# Larose Elementary Annual Plan (2022 - 2023)

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| **[G 1] Reading/Language Arts** The ELA OT/M proficiency rate for the Economically Disadvantaged subgroup will increase from 3,4% in the 21-22 school year to 15% on the 22-23TN Ready Assessment.  Lever 2: Effective Instruction (Strategic Plan AlignmentAcademics)  Effective instruction is built around standards-based, high-quality curricula and assessments that are aligned to such standards and that measure student progress and provide information regarding the improvement of student achievement. Providing students with rigorous, standards-aligned instruction delivered through best practices will help to ensure that all students in Tennessee’s schools have access to a comprehensive educational system which will prepare them for the career path of their choice.  [G 4] Build teacher capacity and content knowledge so that instruction reflects District's four instructional practice expectations from 65.63% in Spring 2022 to a minimum of 75% in 2023 on informal walkthroughs. \*\*Effective Instruction | Best for All Strategic Plan alignment: Academics\*\* **Performance Measure** Performance will be measured using the following tools:  TNReady Assessment  District Formative Assessment using Mastery Connect | | | | | |
| **Strategy** | **Action Step** | **Person Responsible** | **Estimated Completion Date** | **Funding Source** | **Notes** |
| **[S 1.1] Standard Aligned Core Instruction** \*\*Rationale\*\*  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.  \*\*Supporting Data \*\*  According to Mastery Connect, 3rd Grade decreased from 26% in the Fall to 10% in the Spring in ELA. 4th Grade decreased from7.4 in the Fall to 3.6 in the Spring in ELA. 5th Grade decreased from 14.7 in the Fall to 7.9 in the Spring in ELA.  According to PowerBI, 3-5 Grade decreased from 42.9% on track/mastery in the Fall to 33.9% on track/mastery in the Spring.  iReady Diagnostic Assessment Grade 3, Tier I category increased 2%, from 25% in the Fall to 27% in the Spring. Tier II category increased 19%, from 18% in the Fall to 37% in the Spring. Tier III category decreased 20%, from 57% to 37%.iReady Diagnostic Assessment Grade 4, Tier I category decreased 2%, from 10% in the Fall to 8% in the Spring. Tier II category decreased 15%, from 39% in the Fall to 24% in the Spring. Tier III category increased 16%, from 52% in the Fall to 68% in the Spring.iReady Diagnostic Assessment Grade 5, Tier I category stay the same at 2% from Fall to Spring. Tier II category decreased 2% from 12% in the Fall to 10% in the Spring. Tier III Category increased 3%, from 85% in the Fall to 88% in the Spring.   All collective Grade Band Subgroups for 3-5 did not meet the AMO Goal of 14.5%.  3-5 Grade Band decreased 10.2% from 18% in the Fall to 7.8% in the Spring.    Economically Disadvantage Subgroup decreased in ELA 6.9%, from14.6 in the Fall to 7.7 in the Spring.   According to TCAP results, 4.1% of 3rd Grade students and 4.9% of 5th Grade students Met/Plus Exceeded the 21-22 ELA TCAP mastery. 81.6% of 3rd grade students, 60.7% of 4th grade students, and 68.3% of 5th grade students fell in the below category. 14.3% of 3rd grade students, 39.3% of 4th grade students, and 26.8% of 5th grade students fell in the approaching category on the 21-22 TCAP assessment **Benchmark Indicator** \*\*Implementation\*\*  Quartely 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  District Walkthrough data will be monitored through the district’s PD management system (Professional Learning Zone/PLZ)  Quarterly review of TEM observation data to monitor educators delivery of standard aligned lessons to the TN Standards.  \*\*Effectiveness\*\*  Quarterly CFA Data will increase by 5% points.  ELA TNReady scores will increase by 15% yearly.  Quarterly iReady Data will increase by 10%.  Bi-Weekly increase in student classroom assessments by 2%. | **[A 1.1.1] Implement Standards Aligned Instruction Utilizing the Wonders Curriculum and Reading Prescriptions** We will provide standard aligned instruction in ELA by implementing the Wonders curriculum and Reading Prescriptions. The Wonders curriculum and Reading Prescriptions meets the challenges of ensuring all learners are reached. The curriculum embodies foundational literacy and meaning-based instructional standards. Reading Prescriptions embodies meaning-based instructional standards. Wonders and Reading Prescriptions provides students equity of access to rich texts and rigorous instruction. The Wonders curriculum and Reading Prescriptions also differentiates instruction. The Wonders curriculum will be taught daily. The Wonders curriculum can be taught 100 percent digitally, with resources available online to help teachers plan and customize lessons and for students to read and complete assignments. Teachers will differentiate instruction to address the needs of Economically Disadvantage students. | Staci Hendrix, Veronica Becton, Kenesha Conner, Kayla Cox | 08/25/2022 |  |  |
|  | **[A 1.1.2] Provide Weekly Professional Learning Community (PLC) Meetings/Collaborative Planning** Teachers and Adminstration teams will meet in weekly Professional Learning Community Meetings. In these meetings, stakeholders will unpack standards to make sure that teachers understand the demands of the standards. Teachers and school leaders will also discuss instructional practices, instructional planning, assessing data. Teachers will meet in these as a vertical team with 3-5 grade level. | Staci Hendrix, Veronica Becton, Kenesha Conner, Kayla Cox | 05/26/2023 |  |  |
|  | **[A 1.1.3] Conduct Delibrate Practice Sessions** Deliberate practice sessions will be conducted weekly to allow teachers to practice delivering standards aligned instruction which will be presented to students. ILT team and colleagues will provide feedback to each other during deliberate practice sessions. This practice will ensure teachers are prepared to deliver quality instruction to Economically Disadvantage students.  Teachers will deliver deliberate practice on the following:  \* Wonders Instruction and Reading Prescription integration (Whole and Small Group) \* Blended Learning \* Lines of Practice \* Word Definition Wall Implementation \* Phonics Rules \* LRE Expectations (Instructional Practices) | Staci Hendrix, Veronica Becton, Kenesha Conner, Kayla Cox | 05/26/2023 |  |  |
|  | **[A 1.1.4] Conduct Bi-Weekly Data Meetings** LaRose Elementary wil conduct bi-weekly data meetings in order to differentiate classroom instruction to meet the needs of students. Data meetings includes look at student work, analyzing school data, grade level data, classroom data, school-wide trends, and common formative assessment. Teachers will utilize Mastery Connect to assess students Bi-Weekly. | Staci Hendrix, Veronica Becton, Kenesha Conner | 04/28/2023 |  |  |
|  | **[A 1.1.5] Implement Standards Aligned Instruction Using Four Key Student Achievement Strategies** The following instructional practices will be implemented to ensure standards aligned instruction and increase Economically Disadvantage student achievement. Utilizing TN academic standards we will focus on unpacking and building teacher capacity to ensure each lesson includes.  \* Performance Based Instructional Objectives \* General & Content Specific Vocabulary \* Gradual Release of Responsibility \* Writing in response to text | Staci Hendrix, Veronica Becton, Kenesha Conner, Kayla Cox | 01/27/2023 |  |  |
|  | **[A 1.1.6] Provide Supplemental Resources to Improve Student Achievement** Students and teachers will be provided with additional resources such as reading subscriptions (Scholastic Weekly Reader); online resources (NEWSELA); classroom materials for literacy centers, including books for classroom libraries; hands-on manipulatives and games for centers; educational technology (computers, interactive boards, headphones, mice, printers, ink etc.); and classroom/student supplies (pencils, paper, tablets, folders, agenda books, glue, tape, etc.) to enhance classroom instruction and improve student achievement. | Veronica Becton | 04/21/2023 |  |  |
| **[S 1.2] Professional Development** \*\*Rationale\*\*  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.  \*\*Supporting Data\*\*  According to Mastery Connect, 3rd Grade decreased from 26% in the Fall to 10% in the Spring in ELA. 4th Grade decreased from7.4 in the Fall to 3.6 in the Spring in ELA. 5th Grade decreased from 14.7 in the Fall to 7.9 in the Spring in ELA.  According to PowerBI, 3-5 Grade decreased from 42.9% on track/mastery in the Fall to 33.9% on track/mastery in the Spring.  iReady Diagnostic Assessment Grade 3, Tier I category increased 2%, from 25% in the Fall to 27% in the Spring. Tier II category increased 19%, from 18% in the Fall to 37% in the Spring. Tier III category decreased 20%, from 57% to 37%.iReady Diagnostic Assessment Grade 4, Tier I category decreased 2%, from 10% in the Fall to 8% in the Spring. Tier II category decreased 15%, from 39% in the Fall to 24% in the Spring. Tier III category increased 16%, from 52% in the Fall to 68% in the Spring.iReady Diagnostic Assessment Grade 5, Tier I category stay the same at 2% from Fall to Spring. Tier II category decreased 2% from 12% in the Fall to 10% in the Spring. Tier III Category increased 3%, from 85% in the Fall to 88% in the Spring.   All collective Grade Band Subgroups for 3-5 did not meet the AMO Goal of 14.5%.  3-5 Grade Band decreased 10.2% from 18% in the Fall to 7.8% in the Spring.    Economically Disadvantage Subgroup decreased in ELA 6.9%, from14.6 in the Fall to 7.7 in the Spring.   According to TCAP results, 4.1% of 3rd Grade students and 4.9% of 5th Grade students Met/Plus Exceeded the 21-22 ELA TCAP mastery. 81.6% of 3rd grade students, 60.7% of 4th grade students, and 68.3% of 5th grade students fell in the below category. 14.3% of 3rd grade students, 39.3% of 4th grade students, and 26.8% of 5th grade students fell in the approaching category on the 21-22 TCAP assessment **Benchmark Indicator** \*\*Implentation \*\*  Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document .  District Walkthrough data will be monitored through the district’s PD management system (Professional Learning Zone/PLZ) and Zoho 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 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 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.  \*\*Effectiveness\*\*  Weekly Professsional Development (Performance Based Objectives, Vocabulary, Gradual Release of Responsibilty, Blended Learning, Aggressive monitoring, etc.) through faculty meetings increase implementation by 70%.  Quarterly Professional Development (Performance Based Objectives, Vocabulary, Gradual Release of Responsibilty, Blended Learning, Aggressive monitoring, etc.) conducted by ILT to increase teacher implentation of district and school instructional practices by 70% based on trends.  Bi-Weekly New Teacher Professional Development (TEM, Performance Based Objectives, Vocabulary, Gradual Release of Responsibilty, Blended Learning, Aggressive monitoring, etc.) conducted by New Teacher Mentors to increase teacher effectiveness by 60%. | **[A 1.2.1] Engage in Professional Development to Strengthen Content Knowledge (During/After school, Weekend, Summer)** All school based stakeholders will participate in cycles of professional development workshops that will take place at varied dates and times throughout the school year. Meetings will be held during/after school, on Saturday's, and during the Summer for the purpose of ensuring that all teachers and teacher assistants acquire the knowledge and skills that are necessary to design and execute standards based instructional lessons for students. Teachers and administrators will attend Professional Development nationally and internationally. | Staci Hendrix, Veronica Becton, Kenesha Conner, Kayla Cox | 09/30/2022 | ATSI Grant |  |
|  | **[A 1.2.2] Provide Materials and Supplies for Professional Development activities that support Reading Language Arts** LaRose Elementary School will secure supplies, materials, equipment and resources to support academic growth and achievement in reading/language arts. | Veronica Becton | 03/30/2023 | ATSI Grant |  |
|  | **[A 1.2.3] Engage in PD on Student Achievement Strategies** Teachers and ILT receive PD on Student Achievement Strategies: Performance Based Instructional Objectives and General, Content Specific Vocabulary, Gradual Release of Responsibility, and Writing. The implementation of these strategies will increase academic achievement. PLCs will be conducted weekly focusing on the Student Achievement Strategies. ILT team will closely monitor to ensure strategies are implemented inside of classrooms with fidelity and integrity, | Staci Hendrix, Veronica Becton | 05/26/2023 |  |  |
|  | **[A 1.2.4] Professional Development: LETRS** Teachers and teacher's assistants will participate in LETRS PD. \*\*LETRS\*\* professional development empowers teachers to understand scientifically based reading instruction. This PD will take place Morning, Afternoons, and Saturdays. | Staci Hendrix, Veronica Becton, Kayla Cox | 05/26/2023 |  |  |
|  | **[A 1.2.5] on Going Collaborative Planning** Teachers will participate in weekly collaborative planning sessions where they will engage in deliberate practice with the phonics skill that is being taught for the week. | Staci Hendrix, Veronica Becton | 05/26/2023 |  |  |
|  | **[A 1.2.6] Provide RLA Materials and Supplies for School Level PD** LaRose Elementary School will secure supplies and materials equipment and resources to support academic growth and achievement in RLA. | Veronica Becton | 06/30/2023 |  |  |
|  | **[A 1.2.7] Instructional Curriculum Coach (Izone Support Team)** Instructional Coaches will conduct learning walks and provide immediate feedback to teachers. Design differentiated professional development and coaching plans for areas of need (includes but not limited to good first teaching, knowledge of content standards, effective planning, delivery of instruction). Participate in collaborative planning sessions to assist teachers in delivery of effective instruction, practice and demonstrate how to tier instructional activities for small or whole group instruction, and support teachers to make informed standards-aligned instructional decisions after analyzing student data | Staci Hendrix | 05/26/2023 |  |  |
| **[S 1.3] Targeted Intervention and Personalized Learning** \*\*Rationale\*\*  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.  \*\*Supporting Data\*\*  According to Mastery Connect, 3rd Grade decreased from 26% in the Fall to 10% in the Spring in ELA. 4th Grade decreased from7.4 in the Fall to 3.6 in the Spring in ELA. 5th Grade decreased from 14.7 in the Fall to 7.9 in the Spring in ELA.  According to PowerBI, 3-5 Grade decreased from 42.9% on track/mastery in the Fall to 33.9% on track/mastery in the Spring.  iReady Diagnostic Assessment Grade 3, Tier I category increased 2%, from 25% in the Fall to 27% in the Spring. Tier II category increased 19%, from 18% in the Fall to 37% in the Spring. Tier III category decreased 20%, from 57% to 37%.iReady Diagnostic Assessment Grade 4, Tier I category decreased 2%, from 10% in the Fall to 8% in the Spring. Tier II category decreased 15%, from 39% in the Fall to 24% in the Spring. Tier III category increased 16%, from 52% in the Fall to 68% in the Spring.iReady Diagnostic Assessment Grade 5, Tier I category stay the same at 2% from Fall to Spring. Tier II category decreased 2% from 12% in the Fall to 10% in the Spring. Tier III Category increased 3%, from 85% in the Fall to 88% in the Spring.   All collective Grade Band Subgroups for 3-5 did not meet the AMO Goal of 14.5%.  3-5 Grade Band decreased 10.2% from 18% in the Fall to 7.8% in the Spring.    Economically Disadvantage Subgroup decreased in ELA 6.9%, from14.6 in the Fall to 7.7 in the Spring.   According to TCAP results, 4.1% of 3rd Grade students and 4.9% of 5th Grade students Met/Plus Exceeded the 21-22 ELA TCAP mastery. 81.6% of 3rd grade students, 60.7% of 4th grade students, and 68.3% of 5th grade students fell in the below category. 14.3% of 3rd grade students, 39.3% of 4th grade students, and 26.8% of 5th grade students fell in the approaching category on the 21-22 TCAP assessment **Benchmark Indicator** \*\*Implementation \*\*  Students should perform at or above District Formative Assessments goals (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.   \*\*Effectiveness\*\*  Quartely Universal Screener decrease the total number Tier 2/Tier 3 intervention students by 10%.  Weekly Progress Monitoring increase number of proficent/mastery students by 15%  Monthly RTI2 Data Meetings increasing number of students who progess in skill deficit or tier by 10%. | **[A 1.3.1] Implement Small Group Instruction** Teachers will implement small group instruction daily. Teachers will utilize data to create student small groups based on standards, skills, and concepts. Teachers will utilize instructional resources approved by the district to address areas of strength and areas needed to be strengthened. Differentiated Instruction will be provided based on tiered support needed. Remediation and enrichment will be embedded within small group instruction. Izone ELA Advisors will assist with planning and instruction based on teachers' and students' individual needs.  Students will also be administered the Illuminate/Fast Bridge assessment. Students who are identified to be in the lower 10% will be identified as Tier 2 or 3. The students who are identified as Tier 2 will have additional support in their highest need based on the assessment. They will be provided extra support during small group face to face instruction twice a week for 45 minutes and have additional time on iReady for computer intervention for 2 days a week for 45 minutes. The students who are identified as Tier 3 will have additional small group face to face instruction for 3 times a week for 45 minutes per day. They will also have additional sessions using iReady for computer intervention for 2 days a week for 45 minutes per day. Progress monitoring will be maintained and monitored using Illuminate/Fast Bridge weekly. The RTI2 data team will monitor and adjust intervention plans as needed for students based on their progress every 23 days. The school psychologist will assist with the RTI2 process. | Staci Hendrix, Veronica Becton, Kayla Cox | 09/30/2022 |  |  |
|  | **[A 1.3.2] Technology Blended Learning & Computer Based Assessment/Intervention (iReady/Mastery Connect)** All students will receive on-line instructional experiences each day. These experiences will provide the students to receive personalized intervention through the use of iReady. They will also use technology in their classrooms, during small group instruction, to provide them with opportunities to review grade level content and material.  100% of students will complete computer based screening and benchmark assessments using iReady and Mastery Connect.  Technology, including computers, document cameras, pointers, and printers will be used to ensure that all students are able to complete their assessments and that teachers have access to the tools that they need to analyze data and develop individualized reteaching plans. | Staci Hendrix, Veronica Becton, Kenesha Conner, Kayla Cox | 10/07/2022 |  |  |
|  | **[A 1.3.3] Implement Extra Hour for Instruction** Implement Extra Hour for Instruction to allow additional time for instruction and intervention. | Staci Hendrix | 05/26/2023 |  |  |
|  | **[A 1.3.4] Provide Supplemental Resources to Improve Student Achievement** Students and teachers will be provided with additional resources such as reading subscriptions (Scholastic Weekly Reader); online resources (NEWSELA); classroom materials for literacy centers, including books for classroom libraries; hands-on manipulatives and games for centers; educational technology (computers, interactive boards, headphones, mice etc.); and classroom/student supplies (pencils, paper, tablets, folders, agenda books, glue, tape, etc.) to enhance classroom instruction and improve student achievement. | Veronica Becton | 07/05/2026 |  |  |
|  | **[A 1.3.5] Improve student achievement and growth by supporting Reading/Language Arts** LaRose Elementary School will secure supplies, materials, equipment and resources to support academic growth and achievement in reading/language arts. | Veronica Becton | 04/14/2023 |  |  |
| **[G 2] Mathematics** LaRose Elementary will increase the percent on track and mastery from 0.8%i n 2021-2022 to 15% in 2022-2023 for Economically Disadvantage students.  LaRose Elementary will improve 3-5 mathematics with a continued instructional shift that will align with an increase focus on content, coherence of student understanding, and rigorous instruction that requires students to apply all shifts to real world applications.  Lever 2: Effective Instruction (Strategic Plan AlignmentAcademics)   Effective instruction is built around standards-based, high-quality curricula and assessments that are aligned to such standards and that measure student progress and provide information regarding the improvement of student achievement. Providing students with rigorous, standards-aligned instruction delivered through best practices will help to ensure that all students in Tennessee’s schools have access to a comprehensive educational system which will prepare them for the career path of their choice.  [G 4] Build teacher capacity and content knowledge so that instruction reflects District's four instructional practice expectations from 65.63% in Spring 2022 to a minimum of 75% in 2023 on informal walkthroughs. \*\*Effective Instruction | Best for All Strategic Plan alignment: Academics\*\* **Performance Measure** Performance will be measured using the following tools:  TNReady Assessment  District Formative Assessment using Mastery Connect | | | | | |
| **Strategy** | **Action Step** | **Person Responsible** | **Estimated Completion Date** | **Funding Source** | **Notes** |
| **[S 2.1] Standard Aligned Core Instruction** \*\*Rationale\*\*  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.  \*\*Supporting Data\*\*  According to Mastery Connect, 3-5 Grade Band decreased in Math by 5.2%, from 6.1% in the Fall to 0.9% in the Spring  According to Mastery Connect, 3rd Grade decreased by 6.2% on track/mastery, from 6.1% in the Fall to 0.0% in the Spring, 4th Grade remains at 0.0% from Fall to Spring on track/ mastered. 5th Grade decreased by 6.2% on track/mastery from 8.8% in the Fall to 2.6% in the Spring.  According to PowerBI, 3-5 Grade Band decreased by 12.3%, FROM 23.6% on track/mastery in the Fall to 11.3% on track/Mastery in the Spring.   iReady Diagnostic Assessment Grade 3, Tier I category increased 6%, from 7% in the Fall to 13% in the Spring. Tier II category increased 16%, from 41% in the Fall to 57% in the Spring. Tier III category decreased 12%, from 52% to 30%.  iReady Diagnostic Assessment Grade 4, Tier I category increased 9% from 3% in the Fall to 12% in the Spring. Tier II category decreased 14%, from 38% in the Fall to 24% in the Spring. Tier III category increased 5%, from 64% in the Fall to 59% in the Spring.  iReady Diagnostic Assessment Grade 5, Tier I category increased 5%, from 0% in the Fall to 5% in the Spring. Tier II category decreased 11% from 26% in the Fall to 15% in the Spring. Tier III Category increased 6%, from 74% in the Fall to 80% in the Spring.  All collective Grade Band Subgroups for 3-5 did not meet the AMO Goal of 14.5%.  Economically Disadvantaged for Math 3-5 Subgroup decreased 6.7%, from 7.7 in the Fall to 1.0% in the Spring.  According to TCAP results in Grades 3-5, 2,4% of 5th grade students Met/Plus exceed the 21-22 Math TCAP mastery. 92.0% of 3rd grade students, 89.3% of 4th grades students, and 92.7% of 5th Grade students fell in the Below Category. 8.0% of 3rd grade students, 10.7% of 4th Grade students, and 4.9% of 5th grade students fell in the approaching category. **Benchmark Indicator** \*\*Implementation\*\*  Students should perform at or above District Formative Assessments goals (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 .  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.  Quarterly review of TEM observation data to monitor educators delivery of standard aligned lessons to the TN Standards.  \*\*Effectiveness\*\*  Quarterly CFA Data will increase by 5% points.  Math TNReady scores will increase by 15% yearly.  Quarterly iReady Data will increase by 10%.  Bi-Weekly increase in student classroom assessments by 2%. | **[A 2.1.1] Implement Standards Aligned Instruction Utilizing Eureka Math Curriculum** We will provide standards aligned instruction in Math by implementing the Eureka Math curriculum. The Eureka Math builds math conceptual understanding. Eureka helps Economically Disadvantage students understand the why behind the math which increases math competency. Eureka Math will be implemented daily for 80 - 110 minutes. Teachers will teach the fluency, application, concept development, and allow student debrief. The three aspects of rigor are addressed which will increase student achievement. | Staci Hendrix, Veronica Becton, Kenesha Conner | 04/07/2023 |  |  |
|  | **[A 2.1.2] Implement Standards Aligned Instruction Using Key Student Engagement Strategies** The following four student achievement strategies will be implemented to ensure standards aligned instruction and increase Economically Disadvantage student achievement. Utilizing TN academic standards, we will focus on unpacking and building teacher capacity to ensure each lesson includes.  \* Performance Based Instructional Objectives \* General & Content Specific Vocabulary \* Gradual Release of Responsibility \* Writing in response to math contextual problems & Manipulatives \* Read Draw Write Strategy \* C.U.B.E.S. Strategy \* Summer Professional Development \* Backwards Planning \* 70 minure Collaborative Planning \* Delibrate Practice (Practice Delivery) \* Implemebtation of Instructional Focus Document \* Data Driven Instruction \* Implementation of Best for All Central \* Vertical Team Planning Grades 3-5 | Staci Hendrix, Veronica Becton, Kenesha Conner | 01/27/2023 |  |  |
|  | **[A 2.1.3] Conduct and Monitor Standards Aligned Instruction During Monthly Learning Walks** Monthly learning walks will be conducted to observe standards aligned instruction in order to identify areas of strength and areas to strengthen. The learning walks will inform ILT team of professional development needed to strengthen teacher capacity and increase Economically Disadvantage student academic achievement. ILT will meet to discuss feedback from observations and deliver actionable next steps to help build teacher capacity and increase student achievement. | Staci Hendrix, Veronica Becton, Kenesha Conner | 04/21/2023 |  |  |
|  | **[A 2.1.4] Implement Deliberate Teaching Practice Sessions** Deliberate teaching practice sessions will be conducted bi-weekly to allow teachers to practice delivering standards aligned instruction which will be presented to students. ILT team and colleagues will provide feedback to each other during deliberate practice sessions. This practice will ensure teachers are prepared to deliver quality instruction to Economically Disadvantage students.  Teachers will deliver deliberate practice on the following:  \* Eureka Math Instruction (Whole and Small Group) \* Read, Draw, Write Strategy \* C.U.B.E.S. Strategy \* Instructional Practices \* Backwards Planning \* 70 minure Collaborative Planning \* Delibrate Practice (Practice Delivery) \* Implementation of Instructional Focus Document \* Data Driven Instruction \* Implementation of Best for All Central \* Vertical Team Planning Grades 3-5 | Staci Hendrix, Veronica Becton, Kenesha Conner | 04/28/2023 |  |  |
|  | **[A 2.1.5] Improving Student Achievement and Growth by Supporting Rich Learning Environments** LaRose Elementary School will secure supplies, materials, equipment, and resources to support math academic growth and achievement for Economically Disadvantage students. | Staci Hendrix, Veronica Becton | 04/21/2023 |  |  |
|  | **[A 2.1.6] Provide Supplemental Resources to Improve Student Achievement** Students and teachers will be provided with additional resources such as reading subscriptions (Scholastic Weekly Reader); online resources (NEWSELA); classroom materials for literacy centers, including books for classroom libraries; hands-on manipulatives and games for centers; educational technology (computers, interactive boards, headphones, mice, printers, ink etc.); and classroom/student supplies (pencils, paper, tablets, folders, agenda books, glue, tape, etc.) to enhance classroom instruction and improve student achievement. | Veronica Becton | 05/26/2023 |  |  |
| **[S 2.2] Professional Development** \*\*Rationale\*\*  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.  \*\*Supporting Data \*\*  According to Mastery Connect, 3-5 Grade Band decreased in Math by 5.2%, from 6.1% in the Fall to 0.9% in the Spring  According to Mastery Connect, 3rd Grade decreased by 6.2% on track/mastery, from 6.1% in the Fall to 0.0% in the Spring, 4th Grade remains at 0.0% from Fall to Spring on track/ mastered. 5th Grade decreased by 6.2% on track/mastery from 8.8% in the Fall to 2.6% in the Spring.  According to PowerBI, 3-5 Grade Band decreased by 12.3%, FROM 23.6% on track/mastery in the Fall to 11.3% on track/Mastery in the Spring.   iReady Diagnostic Assessment Grade 3, Tier I category increased 6%, from 7% in the Fall to 13% in the Spring. 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According to TCAP results in Grades 3-5, 2,4% of 5th grade students Met/Plus exceed the 21-22 Math TCAP mastery. 92.0% of 3rd grade students, 89.3% of 4th grades students, and 92.7% of 5th Grade students fell in the Below Category. 8.0% of 3rd grade students, 10.7% of 4th Grade students, and 4.9% of 5th grade students fell in the approaching category. **Benchmark Indicator** \*\*Implementation\*\*  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.  Instructional Leadership Team (ILT) meetings are conducted twice each month 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 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.  \*\*Effectiveness\*\*  Weekly Professsional Development (Performance Based Objectives, Vocabulary, Gradual Release of Responsibilty, Blended Learning, Aggressive monitoring, etc.) through faculty meetings increase implementation by 70%.  Quarterly Professional Development (Performance Based Objectives, Vocabulary, Gradual Release of Responsibilty, Blended Learning, Aggressive monitoring, etc.) conducted by ILT to increase teacher implentation of district and school instructional practices by 70% based on trends.  Bi-Weekly New Teacher Professional Development (TEM, Performance Based Objectives, Vocabulary, Gradual Release of Responsibilty, Blended Learning, Aggressive monitoring, etc.) conducted by New Teacher Mentors to increase teacher effectiveness by 60%. | **[A 2.2.1] Facilitate Monthly Data Professional Development** Engage monthly in Data Analysis PD on training teachers to effectively analyze data. Teachers will learn how to analyze data by standard, student, and item. Teachers will also learn how to use the data to plan next steps on corrective instructional actions, to address Economically Disadvantage students' areas of deficit, small group instruction, enrichment and determine the movement of students between tiers. Teachers and adminstration will be involved in state, local, national, and international Professional Development. | Staci Hendrix, Veronica Becton, Kenesha Conner | 05/01/2023 |  |  |
|  | **[A 2.2.2] Engage in Student Achievement Strategies Professional Development** Administrative Team, Instructional Team, and Teachers will engage in PD on Donyall Dickey’s Student Achievement Strategies:  Performance Based Instructional Objectives  Academic Vocabulary  Gradual Release of Responsibility  Writing in Response to Contextual Math Problems and Manipulatives.  Implementation of Instructional Focus Document  Data Driven Instruction  Implementation of Best for All Central  Vertical Team Planning Grades 3-5      PLCs will be conducted weekly focusing on the Achievement Strategies for Economically Disadvantage students. ILT team will closely monitor instruction to ensure strategies are implemented inside of classrooms with fidelity and integrity, | Staci Hendrix, Veronica Becton, Kenesha Conner | 04/14/2023 |  |  |
|  | **[A 2.2.3] 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 Economically Disadvantage student achievement. | Staci Hendrix, Veronica Becton, Kenesha Conner | 03/24/2023 |  |  |
|  | **[A 2.2.4] Improve student achievement and growth by supporting Mathematic Professional Development** LaRose Elementary School will secure supplies, materials, equipment and resources to support academic growth and achievement in mathematics. | Veronica Becton | 12/09/2022 |  |  |
|  | **[A 2.2.5] Provide Math materials and supplies for School PD** LaRose Elementary School will secure supplies and materials equipment and resources to support academic growth and achievement in Math. | Veronica Becton | 06/30/2023 |  |  |
|  | **[A 2.2.6] Instructional Coaches (Izone support)** Instructional Coaches will conduct learning walks and provide immediate feedback to teachers. Design differentiated professional development and coaching plans for areas of need (includes but not limited to good first teaching, knowledge of content standards, effective planning, delivery of instruction). Participate in collaborative planning sessions to assist teachers in delivery of effective instruction, practice and demonstrate how to tier instructional activities for small or whole group instruction, and support teachers to make informed standards-aligned instructional decisions after analyzing student data | Staci Hendrix | 05/26/2023 |  |  |
| **[S 2.3] Targeted Interventions and Personalized Learning,** \*\*Rationale\*\*  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.  \*\* Supporting Data\*\*  According to Mastery Connect, 3-5 Grade Band decreased in Math by 5.2%, from 6.1% in the Fall to 0.9% in the Spring  According to Mastery Connect, 3rd Grade decreased by 6.2% on track/mastery, from 6.1% in the Fall to 0.0% in the Spring, 4th Grade remains at 0.0% from Fall to Spring on track/ mastered. 5th Grade decreased by 6.2% on track/mastery from 8.8% in the Fall to 2.6% in the Spring.  According to PowerBI, 3-5 Grade Band decreased by 12.3%, FROM 23.6% on track/mastery in the Fall to 11.3% on track/Mastery in the Spring.   iReady Diagnostic Assessment Grade 3, Tier I category increased 6%, from 7% in the Fall to 13% in the Spring. Tier II category increased 16%, from 41% in the Fall to 57% in the Spring. Tier III category decreased 12%, from 52% to 30%.  iReady Diagnostic Assessment Grade 4, Tier I category increased 9% from 3% in the Fall to 12% in the Spring. Tier II category decreased 14%, from 38% in the Fall to 24% in the Spring. Tier III category increased 5%, from 64% in the Fall to 59% in the Spring.  iReady Diagnostic Assessment Grade 5, Tier I category increased 5%, from 0% in the Fall to 5% in the Spring. Tier II category decreased 11% from 26% in the Fall to 15% in the Spring. Tier III Category increased 6%, from 74% in the Fall to 80% in the Spring.  All collective Grade Band Subgroups for 3-5 did not meet the AMO Goal of 14.5%.  Economically Disadvantaged for Math 3-5 Subgroup decreased 6.7%, from 7.7 in the Fall to 1.0% in the Spring.  According to TCAP results in Grades 3-5, 2,4% of 5th grade students Met/Plus exceed the 21-22 Math TCAP mastery. 92.0% of 3rd grade students, 89.3% of 4th grades students, and 92.7% of 5th Grade students fell in the Below Category. 8.0% of 3rd grade students, 10.7% of 4th Grade students, and 4.9% of 5th grade students fell in the approaching category. **Benchmark Indicator** \*\*Implementation \*\*Students should perform 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.  \*\*Effectiveness\*\*  Quartely Universal Screener decrease the total number Tier 2/Tier 3 intervention students by 10%.  Weekly Progress Monitoring increase number of proficent/mastery students by 15%  Monthly RTI2 Data Meetings increasing number of students who progess in skill deficit or tier by 10%. | **[A 2.3.1] Implement Small Group Instruction** Teachers will implement small group instruction daily. Teachers will utilize data to create Economically Disadvantage student small groups based on standards, skills, and concepts. Teachers will utilize instructional resources approved by the district to address areas of strength and areas needed to be strengthened. Differentiated Instruction will be provided based on tiered support needed. Remediation and enrichment will be embedded within small group instruction. Izone Math Advisors will assist with planning and instruction based on teachers' and students' individual needs.  Economically Disadvantage students will be administered the Illuminate/Fast Bridge assessment. Economically Disadvantage students who are identified to be in the lower 10% will be identified as Tier 2 or 3. The Economically Disadvantage students who are identified as Tier 2 will have additional support in their highest need based on the assessment. They will be provided extra support during small group face to face instruction twice a week for 45 minutes and have additional time on iReady for computer intervention for 2 days a week for 45 minutes. The students who are identified as Tier 3 will have additional small group face to face instruction for 3 times a week for 45 minutes per day. They will also have additional sessions using iReady for computer intervention for 2 days a week for 45 minutes per day. Progress monitoring will be maintained and monitored using Illuminate/Fast Bridge weekly. The RTI2 data team will monitor and adjust intervention plans as needed for students based on their progress every 23 days. The school psychologist will assist with the RTI2 process. | Staci Hendrix, Veronica Becton, Kenesha Marshall | 08/26/2022 |  |  |
|  | **[A 2.3.2] Implement Computer-based Intervention: iReady** Economically Disadvantage students will engage in computer based intervention iReady which will be monitored by teacher, computer lab assistant library assistant, and interventionist. | Staci Hendrix, Veronica Becton, Kenesha Conner | 10/07/2022 |  |  |
|  | **[A 2.3.3] Implement Extra Hour for Instruction** Implement Extra Hour for Instruction to allow additional time for instruction and intervention for Economically Disadvantage. | Staci Hendrix | 05/26/2023 |  |  |
|  | **[A 2.3.4] Improve student achievement and growth by supporting Mathematics** LaRose Elementary School will secure supplies, materials, equipment and resources to support academic growth and achievement in mathematics. | Veronia Becton | 04/14/2023 |  |  |
| **[G 3] Safe and Healthy Students** LaRose Elementary School will reduce the percentage of Economically Disadvantage chronically absent students from 53.5% in 2021-2022 to 20% in 2023.  LaRose Elementary School will cultivate a positive climate to ensure that school environments are safe and conducive for instruction.  Lever 3: Student Support and Services (Strategic Plan Alignment- Student Readiness)   Schools, in partnership with parents and the community, can create a positive, child-centered learning environment which provides support to students to remove the barriers to learning that students in underperforming schools often experience. Supporting student readiness begins with eliminating barriers to physical and mental health, well-being and learning; then planning for and implementing strategies which support the physical, mental, cognitive, social and emotional development of students.      Memphis-Shelby County Schools will increase school level interventions and supports (progressive discipline % ) from 54% (SY21) to 62% (SY23).   [G 1] Priority schools will reduce chronic absenteeism rates from approximately 31.8% in 2022 to approximately 26.8% in 2023 with clearly defined systems and operating procedures for monitoring identified at-risk and chronically absent students weekly. \*\*Student Support and Services | Best for All Strategic Plan alignment: Student Readiness\*\* **Performance Measure** nterventions and supports will be measured using the following:  \* PowerSchool Data \* PowerBI Data \* Share Point \* Bright Bytes | | | | | |
| **Strategy** | **Action Step** | **Person Responsible** | **Estimated Completion Date** | **Funding Source** | **Notes** |
| **[S 3.1] Attendance and Behavior Interventions and Supports** \*\*Rationale\*\*  Implement targeted interventions and support programs and initiatives that address identified behavior needs and provide appropriate student supports.  \*\*Supporting Data\*\*  According to Power BI, the attendance rate steadily increased for three consecutive 20 day periods. For the 7th 20 day period the attendance rate was 85.19%, 8th 20 day period the attendance rate was 89.21%, 9the 20 day period the attendance rate was 89.46%.  Kindergarten had the most chronically absent scholars at 66.7%  African American Subgroup had a Chronic Absenteeism Rate of 13.3%, Hispanic Subgroup had a Chronic Absenteeism Rate is 4.4%, Female Subgroup had a Chronic Absenteeism Rate of 12%, and Male Subgroup had a Chronic Absenteeism Rate of 14.6%. **Benchmark Indicator** \*\*Implementation \*\*  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 document 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 document, 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).  \*\*Effectiveness\*\*  Monthly number of student who are chronically absent will decrease by 5%.  Weekly number of students who have 95% or higher school attendance will increase by 5%.  Quarterly overall attendance rate will increase by 3% | **[A 3.1.1] Develop RTI2B Team** RTI2B team will be developed to support the social and emotional climate of our school. This team will provide a positive environment that maximizes social, emotional ,and academic achievement for Economically Disadvantagestudents. This team will meet monthly to review data and report findings to the faculty. | Kamesha Johnson | 08/31/2022 |  |  |
|  | **[A 3.1.2] Conduct Bi-Weekly RTI2B Meetings** RTI2B team will meet bi-weekly to review effectiveness of strategies and next steps. Team will also and plan next monthly staff follow-up professional development. | Kamesha Johnson | 05/01/2023 |  |  |
|  | **[A 3.1.3] In Focus Curriculum** In Focus curriculum will be implemented daily assist students develop their social and emotional intelligence. Professional School Counselor will teach these lessons to Economically Disadvantage students weekly. I\*n Focus\* helps your students do the following:  \* Improve their intellectual development and academic performance \* Elevate their awareness, management, and expression of feelings \* Develop focusing and attention skills \* Reduce bullying and impulsive behavior \* Learn how to deal with conflict and stress \* Elevate self-esteem and confidence \* Strengthen social skills \* Increase sensitivity and empathy \* Build self-reflection and self-awareness skills \* Develop problem-solving skills \* Improve teamwork and collaboration skills \* Increase social and emotional intelligence | Kamesha Johnson | 05/01/2023 |  |  |
|  | **[A 3.1.4] Implementationof BrightBytes Platform** Teachers will utilize the BrightBytes Platform. BrightBytes is designed to help guide users through the implementation process, starting with behavior identification and offering suggestions for interventions and data collection tools. This site is structured in Tiers with specific guidelines, resources, and instructions for eliminating undesired behaviors in Economically Disadvantage students. This site is where teachers and administration can document attendance and behavior. | Kamesha Johnson | 10/28/2022 |  |  |
| **[S 3.2] Professional Development** \*\*Rationale\*\*  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 achievementt  \*\*Supporting Data \*\*  According to Power BI, the attendance rate steadily increased for three consecutive 20 day periods. For the 7th 20 day period the attendance rate was 85.19%, 8th 20 day period the attendance rate was 89.21%, 9the 20 day period the attendance rate was 89.46%.  Kindergarten had the most chronically absent scholars at 66.7%  African American Subgroup had a Chronic Absenteeism Rate of 13.3%, Hispanic Subgroup had a Chronic Absenteeism Rate is 4.4%, Female Subgroup had a Chronic Absenteeism Rate of 12%, and Male Subgroup had a Chronic Absenteeism Rate of 14.6%. **Benchmark Indicator** \*\*Implementation\*\*  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.  \*\*Effectiveness\*\*  Monthly knowledge gained from Attendance of Professional Development for General Office Secretary and Professional School Cousenlor will increase attendace rates by 3%.  Quarterly attendance analysis will be conducted to decrease 7% of chronically absent students by the end of each reporting period.  Weekly fidelity checks to increase the number of accurate attendance reporting by classroom teachers by 90% | **[A 3.2.1] Provide Professional Developent: Rules and Procedures. (Behavior Matrix)** RTI2B team will train the LaRose Elementary Staff on the utilization of the Behavior Matrix. The matrix lists expectations for all classrooms, library, playground, bus, cafeteria, restroom, water fountain, hallway, stairwell, counselor's office, and main office. This matrix is designed to ensure students are safe and orderly. | Staci Hendrix, Kamesha Johnson | 09/02/2022 |  |  |
|  | **[A 3.2.2] Conduct Monthly Data Analysis Professional Development** RTI2B team will conduct a monthly PD on analysis of discipline and chronic absenteeism data. These meetings will be designed to keep staff abreast of data. It will also allow inform the staff of effectiveness of strategies and next steps needed to improve data results. | Kamesha Johnson | 05/05/2023 |  |  |
|  | **[A 3.2.3] Bi-Weekly ILT/RTI2B Meetings** Hold weekly ILT/RTI2B meetings to review progress of strategies and plan next monthly staff follow-up PD:  Morning Meeting  Attendance (Absences & Tardies)  RTI2B Plan (Teaching of School Wide Expectations) | Staci Hendrix | 05/05/2023 |  |  |
| **[S 3.3] Parent, Family, and Community Engagement** \*\*Rationale\*\*  Promote effective parent, family, and community engagement activities and resources that support safe schools which will improve student attendance and behavior.  \*\*Supporting Data\*\*  According to Power BI, the attendance rate steadily increased for three consecutive 20 day periods. For the 7th 20 day period the attendance rate was 85.19%, 8th 20 day period the attendance rate was 89.21%, 9the 20 day period the attendance rate was 89.46%.  Kindergarten had the most chronically absent scholars at 66.7%  African American Subgroup had a Chronic Absenteeism Rate of 13.3%, Hispanic Subgroup had a Chronic Absenteeism Rate is 4.4%, Female Subgroup had a Chronic Absenteeism Rate of 12%, and Male Subgroup had a Chronic Absenteeism Rate of 14.6%. **Benchmark Indicator** \*\*Implementation\*\*  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.  \*\*Effectiveness\*\*  Bi-Weekly SART meetings conducted for chronic absent parents will decrease by 10%.  Quarterly Attendance Matter Professional Development for parents will increase student attendance by 5%.  Per Semester Community Partners will assist in increasing attendance by 10% by hosting incentive events/give aways (Attendance parties, bicycles, electronics, etc.) | **[A 3.3.1] Conduct Parent Meeting** Conduct Parent Meeting to Revise Parent/School Compact and Family Engagement Plan. Parents will review Academic, Discipline, and Chronic Absenteeism Data. LaRose Admin Team and Parents will review the 2021-2022. Parent/School Compact and Family Engagement Plan. Team will revise the plans for the 2022-2023 school year based on the data. | Veronica Becton | 09/01/2022 |  |  |
|  | **[A 3.3.2] Conduct Parent Meeting to Revise Parent/School Compact and Family Engagement Plan. Parents will review Academic, Discipline, and Chronic Absenteeism Data. LaRose Admin Team and Parents will review the 2021-22 Parent/School Compact and Family Engagement** LaRose Elementary School will conduct two Title 1 Meetings. These meetings will explain to parents what the Title I program is and how parents can become involved in the Title I. The title 1 Annual Detailed Report will be completed to ensure all components were covered within the meeting. | Veronica Becton | 09/01/2022 |  |  |
|  | **[A 3.3.3] Provide Parental Training on Reducing Chronic Absenteeism and Increasing Parental Involvement Opportunities** Utilize FACE to provide trainings to parents on reducing chronic absenteeism. LaRose will provide information on opportunities for parental involvement on the school-level. FACE will provide information on opportunities for parents to become involved on the District level. LaRose Elementary Family Engagement Specialist will provide trainings on importance of parental involvement. | Staci Hendrix, Veronica Becton, Kenesha Conner, Kamesha Johnson | 10/07/2022 |  |  |
| **[G 4] Early Literacy** LaRose Elementary K-2 Literacy will increase from 55.6% on 2021-2022 District Formative Assessment to 75% on 2022-2023 School Year.  LaRose Elementary's Economically Disadvantaged early learners will be engaged in literacy-rich environments that offer meaningful, authentic opportunities to develop the reading, writing, speaking and listening skills essential to becoming college and career ready.  Lever 2: Effective Instruction (Strategic Plan AlignmentAcademics)   Effective instruction is built around standards-based, high-quality curricula and assessments that are aligned to such standards and that measure student progress and provide information regarding the improvement of student achievement. Providing students with rigorous, standards-aligned instruction delivered through best practices will help to ensure that all students in Tennessee’s schools have access to a comprehensive educational system which will prepare them for the career path of their choice.   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.  [G 4] Build teacher capacity and content knowledge so that instruction reflects District's four instructional practice expectations from 65.63% in Spring 2022 to a minimum of 75% in 2023 on informal walkthroughs. \*\*Effective Instruction | Best for All Strategic Plan alignment: Academics\*\* **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** \*\*Rationale\*\*  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.  \*\*Supporting Data\*\*  According to Mastery Connect, Kindergarten increased from 36.4% in the Fall to 59.0% in the Spring in ELA. 1st Grade increased from 31.4% in the Fall to 50.0% in the Spring in ELA. 2nd Grade increased from 22.6% in the Fall to 57.1% in the Spring in ELA. K-2 Grade Band all exceeded the school Amo Goal of 14.5 % in ELA.   iReady Diagnostic Assessment Kindergarten, Tier I category decreased 8%, from 79% in the Fall to 71% in the Spring. Tier II category increased 8%, from 21% in the Fall to 29% in the Spring.  iReady Diagnostic Assessment Grade 1, Tier I category decreased 18%, from 42% in the Fall to 24% in the Spring. Tier II category increased 9%, from 53% in the Fall to 62% in the Spring. Tier III category increased 9%, from 5% to 14%.  iReady Diagnostic Assessment Grade 2, Tier I category decreased 11%, from 32% in the Fall to 21% in the Spring. Tier II category increased 8%, from 32% in the Fall to 40% in the Spring. Tier III category increased 4%, from 36% to 40%.  According to Mastery Connect, K-2 Grade Band increased 25.2% On Track/Mastery, from 30.3% in the Fall to 55.5% in the Fall.  According to Mastery Connect, K-2 Grade Band for Economically Disadvantage- increased On Track/Mastery by 26.2%, from 29.4% in the Fall to 55.6% in the Spring.  According to PowerBI, K-2 Grade Band increased 22.2% on track/mastery, from 25.0% in the Fall to 47.2% in the Spring.  According to TCAP results, 2.9% of 2nd grade students met/ plus exceeded the 21-22 ELA TCAP mastery. 65.7 of 2nd grade students fell in the below category. 31.4% of 2nd grade students fell in the approaching category on the TCAP assessment.  Tier 1 Evidence for Early Literacy Opportunities  Promoting the Development of Preschool Children’s Emergent Literacy Skills: A Randomized Evaluation of a Literacy-Focused Curriculum and Two Professional Development Models.  <https://ies.ed.gov/ncee/wwc/Study/63987> **Benchmark Indicator** \*\*Implementation\*\*  \* \*\*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 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 \*\*Effectiveness\*\*  Quarterly CFA Data will increase by 20% points.  2nd Grade TNReady scores will increase by 15% yearly.  Quarterly iReady Data will increase by 20%.  Bi-Weekly increase in student classroom assessments by 20%. | **[A 4.1.1] K-2 Phonics, Steps to implementing Rules, Sounds, and Movement** LaRose Elementary ELA problem of practice focuses on a gap in teachers’ knowledge and skill set around teaching basic foundational rules/sounds. Teachers’ will develop a strong knowledge of the rules for phonics, letter sounds/combinations and how to properly decode them. By implementing these strategies, 100% of teachers will fully implement phonics rules into standards-based literacy instruction and develop a common understanding of the most commonly used phonics rules/sounds.  • ELA teachers & ELA ILT leads will participate in State/Zone training:  1. Reading 360 training   2. LETRS training   • Teachers will continue in foundations course with LETRS: Units 1-4 (new teachers), Units 5-8 (old teachers)   • Principal trains and coaches ILT to: Analyze ELA data to identify trends, Develop a common understanding of foundations instruction & its teacher/student moves, Discuss foundations instruction using the SCS checklist, Review required components learning environments, Most Commonly used Phonics Rules & Sounds   • ELA Admin & teacher content leads will provide training to teachers & educational assistants on foundations walkthrough tool and learning environment expectations:  1. Teachers will engage in discussion on effective literacy learning environments, foundations instruction look for (emphasis on teacher & student moves using the district’s observation tool) and what resources to use in part of the block.   2. Teachers will participate in a foundations small group modeled lesson and use the district’s walkthrough tool to ground evidence to ensure understanding of key moves that must be in place   • ILT will participate in training on the creation of anchor charts and develop a schoolwide process; Create/locate sample anchor charts and define what is expected of teacher  • ELA admin & laureate will provide PD to ILT on: Creating Anchor charts and the schoolwide process for creating anchor charts, Session II-Foundations Laureate will train teachers on how to create anchor charts during make and take session (teachers to bring samples from their class).   • Principal and ILT team will select required materials for teaching phonics rules & establish expectations for delivery (Reading 360, LETRS, Reading Horizons, and most commonly used Phonic Rules Resource). | Staci Hendrix, Veronica Becton, Kayla Cox | 10/07/2022 |  |  |
|  | **[A 4.1.2] Conduct Deliberate Practice Sessions** Deliberate practice sessions will be conducted bi-weekly to allow teachers to practice delivering standards aligned instruction which will be presented to students. ILT team and colleagues will provide feedback to each other during deliberate practice sessions. This practice will ensure teachers are prepared to deliver quality instruction to Economically Disadvantage students.  Teachers will deliver deliberate practice on the following:  \* Wonders Instruction (Whole and Small Group) \* Lines of Practice \* Interactive Word Wall Implementation \* Phonics Rules \* LRE Expectations (Instructional Practices) | Staci Hendrix, Veronica Becton, Kayla Cox | 04/28/2023 |  |  |
|  | **[A 4.1.3] Implement Wonders Curriculum** Wonders curriculum will be implemented. The Wonders curriculum meets the challenges of ensuring Economically Disadvantage learners are reached. The curriculum embodies foundational literacy and meaning-based. Wonders provides students equity of access to rich texts and rigorous instruction. The Wonders curriculum also differentiates instruction. The Wonders curriculum will be taught daily between 120-150 minutes daily. The Wonders curriculum can be taught 100 percent digitally, with resources available online to help teachers plan and customize lessons and for students to read and complete assignments. | Staci Hendrix, Veronica Becton, Kayla Cox | 08/15/2022 |  |  |
|  | **[A 4.1.4] Conduct Monthly Learning Walks** Monthly learning walks will be conducted to determine instructional gaps in the instructional practices using the LRE Expectation Checklist . The learning walks will inform ILT team of professional development needed to strengthen teacher capacity and increase Economically Disadvantage student academic achievement by identifying the deficits in foundations and vocabulary instruction and gaps in the execution of the curriculum components for foundations/literacy instruction . ILT will meet to discuss feedback from walk throughs and deliver actionable next steps to help build teacher capacity and increase student achievement. | Staci Hendrix, Veronica Becton, Kayla Cox | 04/07/2023 |  |  |
|  | **[A 4.1.5] Implement LETRS and Reading 360** All K-2 teachers will have developed a deeper understanding of the “why”, the “how”, and the “what” behind teaching foundational skills and will apply their newfound understanding of the science of reading to explicitly teaching foundational skills including oral reading fluency instruction, vocabulary, and morphology. Teachers will effectively plan lessons that include tasks aligned to the cognitive demand of the grade-level foundational standards. As they introduce letter sounds and sound patterns, they will provide intentional instruction around phonics rules and be able to accurately pronounce letter sounds when modeling for Economically Disadvantage students. | Staci Hendrix, Veronica Becton, Kayla Cox | 10/28/2022 |  |  |
|  | **[A 4.1.6] Improving Student Achievement and Growth by Supporting Literacy Rich Learning Environments** LaRose Elementary School will secure supplies, materials, equipment, and resources to support early literacy academic growth and achievement for Economically Disadvantage students. | Staci Hendrix, Veronica Becton, Kayla Cox | 04/07/2023 |  |  |
|  | **[A 4.1.7] Improve student achievement and growth by supporting rich learning environments** LaRose Elementary will secure supplies, materials, equipment and resources to support academic growth and achievement in reading/language arts. | Veronica Becton | 05/05/2023 |  |  |
| **[S 4.2] Professional Learning** \*\*Rationale\*\*  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 Economically Disadvantage students  \*\*Supporting Evidence\*\*  According to Mastery Connect, Kindergarten increased from 36.4% in the Fall to 59.0% in the Spring in ELA. 1st Grade increased from 31.4% in the Fall to 50.0% in the Spring in ELA. 2nd Grade increased from 22.6% in the Fall to 57.1% in the Spring in ELA. K-2 Grade Band all exceeded the school Amo Goal of 14.5 % in ELA.   iReady Diagnostic Assessment Kindergarten, Tier I category decreased 8%, from 79% in the Fall to 71% in the Spring. Tier II category increased 8%, from 21% in the Fall to 29% in the Spring.  iReady Diagnostic Assessment Grade 1, Tier I category decreased 18%, from 42% in the Fall to 24% in the Spring. Tier II category increased 9%, from 53% in the Fall to 62% in the Spring. Tier III category increased 9%, from 5% to 14%.  iReady Diagnostic Assessment Grade 2, Tier I category decreased 11%, from 32% in the Fall to 21% in the Spring. Tier II category increased 8%, from 32% in the Fall to 40% in the Spring. Tier III category increased 4%, from 36% to 40%.  According to Mastery Connect, K-2 Grade Band increased 25.2% On Track/Mastery, from 30.3% in the Fall to 55.5% in the Fall.  According to Mastery Connect, K-2 Grade Band for Economically Disadvantage- increased On Track/Mastery by 26.2%, from 29.4% in the Fall to 55.6% in the Spring.  According to PowerBI, K-2 Grade Band increased 22.2% on track/mastery, from 25.0% in the Fall to 47.2% in the Spring.  According to TCAP results, 2.9% of 2nd grade students met/ plus exceeded the 21-22 ELA TCAP mastery. 65.7 of 2nd grade students fell in the below category. 31.4% of 2nd grade students fell in the approaching category on the TCAP assessment.      Tier I Evidence for Professional Learning  Professional Learning Transitions and Alignment FROM PRESCHOOL TO KINDERGARTEN  <https://www.ecs.org/wp-content/uploads/Transitions-and-Alignment-From-Preschool-to-Kindergarten.pdf>  [https://learningpolicyinstitute.org/sites/default/files/product-files/Effective\\_Teacher\\_Professional\\_Development\\_BRIEF.pdf](https://learningpolicyinstitute.org/sites/default/files/product-files/Effective\_Teacher\_Professional\_Development\_BRIEF.pdf) **Benchmark Indicator** \*\*Implentation \*\*  ON-GOING 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.  \*\*Effectiveness\*\*  Weekly Professsional Development (Performance Based Objectives, Vocabulary, Gradual Release of Responsibilty, Blended Learning, Aggressive monitoring, etc.) through faculty meetings increase implementation by 80%.  Quarterly Professional Development (Performance Based Objectives, Vocabulary, Gradual Release of Responsibilty, Blended Learning, Aggressive monitoring, etc.) conducted by ILT to increase teacher implentation of district and school instructional practices by 70% based on trends.  Bi-Weekly New Teacher Professional Development (TEM, Performance Based Objectives, Vocabulary, Gradual Release of Responsibilty, Blended Learning, Aggressive monitoring, etc.) conducted by New Teacher Mentors to increase teacher effectiveness by 60%. | **[A 4.2.1] Engage in LETRS Professional Development** LETRS will equip childhood educators with literacy PD focused on the science of reading to teach the foundational skills young students Pre-K - K need before learning to read and write. Training will provide depth of knowledge, language and literacy skills, and practice to successfully address struggling Economically Disadvantage students. K-2 educators will complete modules 5-8 online and implement new learning with theirEconomically Disadvantage students. | Staci Hendrix, Veronica Becton, Kayla Cox | 07/05/2026 |  |  |
|  | **[A 4.2.2] Conduct Monthly Data Meetings Professional Development** Engage monthly in Data Analysis PD on training teachers to effectively analyze data. Teachers will learn how to analyze data by standard, student, and item. Teachers will also learn how to use the data to plan next steps on corrective instructional actions, to address students' areas of deficit, small group instruction, enrichment, and movement of Economically Disadvantage students between tiers. | Staci Hendrix, Veronica Becton, Kayla Cox | 05/26/2023 |  |  |
|  | **[A 4.2.3] Engage in ELA Professional Development: Small Groups** Administrative Team, Instructional Leadership Team, New Teachers, and Returning Teachers engaged in ELA PD on Small Groups. The Small group training informed teachers on how to effectively use instructional resources to teach all students at high performing levels during Small Group. The Small Group instructional strategies trainings provided teachers with the instructional strategies that will be implemented for the 22-23 school year to improve student reading to increase student achievement. Teachers will participate in a foundations small group modeled lesson and use the district’s walkthrough tool to ground evidence to ensure understanding of key moves that must be in place PLCs will be conducted weekly focusing on the Small Group Practices. ILT team will closely monitor to ensure strategies are implemented inside of classrooms with fidelity and integrity. | Staci Hendrix, Veronica Becton, Kayla Cox | 09/30/2022 |  |  |
|  | **[A 4.2.4] Engage in ELA Professional Development: Literacy Rich Environment** \*\*\*\*Administrative Team, Instructional Leadership Team, New Teachers, and Returning Teachers engaged in ELA PD on Literacy Rich Environment. The LRE training informed teachers on how to effectively implement a LRE. training provided teachers with the LRE Expectations hat will be implemented for the 22-23 school year to improve Economically Disadvantage student reading to increase student achievement and learning environments. Teachers will engage in discussion on effective literacy learning environments, foundations instruction look for (emphasis on teacher & student moves using the district’s observation tool) and what resources to use in part of the block. PLCs will be conducted weekly focusing on the LRE Checklist. ILT team will closely monitor to ensure strategies are implemented inside of classrooms with fidelity and integrity. | Staci Hendrix, Veronica Becton, Kayla Cox | 08/25/2022 |  |  |
|  | **[A 4.2.5] Engage in ELA Professional Development: ILT Training** Principal trains and coaches ILT to:  \* Analyze ELA data to identify trends \* Develop a common understanding of foundations instruction & its teacher/student moves \* Discuss foundations instruction using the SCS checklist \* Review required components learning environments \* Most Commonly used Phonics Rules & Sounds | Staci Hendrix, Veronica Becton, Kayla Cox | 04/21/2023 |  |  |
|  | **[A 4.2.6] Improve student achievement and growth by supporting early literacy professional development** LaRose Elementary School will secure supplies, materials, equipment and resources to support academic growth and achievement in early literacy. | Veronica Becton | 05/26/2023 |  |  |
|  | **[A 4.2.7] Provide Early Literacy materials and supplies for school PD.** LaRose Elementary School will secure supplies and materials equipment and resources to support academic growth and achievement in Eatly Literacy. | Veroncia Becton | 06/30/2023 |  |  |
| **[S 4.3] Foundational Literacy Laureates** \*\*Rationale\*\*  Designate one Laureate in every elementary and K-8 school to support K-2 teachers with implementing high quality foundational literacy instruction and strategies.  \*\*Supporting Evidence\*\*  According to Mastery Connect, Kindergarten increased from 36.4% in the Fall to 59.0% in the Spring in ELA. 1st Grade increased from 31.4% in the Fall to 50.0% in the Spring in ELA. 2nd Grade increased from 22.6% in the Fall to 57.1% in the Spring in ELA. K-2 Grade Band all exceeded the school Amo Goal of 14.5 % in ELA.   iReady Diagnostic Assessment Kindergarten, Tier I category decreased 8%, from 79% in the Fall to 71% in the Spring. Tier II category increased 8%, from 21% in the Fall to 29% in the Spring.  iReady Diagnostic Assessment Grade 1, Tier I category decreased 18%, from 42% in the Fall to 24% in the Spring. Tier II category increased 9%, from 53% in the Fall to 62% in the Spring. Tier III category increased 9%, from 5% to 14%.  iReady Diagnostic Assessment Grade 2, Tier I category decreased 11%, from 32% in the Fall to 21% in the Spring. Tier II category increased 8%, from 32% in the Fall to 40% in the Spring. Tier III category increased 4%, from 36% to 40%.  According to Mastery Connect, K-2 Grade Band increased 25.2% On Track/Mastery, from 30.3% in the Fall to 55.5% in the Fall.  According to Mastery Connect, K-2 Grade Band for Economically Disadvantage- increased On Track/Mastery by 26.2%, from 29.4% in the Fall to 55.6% in the Spring.  According to PowerBI, K-2 Grade Band increased 22.2% on track/mastery, from 25.0% in the Fall to 47.2% in the Spring.  According to TCAP results, 2.9% of 2nd grade students met/ plus exceeded the 21-22 ELA TCAP mastery. 65.7 of 2nd grade students fell in the below category. 31.4% of 2nd grade students fell in the approaching category on the TCAP assessment.  Tier I Evidence for Foundational Literacy Laureates  Effective Professional Development  [https://learningpolicyinstitute.org/sites/default/files/product-files/Effective\\_Teacher\\_Professional\\_Development\\_BRIEF.pdf](https://learningpolicyinstitute.org/sites/default/files/product-files/Effective\_Teacher\_Professional\_Development\_BRIEF.pdf) **Benchmark Indicator** \*\*Implementation\*\*  \* 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 \* Per Semester 2 hour observations of full implementation of Foundation Literacy. per teacher. \*\*Effectiveness\*\*  Bi-Weekly walkthrough using the walkthrough tool to increase implementation of foundational skills instructional practices by 20%.  Quarterly walkthorugh using the walkthrough tool to increase implementation of foundational skills instructional practices by 50% based on trends from Bi weekly walkthrough.  Per Semester Foundational Skill quality review to increase number of teachers who reach district set goals by 50%. | **[A 4.3.1] Laureate Roles and Responsibilties** Laureate Cox will Perform the Following Responsibilities:  \* Attend Yearlong Early Literacy PD \* Complete a minimum of 40 documented support hours \* Year 1 Laureates will engage in a module series beginning in July 2021 (other dates TBA) \* Facilitate and/or co-facilitate school-based PD in foundational skills (submission of attendance & agenda required) \* Facilitate District PD (upon request) in K-2 early literacy \* Model effective best practices in early literacy skills instruction in whole & small group (submission of reflection or debriefing required) \* Observe K-2 comprehensive literacy instruction and provide feedback/coaching conversations (submission of completed observation tool & notes from coaching conversation required) \* Participate in Learning Walks with the school’s Instructional Leadership Team (ILT) \* Assist teachers with continued implementation of the District’s Comprehensive Literacy Curriculum (Wonders) which integrates skills-based and meaning-based instruction. \* Serve as a resource to School Admin/ILT in the area of early literacy \* Assist teachers with understanding and implementing the TN Academic Standards for Reading Foundational Literacy and the TN Academic Standards for Reading Informational Text and Literature. \* Capture and share 2 quality literacy-related videos or literacy lessons, as required by the year of service in the role. Literacy lessons may include skills-based and meaning-based instruction. (Note: It is understood that all video captures will be utilized for various Professional Development purposes.) \* Video captures of literacy lessons must feature the Laureate delivering instruction o Laureates will capture and share literacy-related videos or literacy lessons o Laureates will reflect on submitted video captures | Kayla Cox | 04/28/2023 |  |  |