80% or higher in 90% of students. Monthly progress reports will show improvement in math grades with C or better.					
	[A 2.3.2] National Institute for Excellence in Teaching To improve academic achievement in mathematics to raise achievement levels for all students by focusing on the most powerful level for change: teachers and the leadership that supports them. Participants will develop an understanding of tools and research-based practice that drive students towards owning their own learning and eliminating equity gaps to directly impact student success with aligned resources.	Marqui Fifer	06/30/2026		
	[A 2.3.3] RTI2 Provide academic and personalized instruction that is designed to meet the individual needs of students and provide a learning pace and instructional approaches to meet the needs of each learner. Interventionists ensure that teachers implement intervention into daily schedule for all students (Tiers 1,2, &3) Daily Intervention Biweekly Progress Monitoring	Quovadis , Katrina Hibler	05/29/2026		
	[A 2.3.4] Extended Learning Provide extended learning opportunities to improve academic achievement in mathematics. TCAP Saturday Sessions, Daily Tutoring Measurement: Quarterly- Performance Matters assessments Weekly Teacher created assessments and exit	Katrina Hibler	05/29/2026		

	tickets.				
	Yearly: TCAP Assessments				
[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 Robert R. Church will decrease the Chronic Absenteeism rate of 37.9% by 10% in May 2026. These performance measures will be monitored by the following: * PowerSchool Data * Power BI Data * Share Point					
Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 3.1] Behavior and Interventionist Plan 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.	[A 3.1.1] Family Engagement Specialist To improve chronic absenteeism by working with the attendance liaison at the school, students, and parents.	Tamika Young, Tiffany Sims	05/29/2026		

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 3.1.2] RTIB2 Provide intervention plans to reduce disciplinary infractions through implementation of RTIB2 with fidelity that provides support to students with less than satisfactory behavior.	Quovadis Bailey, Katrina Hibler, Elke Griffin, Carmen Barfield	05/29/2026		
[S 3.2] Professional Development Provide on-going professional development focusing on instructional practices such as direct instruction, differentiated instruction, collaborative learning, and student-centered learning during weekly professional learning community meetings and faculty meetings that will result in positive impacts on student attendance, behavior, and achievement. Benchmark Indicator Implementation: Professional development meetings on instructional practices New teacher meetings Quarterly report cards and progress reports Daily exit tickets Effectiveness: Quarterly report cards will reflect 100% of students enrolled in advanced academics will have a passing grade of C or higher.	[A 3.2.1] Regional Meetings Professional development focusing on instructional practices Implementation Professional development sessions focusing on the four instructional practices, lessons that are objective drive, maximizing instructional time, task on the table, and measurable closure. Data will be analyzed from quarterly common assessments. Effectiveness Quarterly- Performance Matters Data Monthly -District Walkthrough Tool Monthly - TEM Observation Rubric	Marqui Fifer	05/29/2026		

Daily exit tickets will reflect at least 90% of students scoring 80% or higher.					
	[A 3.2.2] Conferences Attend professional development conferences to enhance school leaders, counselors, and other staff members on research based innovative ways to improve student attendance and decrease discipline infractions. Implementation Attend conference Provide school level professional development on information gathered. Effectiveness Weekly- Discipline data Power BI Weekly- Power School attendance Reports	Katrina Hibler	05/29/2026		
	[A 3.2.3] Summer Professional Development Attend conference to enhance knowledge of disciplinary practices and improving daily attendance. Implementation Model Schools Conference District offerings Walk-throughs School level Professional Development	Katrina Hibler	05/29/2026		
[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.	[A 3.3.1] Family Engagement Specialist ** ***To improve chronic absenteeism Implementation Works with parents to decrease chronic	Tamika Young, Tiffany Sims	06/30/2026		

Benchmark Indicator Implementation: Quarterly parent meeting agenda and minutes Semesterly parent-teacher conference sign-in sheets/minutes Parent engagement opportunities and Parent Universities Effectiveness: Quarterly parent meetings will result in an increase in participation by at least 10%. Semesterly parent-teacher conferences will result in a 5% decrease in student infractions and a 5% decrease in student absences.	absenteeism and discipline referrals. Effectiveness Weekly- Power BI attendance data Monthly - Parent University Training attendance SART meetings for chronic absences as needed				
	[A 3.3.2] RTIB2 Provide intervention plans to reduce disciplinary infractions Implement an RTIB2 behavior prevention and intervention plans with fidelity that provides support to students with less than satisfactory behavior. Effectives- Weekly PowerBI data	Quovadis Bailey, Katrina Hibler, Kobra Jeffries, Beryl Freeman	06/30/2026		
	[A 3.3.3] Annual Title One Meeting Parents will learn about the state of the school and resources available to assist all students with academics and mental/physical growth. Implementation Title One Meeting Effectiveness Yearly Title One Meeting Attendance	Katrina Hibler	09/30/2025		

	[A 3.3.4] Read for the Record and Community Read Day Opportunity for the community to come and read to our students. Implementation Community leaders and stakeholder volunteer their time to promote literacy and the impact it has on us all. Effectiveness Bi-weekly Literacy Assessments Community Participation	Pamela Shannon, Kobra Jeffries, Beryl Freeman Katrina Hibler	09/25/2025		
	[A 3.3.5] Family Engagement Parent Trainings Muffins for Moms/Donuts for Dads/Grandparent's Day Event to bring students' mother and father-like figures to increase bonding opportunities with their children and build positive spirits. Moms and dads learn how the social and mental state of students is very important for students to learn and thrive in an education environment. Various content (Math, Science, Social Studies, ELA) nights where parents learn how to assist their children with their schoolwork. Parents also learn about the latest news in the subject curriculum. Implementation Parent University Meetings, Reading Night, Math Night, Science and Social Studies Night, Effectiveness At least 10% parent attendance and participation during monthly meetings	Katrina Hibler, Kobra Jeffries, Beryl Freeman, Tiffany Sims	06/30/2026		

	Opportunity for the community to come and read to our students. Implementation Community leaders and stakeholder volunteer their time to promote literacy and the impact it has on us all. Effectiveness Bi-weekly Literacy Assessments Community Participation				
--	---	--	--	--	--