# Chimneyrock Elementary School Annual Plan (2022 - 2023)

# Last Modified at Sep 20, 2022 02:22 PM CDT

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **[G 1] Reading/Language Arts** Memphis-Shelby County Schools will increase ELA on-track and mastery proficiency rates in all grades from 14.8% in 2021 to 25.4% in 2023; 3-5 from 14.7% in 2021 to 20.0% in 2023; 6-8 from 12.7% in 2021 to 18.2% in 2023 and 9-12 from 18.3% in 2021 to 23.4% in 2023.      Chimneyrock will show a 5% increase from Fall to Winter and a 5% increase from Winter to Spring on the District Mastery Connect Assessment.  On TCAP, Chimneyrock will show an increase of 10% of our students Meeting and Exceeding Expectations. We will grow from 23% in the Spring of 2022 to 33% in the Spring of 2023. **Performance Measure** Performance will be measured using the following tool:  District Formative Assessment using Mastery Connect | | | | | |
| **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** \*\*Benchmark Indicator\*\*  Students should perform at or above the 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter.  Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document will provide the District with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction.  District Walkthrough data will be monitored through the district’s PD management system (Professional Learning Zone/PLZ) for 80% standard aligned core instructional implementation with fidelity at 2 per teacher per semester.  Quarterly review of TEM observation data to monitor educators delivery of standard aligned lessons to the TN Standards. | **[A 1.1.1] Support Rich Learning Environment** To secure supplies, materials, equipment, and support for academic success. | Admin staff and all teacher types | 05/26/2023 |  |  |
|  | **[A 1.1.2] Building Teacher Capacity** Teachers will gain clarity of focus standards through an examination of the skills, concepts and big ideas that are address during their grade level planning meetings. Grade levels will review the assessment data that is available of TCAP assessments in order to determine the target skills to address during intervention and core instruction. The highest levels of learning occur when teachers have effectively planned and implemented standards-based instruction using research-based instructional strategies and communicated clearly with students the objective of learning. By unwrapping the standards, teachers can ensure that they are focusing on the same learning targets that are contained with the standard. | admin and all teacher types | 05/26/2023 |  |  |
| **[S 1.2] Professional Development** Provide professional development for teachers, administrators, instructional leaders and district advisors 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** Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document will provide the District with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction in order to plan professional development support.  District Walkthrough data will be monitored through the district’s PD management system (Professional Learning Zone/PLZ) and Zoho for 80% standard aligned core instructional implementation with fidelity at 2 per teacher per semester in order to provide individualized professional learning support.  Instructional Leadership Team (ILT) meetings are conducted twice each month at 85% attendance to ensure district and school leaders are gaining and sharing knowledge of content, obtaining content support and resources through collaboration, and effectively communicating new information with school-level educators.  Zone meetings and small-group ILT sessions are facilitated monthly by Instructional Leadership Directors at 85% attendance to support content lead teachers, PLC Coaches, and administrators with feedback and targeted training that should result in more effective daily instructional practices that should be observed during district walk throughs.  Quarterly district-level PD sessions for volunteers and parents to learn effective strategies to help students reach the district's ELA goal.  New teacher professional learning supports are offered at various times throughout each semester for new hires. Mentor rosters are submitted at the beginning of each semester to ensure collegial support is assigned to each new hire. | **[A 1.2.1] Improve Student Achievement in Reading Language Arts** Professional development will be provided at the school level to address the standards and how to construct an effective, standard-based objective in order to improve student achievement in Reading/Language Arts. District level literacy professional development will be promoted to the faculty and staff which supports the curriculum and Reading/Language Arts instruction. Also, administration and teachers will conduct frequent standard analysis to determine ongoing instructional practice for each non-mastery standard.  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 approaches to meet the needs of each learner | admin and teacher types | 05/26/2023 |  |  |
| **[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. **Benchmark Indicator** Students should perform at or above 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter.  Monthly progress monitoring data review of students' performance in targeted intervention (Illuminate Fastbridge) to determine next steps of intervention support in an effort to get them to grade level.  Weekly review of grade reports for students enrolled in summer learning opportunities to monitor and adjust the effectiveness of the learning opportunity and the impact on student learning and content delivery. | **[A 1.3.1] Providing Additional Support for Struggling Students** All students in grades kindergarten through fifth grade will be administered a formative assessment three times a year in order to determine their progress in Reading and Mathematics. Students who are determined to be in the lower 15% will then be administered another assessment in order to determine their Tier level of 2 or 3. The students who are identified as Tier 2 will have additional support in their area of highest need based on the assessments. They will be provided extra support during small group instruction twice a week for 30 minutes and having additional time using the computer intervention software programs, IReady for Mathematics and literacy. The students who are identified as Tier 3 will have additional small group instruction 3 times a week, totaling 135 minutes, and have additional sessions using the computer intervention software programs, based on their academic needs. Progress monitoring will be maintained and monitored. The RTI2 Data team will monitor and adjust intervention plans as needed for the students based on their progress. The school psychologist is assisting with the RTI2 process.  The Extended Learning Program will be implemented for the tested grades.  Recruit, retain, and hire highly effective teachers in ELA | Admin and all teacher types | 05/26/2023 |  |  |
| **[G 2] Mathematics** Memphis-Shelby County Schools will improve on-track/mastery percentages in all grades from 7.5% in 2021 to 19.1% in 2023; 3-5 from 9.8% (2021) to 15.4% (2023); 6-8 from 7.6% (2021) to 13.4% (2023); and 9-12 from 4.8% (2021) to 10.7% (2023).  Chimneyrock will show a 5% increase from Fall to Winter and a 5% increase from Winter to Spring on the District Mastery Connect Assessment.  On TCAP, Chimneyrock will show a 10% increase of students Meeting and Exceeding Expectations. We will grow from 19% in the Spring of 2022 to 29% in the Spring of 2023. **Performance Measure** Performance will be measured using the following tool:  District Formative Assessment using Mastery Connect | | | | | |
| **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** Students should perform at or above 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter.  Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document will provide the District with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction.  District Walkthrough data will be monitored through the district’s management system (Professional Learning Zone/PLZ). Data will be collected and analyzed to determine trends and implementation of the instructional practices using Zoho. Data should show teachers implementing the practices at or above 80% per visit.  Quarterly review of TEM observation data to monitor educators delivery of standard aligned lessons to the TN Standards. | **[A 2.1.1] Building Teacher Capacity** Teachers will gain clarity of focus standards through an examination of the skills, concepts and big ideas that are address during their grade level planning meetings. Grade levels will review the assessment data that is available of TCAP assessments in order to determine the target skills to address during intervention and core instruction. The highest levels of learning occur when teachers have effectively planned and implemented standards-based instruction using research-based instructional strategies and communicated clearly with students the objective of learning. By unwrapping the standards, teachers can ensure that they are focusing on the same learning targets that are contained with the standard. | Admin and all teacher types | 05/26/2023 |  |  |
|  | **[A 2.1.2] Support Rich Learning Environment** To secure supplies, materials, equipment, and support for academic success. | Admin and all teacher types | 05/26/2023 |  |  |
| **[S 2.2] Professional Development** Provide ongoing, high quality professional development at the District and school level for school leaders, teachers, and other instructional staff that focuses on instructional shifts and strategies that result in improved student performance. **Benchmark Indicator** Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document will provide the District with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction in order to plan professional development support.  District Walkthrough data will be monitored weekly through the district’s PD management system (Professional Learning Zone/PLZ) and Zoho for 80% standard aligned core instructional implementation with fidelity in order to provide individualized professional learning support.  Instructional Leadership Team (ILT) meetings are conducted twice each month at 85% attendance to ensure district and school leaders are gaining and sharing knowledge of content, obtaining content support and resources through collaboration, and effectively communicating new information with school-level educators.  Zone meetings and small-group ILT sessions are facilitated monthly by Instructional Leadership Directors at 85% attendance to support content lead teachers, PLC Coaches, and administrators with feedback and targeted training that should result in more effective daily instructional practices that should be observed during district walk throughs.  Quarterly district-level PD sessions for volunteers and parents to learn effective strategies to help students reach the district's mathematics goal.  New teacher professional learning supports are offered at various times throughout each semester for new hires. Mentor rosters are submitted at the beginning of each semester to ensure collegial support is assigned to each new hire. | **[A 2.2.1] Improve Student Achievement in Math** Professional development will be provided at the school level to address the standards and how to construct an effective, standard-based objective in order to improve student achievement in Math. District level professional development will be promoted to the faculty and staff which supports the curriculum and Math instruction. Also, administration and teachers will conduct frequent standard analysis to determine ongoing instructional practice for each non-mastery standard.  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 approaches to meet the needs of each learner. | Admin Team and all teacher types | 05/26/2023 |  |  |
| **[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** Students should perform at or above 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter.  Monthly progress monitoring data review of students' performance in targeted intervention (Illuminate Fastbridge) to determine next steps of intervention support in an effort to get them to grade level.  Weekly review of grade reports for students enrolled in summer learning opportunities to monitor and adjust the effectiveness of the learning opportunity and the impact on student learning and content delivery. | **[A 2.3.1] Providing Additional Support for Struggling Students** All students in grades kindergarten through fifth grade will be administered a formative assessment three times a year in order to determine their progress in Reading and Mathematics. Students who are determined to be in the lower 15% will then be administered another assessment in order to determine their Tier level of 2 or 3. The students who are identified as Tier 2 will have additional support in their area of highest need based on the assessments. They will be provided extra support during small group instruction twice a week for 30 minutes and having additional time using the computer intervention software programs, IReady for Mathematics and literacy. The students who are identified as Tier 3 will have additional small group instruction 3 times a week, totaling 135 minutes, and have additional sessions using the computer intervention software programs, based on their academic needs. Progress monitoring will be maintained and monitored. The RTI2 Data team will monitor and adjust intervention plans as needed for the students based on their progress. The school psychologist is assisting with the RTI2 process.  The Extended Learning Program will be implemented for the tested grades.  Recruit, retain, and hire highly effective teachers in Math. | Admin Team and all teacher types | 05/26/2023 |  |  |
| **[G 3] Safe and Healthy Students** Memphis-Shelby County Schools will increase school level interventions and supports (progressive discipline % ) from 54% (SY21) to 62% (SY23).       Chimneyrock Elementary will decrease chronic absenteeism by 8% for the 22-23 school year. **Performance Measure** 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** Implement targeted interventions and support programs and initiatives that address identified behavior needs and provide appropriate student supports. **Benchmark Indicator** In order to look at attendance rates and factors that cause students to be absent from school the benchmark indicators are:  Student discipline reports - 20 day reporting period will assist in monitoring students behavior and effectiveness behavioral interventions and supports measures aimed at reducing student discipline incidents.  Attendance and suspension data - 20 day reporting period, will assist in monitoring students’ attendance and the effectiveness of behavioral interventions and supports measures aimed at improved student attendance.   Monitoring students who have been identified as needing additional support (i.e. homeless, foster care, student involved in RTIB programs, Truancy Supports and progressive discipline supports). | **[A 3.1.1] Promote 100% Attendance** Implement activities school-wide and by classrooms in order to promote and encourage student attendance. During afternoon announcements, recognize the classrooms that have 100% attendance for the day. Classroom teachers will promote the importance of attendance and recognize students who attend school regularly. When students are absent for consecutive days, the parent/guardian will be contacted about the importance of student attendance and how it impacts student achievement. We will have monthly attendance celebrations for students who have perfect attendance each month | Admin Team, Counselors, and all teacher types | 05/26/2023 |  |  |
| **[S 3.2] Professional Development** 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. **Benchmark Indicator** Student discipline and attendance reports 20-day reporting cycle will be used to measure impact of changed practices as a result of professional development.   Fidelity checks of student data entry will be conducted during the 20-day reporting cycle to monitor the incidents of data entry errors and erroneous reporting.   Quarterly Reports will be shared district-wide. | **[A 3.2.1] Professional Development** Professional Development will be provided at a district and school level. During In service teachers develop their classroom management plans and routines that aid in creating a positive classroom environment. These systems help to lessen the behavior problems and disciplinary actions. | Admin Team, Counselors, and all teacher types | 05/26/2023 |  |  |
|  | **[A 3.2.2] McKinney Vento Training For Faculty and Staff** The McKinney Vento Training is designed to ensure that every child and youth experiencing homelessness is successful in school, from kindergarten through fifth grade here at Chimneyrock Elementary School. Homeless students must have equal access to the same free appropriate public education as provided to other students. | PLC Coach | 05/26/2023 |  |  |
| **[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. **Benchmark Indicator** Review 20-day student attendance reports at the end of each semester to determine the impact after engagement events.  At the end of each semester, review the attendance and discipline 20 day report for schools that have a trained parent ambassador to determine the impact on their attendance rates.  Evidence of parent participation in decisions relating to the education of their children and collaboration efforts on district level topics through monthly parent surveys.  Conduct a semi-annual adopter surveys to monitor their impact on students' success by way of their contributions of resources and time. | **[A 3.3.1] Parent Meetings and Communication** As a school we will implement more parent meetings with our ESL population. The ESL team has created a calendar of sessions to support our families. All correspondence given to students will be provided in Spanish in addition to English. | Admin Team, ESL Teachers | 05/26/2023 |  |  |
| **[G 4] Early Literacy** Memphis-Shelby County Schools' early learners will be engaged for the 2022-23 year in literacy-rich environments that offer meaningful and authentic opportunities to develop the reading, writing, speaking and listening skills essential to becoming for proficient readers by the end of grade 3.  Chimneyrock will show a 5% increase from Fall to Winter and a 5% increase from Winter to Spring on the District Mastery Connect Assessment. **Performance Measure** By June 2023, 85% of KK-2 students will achieve Success criteria relative to the grade by the following:  (a) Kindergarten students must master 80% Literacy Skills per quarter on Report Card grades.  (b) 1st grade students must earn 70 or higher in Reading per quarter on Report Card grades.  (c) 2nd grade students must earn 8 of 12 Success Criteria\* in report card grading, district formative assessment (Mastery Connect), and universal screener (Illuminate Fastbridge) with a Lexile level of 350 in the fall to 485 by spring.  \*Success Criteria potential point system: report card (4 points), DFA (3 points), screener (3 points), and TNReady (2 points) which total 12 points. | | | | | |
| **Strategy** | **Action Step** | **Person Responsible** | **Estimated Completion Date** | **Funding Source** | **Notes** |
| **[S 4.1] Early Literacy Opportunities** Provide opportunities for students to access early learning opportunities that appropriately support their academic, social, and emotional development and create a continuum of learning through third grade. **Benchmark Indicator** \*\*WEEKLY \*\*student assessment data to monitor daily task alignment with standards; Analysis of Benchmark assessment results \*\*3 times per year\*\* will inform the alignment of core instruction to Kindergarten standards at 70% on-track/mastery level; \*\*QUARTERLY\*\* review of student success criteria to measure progress toward 3rd grade proficiency to inform needed instructional changes and professional development; \*\*QUARTERLY \*\*analysis of District formative assessment (Mastery Connect); \*\*QUARTERLY \*\*Foundational Literacy Quality Reviews (FLQRs) from district instructional literacy advisors on academic gap and root cause analysis to support professional development opportunities based on measured needs | **[A 4.1.1] Third Grade Commitment** Shelby County Schools identifies student achievement as its highest priority. The Shelby County School Board voted on a revision to [Policy 5013 Promotion and Retention](http://www.scsk12.org/commitment/files/2019/5013%20Promotion%20and%20Retention.pdf). The revision was created to ensure we hold district and school leaders, teachers, and all stakeholders accountable towards ensuring SCS students have the necessary reading skills to be successful before they reach the third grade. Third grade has been identified as the year that students are no longer “learning to read” but they begin “reading to learn.” If students are not reading on grade level by the time they reach the third grade, half of the curriculum they will be taught for the remainder of their school years will be incomprehensible. Students who meet 8 of the 12 [Criteria for Success](http://www.scsk12.org/commitment/files/2019/3rd%20Grade%20Commitment%20English.pdf%20target=) at the conclusion of the second grade, will be eligible for promotion to the third grade. The \*\*3rd Grade Commitment\*\* is a collaborative effort between schools, parents and community towards ensuring we all work together to best help SCS students reach reading readiness before the third grade. | Admin Team and all teacher types | 05/26/2023 |  |  |
| **[S 4.2] Professional Learning** 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. **Benchmark Indicator** ON-GOING 80% attendance and completion of PD focused on foundational literacy for K-2 to gauge the transfer of knowledge into classroom instruction and inform future professional learning opportunities; MONTHLY monitoring of Laureates knowledge building as measured by the pre- and post-module assessments to measure the increase content and pedagogical knowledge around foundational literacy and inform future professional learning opportunities; QUARTERLY Foundational Literacy Quality Reviews (FLQRs) from district instructional literacy advisors will monitor the academic gap and root cause analysis to support continued professional development opportunities;  QUARTERLY observations of educational assistants support in K-2 classrooms to inform professional learning and resources needed to improve instruction and student achievement; MONTHLY attendance and completion review of specialized PD focused on foundational literacy and to inform future professional learning opportunities;  Once a semester DECHS will review the Fall pre-post teacher survey supporting the cohort session to provide feedback, additional PD opportunities, and individualized coaching to K-2 sped teachers. | **[A 4.2.1] Professional Development** The PLC Coach will deliver ongoing professional development for the teachers to strengthen foundational skills and analyze the data sets. | PLC Coach | 05/26/2023 |  |  |
| **[S 4.3] Foundational Literacy Laureates** Designate one Laureate in every elementary and K-8 school to support K-2 teachers with implementing high quality foundational literacy instruction and strategies. **Benchmark Indicator** MONTHLY review of Laureate support logs to measure the frequency and level of school-based support to K-2 teachers in the priority coaching areas to inform specific areas of support needed for Laureates; BI-ANNUAL Foundational Literacy Quality Reviews (FLQRs) from district instructional literacy advisors to determine Laureate’s implementation of the 3 major components of a comprehensive literacy block and inform the support needs of individual Laureates | **[A 4.3.1] Foundational Literacy Laurette** The Foundational Literacy Laurette will help to lead the K-2 teachers in making significant gains. She will attend the district professional development sessions and redeliver the information to the K-2 teachers. By being a member of the Instructional Leadership Team she will complete informal observations and meet with the team to analyze the needs of the school. The Foundational Literacy Laurette will develop a rapport with the teachers so that she can support them in a non-evaluative process. | Admin Team, all teacher types | 05/26/2023 |  |  |