

Double Tree Elementary Annual Plan (2023 - 2024)

Last Modified at Mar 20, 2024 09:36 AM CDT

[G 1] Double Tree Elementary will increase student TCAP achievement from 14.8% in Spring 2023 for grades 3-5 to 25.1% in ELA. Our Mastery Connect Data proficiency rates in Spring 2024 will increase from 33.4% to 43.4% in ELA.

****Lever of Change:****

Lever 2 - Effective Instruction | Best for All Strategic Plan Alignment: Academics

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.

****District Turn Around Plan Goal:****

G4 - Build teacher capacity and content knowledge so that instruction reflects District's four instructional practice expectations from 47.6% in Spring 2023 to minimum of 70% in 2024 on walkthroughs.

Performance Measure

Performance will be measured using the following tools:

TNReady Assessment

District Formative Assessment using Mastery Connect

I-Ready Universal Screener

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 1.1] Standard Aligned Core Instruction *****Rationale: **	[A 1.1.1] Data Teams Staff and Admin will create data teams centered around data based on standards of struggle and	Jacqueline Brown-Lewis-Principal; Dora	04/12/2024	Title One	

<p>Provide daily access to a rigorous reading/language arts curriculum that will develop students' deep understanding of the content, strengthen comprehension, and promote mastery of TN Standards to ensure students are career and college ready.</p> <p>**Supporting Data: **</p> <p>According to the data, Double Tree's students had a slight rate increase from 14.3% in Spring of 22 to 14.9% in Spring 23. As a school, we moved from a literacy TVAAS Level 1 in 2022 to a TVAAS Level 2 in 2023.</p> <p>Benchmark Indicator</p> <p>**Implementation**</p> <p>**Weekly PLCs with Content Admin about Standards Aligned Instructional Strategies followed up by weekly classroom walkthroughs**</p> <p>**Biweekly Common Classroom Assessments **</p> <p>**Quarterly Formative Assessments**</p> <p>**Effectiveness**</p> <p>**100% of teachers will implement standards aligned instructional practices in the classrooms weekly. **</p> <p>**Students will increase proficiency by 5% on biweekly standard based common classroom assessments. **</p> <p>**Quarterly District Formative Assessments will show a 5% increase in the number of students who are meeting or exceeding the standard fall 2023 to winter 2023 and winter 2023 to spring 2024. **</p>	<p>student performance to help increase mastery of standards.</p> <p>**Implementation: **</p> <p>Biweekly Data Analysis Meetings utilizing data trackers.</p> <p>Weekly PLCs meetings w/ Content Admin and Supported Teachers centered around research-based strategies.</p> <p>**Effectiveness**</p> <p>Biweekly Common Assessments will show a 10% increase in student mastery of standards aligned assessment.</p> <p>Weekly Tier classroom walk throughs will show at least 85% of teachers implementing research-based strategies from the previous week's PLC.</p>	<p>Franklin, PLC Coach; Jeia Knowles, Optional Curriculum Coordinator; Tracy Lewis, RTI & Instructional Facilitator</p>			
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	<p>[A 1.1.2] Instructional Supports with Materials and Resources</p> <p>Students and Teachers will be provided with resources and materials to support instruction and increase student engagement in the ELA classrooms. Teachers will be provided smartboards, carts, software, station and center activities, and workbooks as supports for classroom academic instruction in Reading. Teachers will use materials to store student devices, model lessons, and engage students in rigorous learning opportunities using whole and small group instruction.</p> <p>Implementation:</p> <p>Weekly Data Meetings (Power points/ Sign in/Agenda)</p> <p>Monthly Title 1 Budget documents</p> <p>Weekly PLC meetings (Power points/ Sign in/Agenda)</p> <p>Effectiveness:</p> <p>Data meetings will show that implementing the use of purchased materials will lead to 50% of our students mastering standards based on a 15% increase of students achievement on weekly/biweekly assessments.</p> <p>Monthly Title 1 Budget Documents will show 50% of Title 1 funds spent by Dec. 2024 and 100% of the funds spent by April 2025.</p> <p>100% of teachers will attend and participate in</p>	<p>Jacqueline Brown-Lewis-Principal; Dora Franklin, PLC Coach; Jeia Knowles, Optional Curriculum Coordinator; Tracy Lewis, RTI & Instructional Facilitator</p>	<p>04/12/2024</p>	<p>Title One</p>	

	weekly PLC meetings and utilize resources to support student mastery of standards with 30% of students increasing achievement by 10% on quarterly common formative assessments.				
	<p>[A 1.1.3] Content Aligned Professional Learning Community Meetings/ Collaborative Planning</p> <p>Staff and all Admin will meet to plan lessons around the expectations of the standards weekly every week to address deficits found in the data.</p> <p>**Implementation:**</p> <p>Weekly Classroom walkthroughs to identify trends.</p> <p>Weekly lesson plan checks with feedback.</p> <p>Weekly Collaborative Planning Meetings with deliberate practice focused on research-based teaching strategies.</p> <p>**Effectiveness:**</p> <p>90% of teachers will implement specified look-for based on the classroom walk-through forms weekly which will result in a 10% increase in student mastery on biweekly assessments.</p> <p>80% of Teachers will modify and implement lessons plans based on feedback given during collaborative planning sessions weekly which will result in a 10% increase in student mastery on biweekly assessments. .</p> <p>90% of Teacher will implement lessons daily based</p>	Jacqueline Brown-Lewis-Principal; Dora Franklin, PLC Coach; Jeia Knowles, Optional Curriculum Coordinator; Tracy Lewis, RTI & Instructional Facilitator	04/12/2024	Title One	

	on deliberate practice feedback which will result in a 10% increase in student mastery on biweekly assessments.				
<p>[S 1.2] Provide support to ensure that an effective instructional model is implemented.</p> <p>**Rationale**:</p> <p>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.</p> <p>**Supporting Data: **</p> <p>According to the data, Double Tree's students had a slight rate increase Spring 23, from 14.3% in Spring of 22 to 14.9%. As a school, we moved from a literacy TVAAS Level 3 in 2022 to a TVAAS Level 2 in 2023.</p> <p>Benchmark Indicator</p> <p>**Implementation**</p> <p>**Weekly Classroom walkthrough form**</p> <p>**Weekly PLC Agenda & Sign In Sheet**</p> <p>**Weekly Collaborative Agenda & Sign In Sheet**</p> <p>**Biweekly Data Tracker Form**</p> <p>**Quarterly Data Meeting Form**</p>	<p>[A 1.2.1] Weekly Content Specific Professional Learning Meeting</p> <p>Staff and Admin will participate in weekly content specific meetings centered around teaching strategies that will address the expectation of the standards.</p> <p>**Implementation**</p> <p>Weekly Deliberate practice form with feedback</p> <p>Weekly PLC Meeting and Collaborative Planning Meeting Agenda, Sign-In Sheet, and Notes</p> <p>**Effectiveness**</p> <p>90% of Teachers will implement feedback from deliberate practice daily to increase student proficiency by 10% on common weekly assessments .</p> <p>95% of teachers will attend and participate in weekly PLCs and Collaborative Planning using instructional strategies leading to an increase of proficiency by 10% on quarterly common formative assessments .</p> <p>** **</p>	Jacqueline Brown-Lewis-Principal; Dora Franklin, PLC Coach; Jeia Knowles, Optional Curriculum Coordinator; Tracy Lewis, RTI & Instructional Facilitator	04/12/2024	TAG 4.0	

<p>**Effectiveness**</p> <p>**Weekly Classroom walkthroughs will show at least a 95% of teachers implementing standard aligned lessons daily which ****will increase ****which will result in a 10% increase in student mastery on biweekly assessments. **</p> <p>**Weekly PLCs with Content Admin and Supported Teachers will show 80% teachers using differentiated small-group instruction daily which ****will increase ****which will result in a 10% increase in student mastery on biweekly assessments. **</p> <p>**Weekly Collaborative Data Meetings with Teachers and Administration will show 90% will attend and analyze data in order to make instructional decisions for the upcoming week which ****will increase ****which will result in a 10% increase in student mastery on biweekly assessments. **</p> <p>**Bi-Weekly Data tracking will reflect that students will increase proficiency by 10% on Common Weekly Assessments **</p> <p>**90% of teachers will participate in quarterly data meetings showing student growth on formative assessments with proficiency increase of 10%.**</p>	<p>**aNet- \$41,000**</p> <p>Core Diversified Ongoing Coaching for the 2024-25 School Year - Professional Development on Classroom Management and 2- Session of Phonics Training, 3-Sessions of Teacher Planning and Feedback Sessions, Materials and Planning</p> <p>**Core Diversified - \$20,000**</p> <p>Core Diversified Ongoing Coaching for the 2024-25 School Year - Professional Development on Classroom Management and 2- Session of Phonics Training, 3-Sessions of Teacher Planning and Feedback Sessions, Materials and Planning</p>				
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	<p>[A 1.2.2] Data Digs Staff and Admin will conduct data digs to determine areas for support for students as well as the teacher of record.</p> <p>**Implementation**</p> <p>**Data Analysis Meetings with data trackers**</p> <p>**Weekly PLCs meetings w/ Content Admin and Supported Teachers**</p> <p>**Quarterly Data Meetings**</p> <p>** **</p> <p>**Effectiveness**</p> <p>**90% of teachers will attend and participate in Biweekly Data Meetings and adjust instruction to increase student proficiency by 10%.**</p> <p>**90% of teachers will attend and participate in Weekly PLC Meetings to learn instructional strategies to increase student proficiency by 10%.**</p> <p>**90% of teachers will attend and participate in Quarterly Data Meetings to discuss student proficiency.**</p> <p>** **</p>	<p>Jacqueline Brown-Lewis-Principal; Dora Franklin, PLC Coach; Jeia Knowles, Optional Curriculum Coordinator; Tracy Lewis, RTI & Instructional Facilitator</p>	<p>04/12/2024</p>	<p>Title One</p>	

	<p>[A 1.2.3] DDI (Data Documentation Initiative) Cycle</p> <p>Teachers will use the PLC Planning Document to plan and execute standard aligned lessons, with intentionality and focus on the DDI Cycle, in order to promote mastery of TN state standards.</p> <p>**Implementation**</p> <p>**Data Analysis Meetings with data trackers**</p> <p>**Weekly PLCs meetings w/ Content Admin and Supported Teachers**</p> <p>**Quarterly Data Meetings**</p> <p>** **</p> <p>**Effectiveness**</p> <p>**Data tracking will reflect that students will increase ****proficiency by**** 10% on Biweekly Common Formative Assessments.**</p> <p>**Students will increase proficiency by 10% on Biweekly CFAs using Instructional Strategies learned and practiced in Weekly PLCs. **</p> <p>**Students will increase proficiency by 10% on District CFAs (Fall to Winter, Winter to Spring) using Instructional Strategies learned and practiced in Weekly PLCs.**</p>	Jacqueline Brown-Lewis-Principal; Dora Franklin, PLC Coach; Jeia Knowles, Optional Curriculum Coordinator; Tracy Lewis, RTI & Instructional Facilitator	04/12/2024	Title One	
<p>[S 1.3] Targeted Intervention and Personalized Learning-Provide additional support for students who are failing to make academic progress.</p> <p>**Rationale:**</p>	<p>[A 1.3.1] Personalized Instructional Goals</p> <p>Provide additional professional development, which will address teachers' understanding of the goal of each standard, and strategies to ensure that students are able to master the goal of each standard.</p>	Jacqueline Brown-Lewis-Principal; Dora Franklin, PLC Coach; Jeia Knowles,	04/12/2024	Title One	

<p>Provide academic interventions, personalized learning activities, an individualized learning pace, and various instructional approaches designed to meet the needs of specific learners to improve student achievement.</p> <p>**Supporting Data:**</p> <p>According to the data, Double Tree's students had a slight rate increase Spring 23, from 14.3% in Spring of 22 to 14.9%. As a school, we moved from a literacy TVAAS Level 1 in 2022 to a TVAAS Level 2 in 2023.</p> <p>Benchmark Indicator Implementation</p> <p>Weekly Fidelity Checklist Form</p> <p>Monthly Intervention Data Meeting agenda and sign-in</p> <p>Monthly RTI PD agenda and sign-in</p> <p>Effectiveness</p> <p>10% increase in student deficit areas on Quarterly Benchmark assessment (Fall to Winter, Winter to Spring)</p> <p>10% of Intervention students will move up a Tier or progress to the next deficit area each month.</p> <p>100% of teachers will attend and participate in RTI PD Meetings each month leading to 10% increase in students achievement on quarterly CFA Assessments.</p>	<p>**Implementation**</p> <p>Weekly walkthroughs with feedback</p> <p>Deliberate practice with feedback</p> <p>Weekly PLCs with Content Admin and Supported Teacher</p> <p>Weekly Collaborative Planning Meetings with Teachers and Administration</p> <p>**Effectiveness**</p> <p>100 % of teachers implementing standard aligned lessons Daily.</p> <p>100% of teachers deliver lesson based on feedback from deliberate practice daily.</p> <p>Quarterly student growth on formative assessments with proficiency increase of 10%.</p> <p>80% or more teachers score level 3 or higher on TEM observation rubric each semester.</p>	<p>Optional Curriculum Coordinator; Tracy Lewis, RTI & Instructional Facilitator</p>			
	<p>[A 1.3.2] Feedback</p> <p>* Provide immediate and accurate feedback to educators after formal or informal observations.</p>	<p>Jacqueline Brown-Lewis-Principal; Dora</p>	<p>03/29/2024</p>	<p>Title One</p>	

	<p>Provide multiple opportunities for parents and community partners to participate in monthly meetings to support teacher and student goals.</p> <p>Implementation</p> <p>Weekly Deliberate practice with feedback</p> <p>Weekly PLCs with Content Admin and Supported Teacher</p> <p>Weekly Collaborative Planning Meetings with Teachers and Administration</p> <p>Effectiveness</p> <p>90% of Teachers will implement feedback from deliberate practice daily to increase student proficiency by 10%.</p> <p>95% of teachers will attend and participate in weekly PLCs to use instructional strategies to increase proficiency by 10%.</p> <p>95% of teachers will attend and participate in weekly Collaborative Planning Meetings to increase proficiency by 10%.</p>	<p>Franklin, PLC Coach; Jeia Knowles, Optional Curriculum Coordinator; Tracy Lewis, RTI & Instructional Facilitator</p>			
	<p>[A 1.3.3] Differentiated Instruction **Provide access to ****rigorous**** curriculum, quality core instruction, and differentiated instruction based on students' instructional levels using**** aNet and IXL with smartboards and laptops. ****Provide opportunities for teachers to intervene for remediation and/or intervention.**</p> <p>Implementation</p>	<p>Jacqueline Brown-Lewis-Principal; Dora Franklin, PLC Coach; Jeia Knowles, Optional Curriculum Coordinator; Tracy Lewis,</p>	04/12/2024	<p>TG 4.0</p> <p>TAG 4.0</p>	

	<p>Weekly Data Analysis Meetings with data tracker forms</p> <p>Weekly PLC Meeting and Collaborative Planning Meeting Agenda, Sign In Sheet and Notes</p> <p>Quarterly Data Meeting Agenda, Sign In Sheet and Notes</p> <p>Effectiveness</p> <p>Data tracking will reflect that students will increase proficiency by 10% on Biweekly Common Assessments.</p> <p>Students will increase proficiency by 10% on Biweekly Common Assessments using Instructional Strategies learned and practiced in Weekly PLCs.</p> <p>Students will increase proficiency by 10% on quarterly District CFAs (Fall to Winter, Winter to Spring) using Instructional Strategies learned and practiced in Weekly PLCs.</p> <p>**IXL - \$18,395**</p> <p>**Laptop Carts w/Deployment (\$594.50 x 4)- \$2,378**</p> <p>**Smart Board - \$2,744.00**</p>	<p>RTI & Instructional Facilitator, and All staff</p>			
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	Total: \$23,517.42				

[G 2] Double Tree Elementary will increase student TCAP achievement from 5.9% in Spring 2023 for grades 3-5 to 17.7% in Spring 2024. Our Mastery Connect Data proficiency rates in Spring 2024 will increase from 25.7% to 35.7% in Mathematics.

****Lever of Change:****

Lever 2 - Effective Instruction | Best for All Strategic Plan Alignment: Academics

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.

****Goal:****

G4 - Build teacher capacity and content knowledge so that instruction reflects District's four instructional practice expectations from 47.6% in Spring 2023 to minimum of 70% in 2024 on walkthroughs.

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 Teachers will plan and execute standard aligned lessons with intentionality and focus (data-informed	[A 2.1.1] Data Teams Staff and Admin will create data teams centered around data based on standards of struggle and	Jacqueline Brown-Lewis-Principal; Dora	04/12/2024	Title One	

<p>instruction) to provide daily access to a rigorous math curriculum that will develop students' engagement in important content, build on prior knowledge (pre-requisite skills), and promote mastery of TN Standards to ensure students are career and college ready.</p> <p>**Rationale: **</p> <p>Provide daily access to a rigorous Math curriculum that will develop students' deep understanding of the content, strengthen their ability to interact with contextualized math problems, and promote mastery of TN Standards to ensure students are career and college ready.</p> <p>**Supporting Data: **</p> <p>According to the data, Double Tree's third grade students scoring on track and mastery increased from 1.9% in Spring 2022 to 3.7% Spring 2023.</p> <p>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.</p> <p>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.</p>	<p>student performance to help increase mastery of standards.</p> <p>**Implementation: **</p> <p>Biweekly Data Analysis Meetings utilizing data trackers.</p> <p>Weekly PLCs meetings w/ Content Admin and Supported Teachers centered around research-based strategies.</p> <p>**Effectiveness**</p> <p>Biweekly Common Assessments will show a 10% increase in student mastery of standards aligned assessment.</p> <p>Weekly Tier classroom walk throughs will show at least 85% of teachers implementing research-based strategies from the previous week's PLC.</p>	<p>Franklin, PLC Coach; Jeia Knowles, Optional Curriculum Coordinator; Tracy Lewis, RTI & Instructional Facilitator</p>			
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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 Microsoft Teams. 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.

****Implementation ****

Weekly PLCs with Content Admin with meeting sign in sheets

Biweekly Common Classroom Assessments

Quarterly Formative Assessments

****Effectiveness****

Weekly classroom walkthroughs with 80% of teacher implementing instructional practices

Students will increase proficiency by 5% on biweekly standard based common classroom assessments.

Quarterly District Formative Assessments will show a 5% increase in the number of students who are meeting or exceeding the standard fall 2023 to

winter 2023 and winter 2023 to spring 2024. ** **					
	<p>[A 2.1.2] Purchasing Materials and Resources Students and Teachers will be provided with resources and materials to support instruction and increase student engagement in the Math classrooms. Teachers will be provided smartboards, carts, software, station and center activities, and workbooks as supports for classroom academic instruction in Math. Teachers will use materials to store student devices, model lessons, and engage students in rigorous learning opportunities using whole and small group instruction.</p> <p>Implementation:</p> <p>Weekly Data Meetings (Power points/ Sign in/Agenda)</p> <p>Monthly Title 1 Budget documents</p> <p>Weekly PLC meetings (Power points/ Sign in/Agenda)</p> <p>Effectiveness:</p> <p>Data meetings will show that implementing the use of purchased materials will lead to 50% of our students mastering standards based on a 15% increase of students achievement on weekly/biweekly assessments.</p> <p>Monthly Title 1 Budget Documents will show 50% of Title 1 funds spent by Dec. 2024 and 100% of the funds spent by April 2025.</p> <p>100% of teachers will attend and participate in</p>	<p>Jacqueline Brown-Lewis-Principal; Dora Franklin, PLC Coach; Jeia Knowles, Optional Curriculum Coordinator; Tracy Lewis, RTI & Instructional Facilitator</p>	04/12/2024	Title One	

	weekly PLC meetings and utilize resources to support student mastery of standards with 30% of students increasing achievement by 10% on quarterly common formative assessments.				
	<p>[A 2.1.3] Content Aligned Professional Learning Community Meetings/ Collaborative Planning</p> <p>Staff and all Admin will meet to plan lessons around the expectations of the standards weekly every week to address deficits found in the data.</p> <p>**Implementation:**</p> <p>Weekly Classroom walkthroughs to identify trends.</p> <p>Weekly lesson plan checks with feedback.</p> <p>Weekly Collaborative Planning Meetings with deliberate practice focused on research-based teaching strategies.</p> <p>**Effectiveness:**</p> <p>90% of teachers will implement specified look-for based on the classroom walk-through forms daily which will result in a 10% increase in student mastery on biweekly assessments. .</p> <p>80% of Teachers will modify and implement lessons plans based on feedback given during collaborative planning sessions weekly which will result in a 10% increase in student mastery on biweekly assessments. .</p> <p>90% of Teacher will implement lessons daily based on deliberate practice feedback which will result in a 10% increase in student mastery on biweekly assessments. .</p>	<p>Jacqueline Brown-Lewis-Principal; Dora Franklin, PLC Coach; Jeia Knowles, Optional Curriculum Coordinator; Tracy Lewis, RTI & Instructional Facilitator</p>	04/12/2024	Title One	

<p>[S 2.2] Provide support to ensure that an effective instructional model is implemented.</p> <p>**Rationale:**</p> <p>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.</p> <p>**Supporting Data: **</p> <p>According to the data, Double Tree's third grade students scoring on track and mastery increased from 1.9% in Spring 2022 to 3.7% Spring 2023.</p> <p>Benchmark Indicator</p> <p>**Implementation**</p> <p>**Weekly Classroom walkthrough form**</p> <p>**Weekly PLC Agenda & Sign In Sheet**</p> <p>**Weekly Collaborative Agenda & Sign In Sheet**</p> <p>**Bi-Weekly Data Tracker Form**</p> <p>**Quarterly Data Meeting Form**</p> <p>**Effectiveness**</p> <p>**Classroom walkthroughs will show at least a 95% of teachers implementing standard aligned lessons daily which will increase which will result in a 10% increase in student mastery on biweekly assessments. **</p>	<p>[A 2.2.1] Weekly Content Specific Professional Learning Meeting</p> <p>Staff and Admin will participate in weekly content specific meetings centered around teaching strategies that will address the expectation of the standards.</p> <p>**Implementation**</p> <p>Weekly Deliberate practice with feedback</p> <p>Weekly PLCs with Content Admin and Supported Teacher</p> <p>Weekly Collaborative Planning Meetings with Teachers and Administration</p> <p>**Effectiveness**</p> <p>90% of Teachers will implement feedback from deliberate practice daily to increase student proficiency by 10%.</p> <p>95% of teachers will attend and participate in weekly PLCs to use instructional strategies to increase proficiency by 10%.</p> <p>95% of teachers will attend and participate in weekly Collaborative Planning Meetings to increase proficiency by 10%.</p>	<p>Jacqueline Brown-Lewis-Principal; Dora Franklin, PLC Coach; Jeia Knowles, Optional Curriculum Coordinator; Tracy Lewis, RTI & Instructional Facilitator</p>	<p>04/12/2024</p>	<p>Title One</p>	
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<p>**PLCs with Content Admin and Supported Teachers will show 80% teachers using differentiated small-group instruction daily which will increase which will result in a 10% increase in student mastery on biweekly assessments. **</p> <p>**Collaborative Data Meetings with Teachers and Administration will show 90% will attend and analyze data in order to make instructional decisions for the upcoming week which will increase which will result in a 10% increase in student mastery on biweekly assessments. **</p> <p>**Bi-Weekly Data tracking will reflect that students will increase proficiency by 10% on Common Weekly Assessments **</p> <p>**90% of teachers will participate in quarterly data meetings showing student growth on formative assessments with proficiency increase of 10%. **</p>					
	<p>[A 2.2.2] Data Digs Staff and Admin will conduct data digs to determine areas for support for students as well as the teacher of record.</p> <p>**Implementation**</p> <p>Data Analysis Meetings with data trackers</p> <p>Weekly PLCs meetings w/ Content Admin and Supported Teachers</p> <p>Quarterly Data Meetings</p> <p>**Effectiveness**</p>	<p>Jacqueline Brown-Lewis-Principal; Dora Franklin, PLC Coach; Jeia Knowles, Optional Curriculum Coordinator; Tracy Lewis, RTI & Instructional Facilitator</p>	04/12/2024	Title One	

	<p>90% of teachers will attend and participate in Biweekly Data Meetings and adjust instruction to increase student proficiency by 10%.</p> <p>90% of teachers will attend and participate in Weekly PLC Meetings to learn instructional strategies to increase student proficiency by 10%.</p> <p>90% of teachers will attend and participate in Quarterly Data Meetings to discuss student proficiency.</p>				
	<p>[A 2.2.3] DDI (Data Documentation Initiative) Cycle</p> <p>Teachers will use the PLC Planning Document to plan and execute standard aligned lessons, with intentionality and focus on the DDI Cycle, in order to promote mastery of TN state standards.</p> <p>Implementation</p> <p>Weekly Data Analysis Meetings with data trackers</p> <p>Weekly PLC Meeting and Collaborative Planning Meeting Agenda, Sign-In Sheet, and Notes</p> <p>Quarterly Math Data Meeting Agenda, Sign-In Sheet, and Notes</p> <p>Effectiveness</p> <p>Data tracking will reflect that students will increase proficiency by 10% on Biweekly Common Formative Assessments.</p> <p>Students will increase proficiency by 10% on Biweekly Common weekly Assessments using Instructional Strategies learned and practiced in Weekly PLCs.</p>	<p>Jacqueline Brown-Lewis-Principal; Dora Franklin, PLC Coach; Jeia Knowles, Optional Curriculum Coordinator; Tracy Lewis, RTI & Instructional Facilitator</p>	04/12/2024	TAG 4.0	

	<p>Students will increase proficiency by 10% on District CFAs (Fall to Winter, Winter to Spring) using Instructional Strategies learned and practiced in Weekly PLCs.</p> <p>**aNet- \$41,000**</p> <p>Core Diversified Ongoing Coaching for the 2024-25 School Year - Professional Development on Classroom Management and 2- Session of Phonics Training, 3-Sessions of Teacher Planning and Feedback Sessions, Materials and Planning</p> <p>**Core Diversified - \$20,000**</p> <p>Core Diversified Ongoing Coaching for the 2024-25 School Year - Professional Development on Classroom Management and 2- Session of Phonics Training, 3-Sessions of Teacher Planning and Feedback Sessions, Materials and Planning</p> <p>** Total: \$61,000**</p>				
<p>[S 2.3] Targeted Interventions and Personalized Learning for students failing to make academic progress.</p> <p>Provide academic interventions, personalized learning activities, an individualized learning pace, and various instructional approaches designed to meet the needs of specific learners to improve student achievement.</p>	<p>[A 2.3.1] Personalized Instructional Goals</p> <p>Provide additional professional development, which will address teachers' understanding of the goal of each standard, and strategies to ensure that students are able to master the goal of each standard.</p> <p>Implementation</p>	<p>Jacqueline Brown-Lewis-Principal; Dora Franklin, PLC Coach; Jeia Knowles, Optional Curriculum</p>	<p>04/12/2024</p>	<p>Title One</p>	

<p>**Rationale**:</p> <p>Provide daily access to a rigorous Math curriculum that will develop students' deep understanding of the content, strengthen their ability to interact with contextualized math problems, and promote mastery of TN Standards to ensure students are career and college ready.</p> <p>**Supporting Data: **</p> <p>According to the data, Double Tree's third grade students scoring on track and mastery increased from 1.9% in Spring 2022 to 3.7% Spring 2023.</p> <p>Benchmark Indicator Implementation</p> <p>Weekly Fidelity Checklist Form</p> <p>Monthly Intervention Data Meetings Agenda and Sign In</p> <p>Monthly RTI PD Agenda and Sign In</p> <p>Effectiveness</p> <p>10% increase in student deficit areas on Quarterly Benchmark assessment (Fall to Winter, Winter to Spring)</p> <p>10% of Intervention students will move up a Tier or progress to the next deficit area, or progress to Tier I instruction each month</p> <p>100% of teachers will attend and participate in RTI PD Meetings each month leading to 10% increase</p>	<p>Weekly walkthroughs with feedback</p> <p>Deliberate practice with feedback</p> <p>Weekly PLCs with Content Admin and Supported Teacher</p> <p>Weekly Collaborative Planning Meetings with Teachers and Administration</p> <p>Effectiveness</p> <p>100 % of teachers implementing standard aligned lessons Daily.</p> <p>100% of teachers deliver lesson based on feedback from deliberate practice daily.</p> <p>Quarterly student growth on formative assessments with proficiency increase of 10%.</p> <p>80% or more teachers score level 3 or higher on TEM observation rubric each semester.</p>	<p>Coordinator; Tracy Lewis, RTI & Instructional Facilitator</p>			
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in student achievement on quarterly CFA assessments.					
	<p>[A 2.3.2] Feedback * Provide immediate and accurate feedback to educators after formal or informal observations. Provide multiple opportunities for parents and community partners to participate in monthly meetings to support teacher and student goals.</p> <p>Implementation</p> <p>Weekly Deliberate practice with feedback</p> <p>Weekly PLCs with Content Admin and Supported Teacher</p> <p>Weekly Collaborative Planning Meetings with Teachers and Administration</p> <p>Effectiveness</p> <p>90% of Teachers will implement feedback from deliberate practice daily to increase student proficiency by 10%.</p> <p>95% of teachers will attend and participate in weekly PLCs to use instructional strategies to increase proficiency by 10%.</p> <p>95% of teachers will attend and participate in weekly Collaborative Planning Meetings to increase proficiency by 10%.</p>	Jacqueline Brown-Lewis-Principal; Dora Franklin, PLC Coach; Jeia Knowles, Optional Curriculum Coordinator; Tracy Lewis, RTI & Instructional Facilitator	04/12/2024	Title One	
	<p>[A 2.3.3] Differentiated Instruction **Provide access to ****rigorous**** curriculum, quality core instruction, and differentiated instruction based on students' instructional levels using**** aNet and IXL with smartboards and laptops. ****Provide opportunities for teachers to intervene for remediation and/or intervention.**</p>	Jacqueline Brown-Lewis-Principal; Dora Franklin, PLC Coach; Jeia Knowles, Optional	04/12/2024	TAG 4.0	

	<p>Implementation</p> <p>Data Analysis Meetings with data tracker forms</p> <p>Weekly PLC Meeting and Collaborative Planning Meeting Agenda, Sign In Sheet and Notes</p> <p>Quarterly Data Meetings Agenda, Sign In Sheet and Notes</p> <p>Effectiveness</p> <p>Data tracking will reflect that students will increase proficiency by 10% on Biweekly Common Formative Assessments.</p> <p>Students will increase proficiency by 10% on Biweekly CFAs using Instructional Strategies learned and practiced in Weekly PLCs.</p> <p>Students will increase proficiency by 10% on District CFAs (Fall to Winter, Winter to Spring) using Instructional Strategies learned and practiced in Weekly PLCs.</p> <p>**IXL - \$18,395**</p> <p>**Laptop Carts w/Deployment (\$594.50 x 4)- \$2,378**</p> <p>**Smart Board - \$2,744.00**</p> <p>**Total: \$23,517.42**</p>	Curriculum Coordinator; Tracy Lewis, RTI & Instructional Facilitator			
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[G 3] Double Tree Elementary School will increase school level interventions and supports (progressive discipline), to decrease suspension rates by 5% and increase positive behavior and attendance.

****Lever of Change:****

****Lever 3 - Student Support and Services | Best for All 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.

**Goal: **

G1 Priority schools will reduce chronic absenteeism rates from approximately 31% in 2023 to approximately 26% in 2024 with clearly defined systems and operating procedures for monitoring identified at-risk and chronically absent students weekly.

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. Rationale: Empower students to use social skills to improve	[A 3.1.1] Monitor Discipline Reports Administration will use student discipline reports every 20 day reporting period to assist in monitoring students behavior and effectiveness behavioral interventions and supports, as well as, evaluate the measures aimed at reducing student discipline incidents.	Jacqueline Brown-Lewis-Principal; Dora Franklin, PLC Coach; Betty Sanders, Counselor; Taylor Norman, Family	05/17/2024	Title One	

<p>self awareness and positive behavior that will increase academic performance and attendance.</p> <p>Supporting Data:</p> <p>According to the data, Double Tree's students had a rate decrease in Spring 22, from 10.6% to Spring of 23 to 6.7%. As a school, we implemented SEL lessons weekly and implemented incentive based programs to decrease suspension rate.</p> <p>Benchmark Indicator Implementation</p> <p>20 day incentive based programs and intervention support</p> <p>Meet monthly with RTI2B team to identify trends, action steps and intervention.</p> <p>Monthly check in and mentoring program implemented</p> <p>Effectiveness</p> <p>Decrease in student suspension rate by 5% every 20 days.</p> <p>Decrease in student repeat offenders/discipline referrals/classroom incidents rate by 5% monthly.</p> <p>Increase daily positive behavior points by 5% monthly.</p>	<p>Implementation</p> <p>Weekly SEL lessons taught to students to reintegrate the school expectation and teach social skills.</p> <p>20 day data team meetings with RTI2B team to monitor behavior.</p> <p>20 day incentive and Tier 2 check ins to monitor behavior.</p> <p>Effectiveness</p> <p>Decrease in student suspension rate by 5% every 20 days.</p> <p>Decrease in student repeat offenders/discipline referrals/classroom incidents rate by 5% monthly.</p> <p>Increase daily positive behavior points by 5% monthly.</p>	Engagement Specialist			
	<p>[A 3.1.2] Targeted Behavior Tracker Interventions</p> <p>Teachers will be Implement targeted interventions and support programs and initiatives to address identified behavioral needs. Teacher will use Behavioral Tracking system to provide students appropriate supports and incentives from improving</p>	Jacqueline Brown-Lewis-Principal; Dora Franklin, PLC Coach; Jeia Knowles, Optional	05/17/2024	Title One	

	<p>behavior using Class DoJo and a Tier II Behavior tracker.</p> <p>** **</p> <p>Implementation</p> <p>20 day data team meetings with RTI2B team to monitor behavior.</p> <p>20 day incentive and Tier 2 check ins to monitor behavior.</p> <p>Effectiveness</p> <p>Decrease in student repeat offenders/discipline referrals/classroom incidents rate by 5% monthly.</p> <p>Increase daily positive behavior points by 5% monthly.</p>	Curriculum Coordinator; Tracy Lewis, RTI & Instructional Facilitator; Betty Sanders, Counselor			
	<p>[A 3.1.3] Establish a Positive Climate through Classroom management Professional Development</p> <p>Double Tree Elementary School will cultivate a positive climate to ensure that school environments are safe and conducive for instruction by explaining the expectations, rewards, and consequences system. Students with positive behaviors will be rewarded every 20 days. Teachers will learn various classroom management techniques through professional development provided by the Instructional Leadership Team and/or Administration.</p> <p>**Implementation **</p>	Jacqueline Brown-Lewis-Principal; Dora Franklin, PLC Coach; Jeia Knowles, Optional Curriculum Coordinator; Tracy Lewis, RTI & Instructional Facilitator; Betty Sanders, Counselor	05/24/2024	Title One	

	<p>**Provide classroom management training and resources for teachers monthly. **</p> <p>** Monthly community partnership/community service projects to support expose students to social/emotional learning skills. **</p> <p>**20 day incentive and Tier 2 check ins. **</p> <p>**Effectiveness**</p> <p>**100% of teachers implementing strategies learned in classroom management trainings daily. **</p> <p>**Decrease office referrals by 10% monthly.**</p> <p>**Increase daily positive behavior points by 5% monthly.**</p>				
<p>[S 3.2] Professional Development Rationale:</p> <p>Empower teachers to learn new techniques and strategies that can help teachers be more effective in the classroom.</p> <p>Supporting Data:</p> <p>According to the data, Double Tree's students had a rate decrease in Spring 22, from 10.6% to Spring of 23 to 6.7%. As a school, we implemented SEL lessons weekly and implemented incentive based programs to decrease suspension rate.</p> <p>Benchmark Indicator **Implementation**</p> <p>Provide classroom management training and resources for teachers monthly.</p>	<p>[A 3.2.1] Discipline and Attendance Reports to Parents Student discipline and attendance reports 20-day reporting cycle will be used to measure impact of changed practices as a result of professional development.</p> <p>Implementation</p> <p>Provide classroom management training feedback monthly.</p> <p>Parent Meeting about 20 day incentive and Tier 2 check ins.</p>	<p>Jacqueline Brown-Lewis-Principal; Dora Franklin, PLC Coach; Jeia Knowles, Optional Curriculum Coordinator; Tracy Lewis, RTI & Instructional Facilitator; Betty Sanders, Counselor, Taylor Norman, Family Engagement Specialist</p>	05/24/2024	Title One	

<p>Monthly community partnership/community service projects to support expose students to social/emotional learning skills.</p> <p>20 day incentive and Tier 2 check ins.</p> <p>**Effectiveness**</p> <p>100% of teachers implementing strategies learned in classroom management trainings daily.</p> <p>Decrease office referrals by 10% monthly.</p> <p>Increase daily positive behavior points by 5% monthly.</p>	<p>Effectiveness</p> <p>Inform 100% of parents about strategies implemented to improve classroom management daily.</p> <p>Increase Parent Involvement by 5% monthly.</p>				
	<p>[A 3.2.2] Fidelity Checks</p> <p>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.</p> <p>**Implementation **</p> <p>**Weekly Classroom walkthroughs looking for use of classroom management strategies **</p> <p>**20 day data team meeting to discuss trends, action steps and interventions**</p>	<p>Jacqueline Brown-Lewis-Principal; Dora Franklin, PLC Coach; Jeia Knowles, Optional Curriculum Coordinator; Tracy Lewis, RTI & Instructional Facilitator; Betty Sanders, Counselor, Taylor Norman, Family Engagement Specialist</p>	05/24/2024	Title One	

	<p>**Effectiveness**</p> <p>**100% of teachers utilizing classroom mangement strategies daily to decrease office referrals by 5%.**</p> <p>**Decrease monthly student referrals by 5%.**</p>				
	<p>[A 3.2.3] Tier II Discipline Trackers Administration will identify Tier II behavior students and track their behavior after putting supports in place for the students to improve behavior.</p> <p>Implementation</p> <p>Provide Tier II classroom management training and resources for teachers monthly.</p> <p>Monthly community partnership/community service projects to support expose students to social/emotional learning skills.</p> <p>20 day incentive and Tier 2 check ins.</p> <p>Effectiveness</p> <p>100% of teachers implementing Tier II strategies learned in classroom management trainings daily.</p> <p>Decrease office referrals by 10% monthly.</p> <p>Increase daily positive behavior points by 5% monthly.</p>	<p>Jacqueline Brown-Lewis-Principal; Dora Franklin, PLC Coach; Jeia Knowles, Optional Curriculum Coordinator; Tracy Lewis, RTI & Instructional Facilitator; Betty Sanders, Counselor, Taylor Norman, Family Engagement Specialist</p>	05/24/2024	Title One	

<p>[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.</p> <p>**Rationale: **</p> <p>Keeping a direct connection between teachers and their families improves relationships and attendance while decreasing behavior incidence.</p> <p>**Supporting Data: **</p> <p>According to the data, Double Tree's students had a rate decrease in Spring 22, from 10.6% to Spring of 23 to 6.7%. As a school, we implemented SEL lessons weekly and implemented incentive based programs to decrease suspension rate.</p> <p>Benchmark Indicator Review 20-day student attendance reports at the end of each semester to determine the impact after engagement events.</p> <p>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.</p> <p>Evidence of parent participation in decisions relating to the education of their children and collaboration efforts on district level topics through monthly parent surveys.</p> <p>Conduct a semi-annual adopter surveys to monitor their impact on students' success by way of their contributions of resources and time.</p> <p>**Implementation**</p>	<p>[A 3.3.1] Establish Relationships Double Tree Elem Administrative team will establish relationship(s) with local organizations who can provide learning opportunities for parents, community stakeholders, and teachers.</p> <p>**Implementation**</p> <p>Daily updates in class dojo to keep families engage in school events and student behavior.</p> <p>Weekly newsletters to keep families informed on calendar events and activities.</p> <p>Monthly Title 1 meetings to inform parents of school data and ways to support.</p> <p>Stakeholder recognition of the month for their support to improve climate and culture.</p> <p>**Effectiveness**</p> <p>Increase family engagement monthly by 10%.</p> <p>Keep family involved monthly to support student performance by 10%.</p> <p>Build positive relationships monthly between staff and families by 10%.</p> <p>Stakeholder insolvent increase by 5% monthly.</p>	<p>Jacqueline Brown-Lewis-Principal; Dora Franklin, PLC Coach; Jeia Knowles, Optional Curriculum Coordinator; Tracy Lewis, RTI & Instructional Facilitator; Betty Sanders, Counselor, Taylor Norman, Family Engagement Specialist</p>	<p>05/12/2023</p>	<p>Title One</p>	
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<p>**Daily updates in class dojo to keep families engage in school events and student behavior. **</p> <p>**Weekly newsletters to keep families informed on calendar events and activities. **</p> <p>**Monthly Title 1 meetings to inform parents of school data and ways to support. **</p> <p>**Effectiveness**</p> <p>**Parent involvement will increase by 5% each month. **</p> <p>**Keep family involved 100% of the time to support student performance monthly. **</p> <p>**Build positive relationships between staff and families.**</p>					
	<p>[A 3.3.2] Communication</p> <p>* Double Tree Elem Administrative team will establish and maintain communications with parents, stakeholders, using a variety of platforms, as well as, teachers involving additional support for students as well as additional learning opportunities.</p> <p>**Implementation**</p> <p>Daily updates in class dojo to keep families engage in school events and student behavior.</p> <p>Weekly newsletters to keep families informed on calendar events and activities.</p> <p>Monthly Title 1 meetings to inform parents of school data and ways to support.</p>	<p>Jacqueline Brown-Lewis-Principal; Dora Franklin, PLC Coach; Jeia Knowles, Optional Curriculum Coordinator; Tracy Lewis, RTI & Instructional Facilitator; Betty Sanders, Counselor, Taylor Norman, Family Engagement Specialist</p>	05/24/2024	Title One	

	<p>**Effectiveness**</p> <p>Increase family engagement monthly by 10%.</p> <p>Keep family involved monthly to support student performance by 10%.</p> <p>Build positive relationships monthly between staff and families by 10%.</p>				
	<p>[A 3.3.3] Community Partnerships Double Tree Elementary School's Admin team opportunities to link students and families to resources from community partners that deal with social emotional issues.</p> <p>**Implementation**</p> <p>Daily updates in class dojo to keep families engage in school events and student behavior.</p> <p>Weekly newsletters to keep families informed on calendar events and activities.</p> <p>Reaching out to community stakeholder and parents to attend Monthly Title 1 meetings to inform of school data and ways to support.</p> <p>Invite community partners to attend monthly meetings (Attendance and RTI2B)</p> <p>**Effectiveness**</p>	<p>Jacqueline Brown-Lewis-Principal; Dora Franklin, PLC Coach; Jeia Knowles, Optional Curriculum Coordinator; Tracy Lewis, RTI & Instructional Facilitator; Betty Sanders, Counselor, Taylor Norman, Family Engagement Specialist</p>	05/24/2024	Title One	

	<p>Increase family engagement monthly by 5%.</p> <p>90% family involvement during monthly school activities and community service project.</p> <p>Build positive relationships monthly between staff and families by 10%.</p> <p>Build positive relationships between community partnerships and the school by 5% monthly.</p>				
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[G 4] In Early Literacy, we will increase our literacy rate on the TCAP State Assessment from 9.8%, in Spring 2023, to 10.8%, in Spring 2024.

In Early Literacy, we will increase our literacy rate on the TCAP State Assessment from 19.0%, in Spring 2022, to 29%, in Spring 2024.

To address the requirements of the Third Grade Commitment, by Spring 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 (I-Ready) with a Lexile level of 350 in the fall to 485 by spring.

****Lever of Change:****

Lever 2 - Effective Instruction | Best for All Strategic Plan Alignment: Academics

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.

****District Turn Around Plan Goal:****

G4 - Build teacher capacity and content knowledge so that instruction reflects District's four instructional practice expectations from 47.6% in Spring 2023 to minimum of 70% in 2024 on walkthroughs.

Performance Measure

By June 2024, 40% of third grade students score proficient or advanced on the TN Ready assessment. 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 (iReady) 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
<p>[S 4.1] Professional Learning</p> <p>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.</p> <p>**Rationale**</p> <p>Provide daily access to a rigorous reading/language arts curriculum that will develop students' deep understanding of the content, strengthen early literacy skills, and promote mastery of TN Standards to ensure students are career and college ready.</p> <p>**Supporting Data: **</p> <p>According to iReady data, Double Tree's students had a rate increase Spring 23, from 43% in Spring of 22 to 45% in Spring 2023.</p> <p>Benchmark Indicator</p> <p>Implementation</p>	<p>[A 4.1.1] Identify Teacher Need</p> <p>Administration will conduct observation on teachers' classroom to determine the area in which teachers need strengthening to build student capacity.</p> <p>**Implementation**</p> <p>Monthly Teacher Surveys to identify teacher Professional Development Needs</p> <p>Weekly PLCs with Content Admin and Supported Teachers</p> <p>Weekly Classroom Walkthroughs</p> <p>**Effectiveness**</p> <p>85% of teachers will implement learned strategies during 100% of the instructional time resulting in an 10% increase in student mastery on quarterly CFAs.</p>	Jacqueline Brown-Lewis-Principal; Dora Franklin, PLC Coach; Tracy Lewis, Instructional Facilitator; Jeia Knowles, Optional Coordinator	04/12/2024	Title One	

<p>Weekly Classroom walkthroughs</p> <p>Weekly PLCs with Content Admin and Teacher</p> <p>Weekly Collaborative Data Meetings with Teachers and Administration</p> <p>Effectiveness</p> <p>Weekly Classroom walkthroughs will show at least a 95% of teachers implementing standard aligned lessons daily which will result in a 10% increase in student mastery on biweekly assessments.</p> <p>Weekly PLCs with Content Admin and Teachers will show 80% teachers using differentiated small-group instruction daily which will result in a 10% increase in student mastery on biweekly assessments.</p> <p>Weekly Collaborative Data Meetings with Teachers and Administration will show 90% of teachers will attend and analyze data in order to make instructional decisions for the upcoming week that will lead to student growth by 5% on District CFAs.</p>					
	<p>[A 4.1.2] Unpacking State Standard Provide teachers with professional development to teach them how to understand and teach the state standards, so they will understand what the standard requires students to know and be able to do, upon completion of the standard.</p> <p>Implementation</p> <p>Weekly Classroom walkthroughs</p>	<p>Jacqueline Brown-Lewis-Principal; Dora Franklin, PLC Coach; Tracy Lewis, Instructional Facilitator; Jeia Knowles, Optional Coordinator</p>	02/29/2024	Title One	

	<p>Weekly PLCs with Content Admin and Supported Teachers</p> <p>Biweekly Common Formative Assessments</p> <p>Effectiveness</p> <p>Monthly Schoolwide Student Data Trackers increase of 10%.</p> <p>Monthly Teacher Survey increase by 10%.</p> <p>Quarterly District Formative Assessments increase by 10%.</p>				
	<p>[A 4.1.3] Planning Practice Teachers will use the PLC Planning Document to plan and execute standard aligned lessons, with intentionality and focus on the DDI Cycle, in order to promote mastery of TN state standards.</p> <p>Implementation</p> <p>Weekly Classroom walkthroughs</p> <p>Weekly PLCs with Content Admin and Supported Teachers</p> <p>Biweekly Common Formative Assessments</p> <p>Effectiveness</p> <p>Monthly Schoolwide Student Data Trackers increase of 10%.</p> <p>Monthly Teacher Survey increase by 10%.</p>	<p>Jacqueline Brown-Lewis-Principal; Dora Franklin, PLC Coach; Tracy Lewis, Instructional Facilitator; Jeia Knowles, Optional Coordinator</p>	05/17/2024	Title One	

	Quarterly District Formative Assessments increase by 10%.				
<p>[S 4.2] 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.</p> <p>Rationale</p> <p>Provide daily access to a rigorous reading/language arts curriculum that will develop students' deep understanding of the content, strengthen early literacy skills, and promote mastery of TN Standards to ensure students are career and college ready.</p> <p>Supporting Data:</p> <p>According to iReady data, Double Tree's students had a rate increase Spring 23, from 43% in Spring of 22 to 45% in Spring 2023.</p> <p>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 classroom observations 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</p> <p>Implementation</p> <p>Assign district professional development to increase teacher's capacity</p> <p>Weekly PLCs meetings w/ Content Admin and Teachers</p>	<p>[A 4.2.1] Side By Side Planning with Literacy Laureate Double Tree Elementary School's Admin Team will 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.</p> <p>Implementation</p> <p>Weekly Classroom walkthroughs to identify trends.</p> <p>Weekly lesson plan checks with feedback.</p> <p>Weekly Collaborative Planning Meetings with deliberate practice focused on research-based teaching strategies.</p> <p>Effectiveness</p> <p>90% of teachers will implement specified look-for based on the classroom walk-through forms daily which will result in a 10% increase in student mastery on biweekly assessments. .</p> <p>80% of Teachers will modify and implement lessons plans based on feedback given during collaborative planning sessions weekly which will result in a 10% increase in student mastery on biweekly assessments.</p> <p>90% of Teacher will implement lessons daily based on deliberate practice feedback which will result in a 10% increase in student mastery on biweekly assessments.</p>	Jacqueline Brown-Lewis-Principal; Dora Franklin, PLC Coach; Tracy Lewis, Instructional Facilitator; Jeia Knowles, Optional Coordinator	05/17/2024	Title One	

<p>Professional development provided by the literacy laureate</p> <p>Effectiveness</p> <p>100% of K-2 Teachers' content knowledge will increase which will result in a 10% increase in student mastery on biweekly assessments.</p> <p>80% of K-2 Students performance in reading will increase which will result in a 10% increase in student mastery on biweekly assessments.</p> <p>80% of K-2 Students' growth scores will show a 5% increase on iReady.</p>					
	<p>[A 4.2.2] Data Collection</p> <p>**Teacher's **will collect data daily, suing a running record while teaching , to determine how to proceed through each phase of the Gradual Release Model.</p> <p>Implementation</p> <p>Data Analysis Meetings with data trackers</p> <p>Weekly PLCs meetings w/ Content Admin and Supported Teachers</p> <p>Quarterly Data Meetings</p> <p>Small group instruction with reteaching strategies being implemented</p> <p>Effectiveness</p> <p>Biweekly Common Formative Assessments scores increase by 10%.</p>	<p>Jacqueline Brown-Lewis-Principal; Dora Franklin, PLC Coach; Tracy Lewis, Instructional Facilitator; Jeia Knowles, Optional Coordinator; teachers</p>	05/17/2024	Title One	

	<p>Daily Tiered students small group instruction increase by 10%.</p> <p>Daily Differentiate instruction to support student success by 10%.</p>				
	<p>[A 4.2.3] Professional Learning The administrative and leadership team of Double Tree Elem will provide professional learning opportunities to 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.</p> <p>Implementation</p> <p>Deliberate practice with feedback</p> <p>Weekly PLCs with Content Admin and Supported Teacher</p> <p>Weekly Collaborative Planning Meetings with Teachers and Administration</p> <p>Effectiveness</p> <p>Daily Teacher implement standard aligned lesson to increase proficiency by 10%.</p> <p>Daily use of being used to differentiate instruction to increase proficiency by 10%.</p> <p>Biweekly Student growth on formative assessments by 10%.</p>	<p>Jacqueline Brown-Lewis-Principal; Dora Franklin, PLC Coach; Tracy Lewis, Instructional Facilitator; Jeia Knowles, Optional Coordinator</p>	05/17/2024	Title One	
<p>[S 4.3] Provide additional support for students who are failing to make academic progress.-Small Group Classroom Instruction Rationale</p>	<p>[A 4.3.1] Phonics Rules Teachers will teach and practice the foundational phonics rules that will help students sound out words to read.</p>	<p>Jacqueline Brown-Lewis-Principal; Dora Franklin, PLC</p>	05/17/2024	Title One	

<p>Provide daily access to a rigorous reading/language arts curriculum that will develop students' deep understanding of the content, strengthen early literacy skills, and promote mastery of TN Standards to ensure students are career and college ready.</p> <p>Supporting Data:</p> <p>According to iReady data, Double Tree's students had a rate increase Spring 23, from 43% in Spring of 22 to 45% in Spring 2023.</p> <p>Benchmark Indicator Biweekly review of Small Group Classroom Instruction will be reviewed biweekly via student assessments, benchmark test, and iReady test. Monthly classroom observations will be conducted by the Admin team and ILT to determine implementation of small group instruction for efficiency.</p> <p>Implementation</p> <p>Weekly PLCs Agenda, Sign In Sheet and Notes</p> <p>Quarterly Literacy Laureate Professional Development Agenda, Sign In Sheet, and Notes</p> <p>Effectiveness</p> <p>70% of students will increase proficiency by 10% on the quarterly common formative assessment.</p> <p>Student growth scores increase in iReady by 10% quarterly.</p>	<p>Implementation</p> <p>Weekly PLCs meetings w/ Content Admin and Supported Teachers on Phonics rules and Reading Instruction</p> <p>Monthly Professional development provided by the literacy laureate</p> <p>Effectiveness</p> <p>Weekly PLCs meetings w/ Content Admin and Supported Teachers on Phonics rules and Reading Instruction will show that Student performance in reading increase proficiency by 10%.</p> <p>Monthly Professional development provided by the literacy laureate will show a 10% increase in students growth scores on quarterly Benchmark assessments.</p>	<p>Coach; Tracy Lewis, Instructional Facilitator; Jeia Knowles, Optional Coordinator</p>			
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Teacher foundation skill content knowledge increase proficiency by 10% monthly. ** **					
	<p>[A 4.3.2] Teacher training on small group instruction Teachers will be trained to conduct small group instruction to build student capacity.</p> <p>Implementation</p> <p>Daily small group lessons</p> <p>Weekly PLCs meetings w/ Content Admin and Supported Teachers</p> <p>Biweekly ELA Resource Trainings Meetings</p> <p>Effectiveness</p> <p>Daily small group lessons will show 10% Increase on quarterly benchmark assessments.</p> <p>Weekly PLCs meetings w/ Content Admin and Supported Teachers will show 95% of teachers using small group instruction daily each month.</p> <p>100% of teachers will attend and participate in Biweekly training on Small Group Instruction.</p>	Jacqueline Brown-Lewis-Principal; Dora Franklin, PLC Coach; Tracy Lewis, Instructional Facilitator; Jeia Knowles, Optional Coordinator	02/29/2024	Title One	
	<p>[A 4.3.3] Instructional Resources Teachers will use researched based instructional resources to teach early literacy to students with ABC workbooks.</p> <p>Implementation</p>	Jacqueline Brown-Lewis-Principal; Dora Franklin, PLC Coach; Tracy Lewis, Instructional Facilitator; Jeia Knowles,	05/17/2024	TAG 4.0	

	<p>Daily use of ELA instructional resources observation tool</p> <p>Biweekly Students Reading Readiness Checklist</p> <p>Daily Foundational Skills Lessons Checklist</p> <p>Effectiveness</p> <p>Daily use of ELA instructional resources will show a 10% increase in students' performance on weekly tests.</p> <p>Biweekly Students Reading Readiness Check will show a 10% increase on students' ability to read on grade level weekly.</p> <p>Daily Foundational Skills lessons will show a 10% increase on students' ability to read on grade level weekly.</p> <p>**ABC Books - \$720.42**</p> <p>**Total: \$720.42**</p>	Optional Coordinato			
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