

Grahamwood Elementary Annual Plan (2022 - 2023)

Last Modified at Sep 30, 2022 04:41 PM CDT

[G 1] Reading/Language Arts

Grahamwood Elementary School will increase ELA met plus exceeded proficiency rates in grades 3-5 from 46.8% in 2022, to 50.1% in 2023.

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
<p>[S 1.1] Standard Aligned Core Instruction Provide daily access to a rigorous reading/language arts curriculum that will develop students' deep understanding of the content, strengthen comprehension, and promote mastery of TN Standards to ensure students are career and college ready.</p> <p>Benchmark Indicator **Benchmark Indicator**</p> <p>Students should perform at or above the 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter.</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>District Walkthrough data will be monitored through</p>	<p>[A 1.1.1] Collaborative Planning PLCs Grahamwood will establish in-person collaborative planning PLCs every other week on Thursdays for the purpose of unpacking ELA standards to ensure that teachers have an understanding of the standard in its entirety, understand what students should know and be able to do, ensure task alignment and rigor, anticipate student misconceptions, and unpack the Planning Protocol. Planning tools will include the Reading Prescription, curriculum maps, Wonders materials, iReady materials, Educational Epiphany resources, and additional supplemental resources to accurately prepare lessons.</p>	<p>M. Smith, PLC Coach, C. Fuller, Instructional Facilitator, R. Johnson, Optional Facilitator</p>	<p>05/26/2023</p>		

<p>the district's PD management system (Professional Learning Zone/PLZ) for 80% standard aligned core instructional implementation with fidelity at 2 per teacher per semester.</p> <p>Quarterly review of TEM observation data to monitor educators delivery of standard aligned lessons to the TN Standards.</p>					
	<p>[A 1.1.2] Data/Deliberate Practice PLCs Grahamwood will establish in-person data/deliberate practice PLCs every other Thursday. This PLC will be utilized to analyze student data obtained from formative and summative assessments. Data will be used to reteach, remediate, and enrich. Additionally, this PLC will allow teachers to deliberately practice instructional strategies to improve performance in specific areas.</p>	<p>M. Smith, PLC Coach, C. Fuller, Instructional Facilitator, R. Johnson, Optional Facilitator</p>	<p>05/26/2023</p>		
	<p>[A 1.1.3] Access to Rigorous Curriculum A literacy framework will be provided for teachers. This framework will include the District's Reading Prescription, the plan for Literacy-Rich classrooms, a pacing calendar, curriculum maps, Wonders Curriculum and materials, and Educational Epiphany's ELA supplemental materials for essential knowledge and skills aligned to TN State Standards . We will also provide additional supplemental materials that will enrich the level of rigor that students receive. We will continue to provide school and district level professional development aligned to TN State Standards, the Wonders curriculum, and data informed instruction.</p>	<p>J. Johnson, Principal, M. Smith, PLC Coach</p>	<p>05/26/2023</p>		
	<p>[A 1.1.4] Informal and Formal Observations Administrative, District, and ILT walk-throughs will take place throughout the school year to analyze instructional trends and inform next steps for professional development as well as teacher development and coaching. Formal TEM observations will focus on developing effective classroom teaching strategies and full implementation of the four instructional practices.</p>	<p>J. Johnson, Principal, M. Hope, Asst. Principal, M. Smith, PLC Coach, R. Johnson, Optional Facilitator</p>	<p>04/28/2023</p>		

	We will utilize the district's walk through form and TEM rubrics to provide feedback to teachers in order to ensure instruction is aligned to the TN State Standards and to ensure that evidence-based strategies are used to address varying student needs.				
	<p>[A 1.1.5] Provide Supplemental Resources to Improve Student Achievement</p> <p>Students and teachers will be provided with additional resources such as online resources (BrainPOP); 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.</p>	P. Johnson, Principal, M. Smith, PLC Coach	05/26/2023		
	<p>[A 1.1.6] Supporting Rich Learning Environments</p> <p>Grahamwood will secure supplies, materials, equipment and resources to support ELA academic success.</p>	P. Johnson, Principal, M. Smith, PLC Coach	05/26/2023		
<p>[S 1.2] Professional Development</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>Benchmark Indicator</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 in order to plan</p>	<p>[A 1.2.1] Standards-Based Professional Development</p> <p>Grahamwood will continue to provide high-quality professional development aligned to TN State Standards for all ELA and instructional support teachers, including ELL, SPED, and CLUE. These teachers will have the opportunity to share their newly acquired standards based knowledge and skills with fellow ELA teachers during PLCs and provide school based PD sessions. Teachers will continue to lead PD sessions based on their areas of expertise and teacher needs, according to data sources.</p> <p>Additionally, Professional Learning & Support and Curriculum & Instruction will provide regular training sessions virtually and in person for</p>	M. Smith, PLC Coach, C. Fuller, Instructional Facilitator, R. Johnson, Optional Facilitator	05/26/2023		

<p>professional development support.</p> <p>District Walkthrough data will be monitored through the district's PD management system (Professional Learning Zone/PLZ) and Zoho for 80% standard aligned core instructional implementation with fidelity at 2 per teacher per semester in order to provide individualized professional learning support.</p> <p>Instructional Leadership Team (ILT) meetings are conducted twice each month at 85% attendance to ensure district and school leaders are gaining and sharing knowledge of content, obtaining content support and resources through collaboration, and effectively communicating new information with school-level educators.</p> <p>Zone meetings and small-group ILT sessions are facilitated monthly by Instructional Leadership Directors at 85% attendance to support content lead teachers, PLC Coaches, and administrators with feedback and targeted training that should result in more effective daily instructional practices that should be observed during district walk throughs.</p> <p>Quarterly district-level PD sessions for volunteers and parents to learn effective strategies to help students reach the district's ELA goal.</p> <p>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.</p>	<p>teachers and administrators around strengthening standards-based instruction.</p>				
	<p>[A 1.2.2] Targeted Professional Development Based on ELA data, both formative and summative assessments, we will utilize targeted school-based PD, District PD, and teacher led PD to strengthen instructional practices. Additionally, the district will provide on-going content cadre PD sessions for</p>	<p>M. Smith, PLC Coach, C. Fuller, Instructional Facilitator, R. Johnson,</p>	<p>05/26/2023</p>		

	teachers and leaders based on identified tracks of support as a result TEM ratings.	Optional Facilitator			
	<p>[A 1.2.3] Response to Instruction and Intervention (RTI2) Professional Development</p> <p>Grahamwood will provide ongoing development around administering the universal screener (Fall, Winter, and Spring), giving benchmark assessments, determining and monitoring student progress, and making adjustments based on student performance in the deficit area.</p>	R. Davis, Interventionist, K. Henderson, School Counselor, D. George, School Counselor	05/26/2023		
	<p>[A 1.2.4] Differentiation for Gifted Learners Professional Development</p> <p>Grahamwood will continue to provide professional development for teachers centered around differentiated instruction for Gifted Learners. This PD will address learning gaps and scaffolding and differentiating ELA instruction in a way that will move learners beyond their normal method of processing content.</p>	M. Smith, PLC Coach, C. Fuller, Instructional Facilitator, R. Johnson, Optional Facilitator	05/26/2023		
<p>[S 1.3] Targeted Intervention and Personalized Learning</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>Benchmark Indicator</p> <p>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>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.</p> <p>Weekly review of grade reports for students enrolled in summer learning opportunities to</p>	<p>[A 1.3.1] Response to Intervention</p> <p>Grahamwood will administer a universal screener (Fall, Winter, and Spring) to identify Tier II and Tier III students who need more intensive instructional support. Select students will then be given a benchmark assessment to determine specific deficits in literacy. Intervention plans will be created and monitored to determine student progress. Monitoring will be ongoing, and student progress is benchmarked every 20 days. Interventions will be adjusted based on student performance in the deficit area.</p>	R. Davis, Interventionist	05/26/2023		

monitor and adjust the effectiveness of the learning opportunity and the impact on student learning and content delivery.					
	[A 1.3.2] Specialized Educational Assistants Specialized educational assistants will provide instructional support whole group, small group, and pull-out instruction during the comprehensive literacy block. SEAs will help reduce teacher-student ratios and close learning gaps.	M. Hope, Assistant Principal	05/26/2023		
	[A 1.3.3] Reading Interventionist Certified reading interventionist will conduct daily pull-outs to provide Tier II and Tier III small group intervention focused on student performance in the deficit area.	R. Davis, Interventionist	05/26/2023		
	[A 1.3.4] Personalized Literacy Supports Grahamwood will provide all students (Tier I, II, and III) with access to daily targeted enrichment or support using the district's online intervention tools to ensure student growth. iReady and small groups will assist teachers with engaging students in standards aligned supports.	R. Davis, Interventionist	05/26/2023		
	[A 1.3.5] Supporting Rich Learning Environments Grahamwood will secure supplies, materials, equipment and resources to support ELA academic success.	P. Johnson, Principal, M. Smith, PLC Coach	05/26/2023		

[G 2] Mathematics

Grahamwood Elementary School will increase MATH met plus exceeded proficiency rates in grades K-5 from 38.8% in 2022, to 42.6% in 2023.

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
----------	-------------	--------------------	---------------------------	----------------	-------

<p>[S 2.1] Standard Aligned Core Instruction Teachers will plan and execute standard aligned lessons with intentionality and focus (data-informed instruction) to provide daily access to a rigorous math curriculum that will develop students' engagement in important content, build on prior knowledge (pre-requisite skills), and promote mastery of TN Standards to ensure students are career and college ready.</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>District Walkthrough data will be monitored through the district's management system (Professional Learning Zone/PLZ). Data will be collected and analyzed to determine trends and implementation of the instructional practices using Zoho. Data should show teachers implementing the practices at or above 80% per visit.</p> <p>Quarterly review of TEM observation data to monitor educators delivery of standard aligned lessons to the TN Standards.</p>	<p>[A 2.1.1] Collaborative Planning PLCs Grahamwood will establish in-person collaborative planning PLCs every other week on Thursdays for the purpose of unpacking Math standards to ensure that teachers have an understanding of the standard in its entirety, understand what students should know and be able to do, ensure task alignment and rigor, anticipate student misconceptions, and unpack the Planning Protocol. Planning tools will include the Math Prescription, curriculum maps, Eureka materials, iReady materials, Educational Epiphany resources, and additional supplemental resources to accurately prepare lessons.</p>	M. Hope, Asst. Principal, R. Johnson, Optional Facilitator	05/26/2023		
	<p>[A 2.1.2] Data/Deliberate Practice PLCs Grahamwood will establish in-person data/deliberate practice PLCs every other Thursday. This PLC will be utilized to analyze student data obtained from formative and summative assessments. Data will be used to</p>	M. Hope, Asst. Principal, R. Johnson, Optional Facilitator	05/26/2023		

	reteach, remediate, and enrich. Additionally, this PLC will allow teachers to deliberately practice instructional strategies to improve performance in specific areas.				
	<p>[A 2.1.3] Access to Rigorous Curriculum A mathematics framework will be provided for teachers. This framework will include the District's Math Prescription, a pacing calendar, curriculum maps, Eureka Curriculum and materials, and Educational Epiphany's Math supplemental materials for essential knowledge and skills aligned to TN State Standards. We will also provide additional supplemental materials that will enrich the level of rigor that students receive. We will continue to provide school and district level professional development aligned to TN State Standards, the Eureka curriculum, and data informed instruction.</p>	J. Johnson, Principal, M. Hope, Asst. Principal	05/26/2023		
	<p>[A 2.1.4] Informal and Formal Observations Administrative, District, and ILT walk-throughs will take place throughout the school year to analyze instructional trends and inform next steps for professional development as well as teacher development and coaching. Formal TEM observations will focus on developing effective classroom teaching strategies and full implementation of the four instructional practices. We will utilize the district's walk through form and TEM rubrics to provide feedback to teachers in order to ensure instruction is aligned to the TN State Standards and to ensure that evidence-based strategies are used to address varying student needs.</p>	J. Johnson, Principal, M. Hope, Asst. Principal, R. Johnson, Optional Facilitator	04/28/2023		
	<p>[A 2.1.5] Provide Supplemental Resources to Improve Student Achievement Students and teachers will be provided with additional resources such as online resources (BrainPOP); hands-on manipulatives and games for centers; educational technology (computers, interactive boards, headphones, mice etc.); and classroom/student supplies (pencils, paper, tablets,</p>	J. Johnson, Principal, M. Hope, Asst. Principal	05/26/2023		

	folders, agenda books, glue, tape, etc.) to enhance classroom instruction and improve student achievement.				
	<p>[A 2.1.6] Supporting Rich Learning Environments</p> <p>Grahamwood will secure supplies, materials, equipment and resources to support Math academic success.</p>	J. Johnson, Principal, M. Hope, Asst. Principal	05/26/2023		
<p>[S 2.2] Professional Development</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>Benchmark Indicator</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 in order to plan professional development support.</p> <p>District Walkthrough data will be monitored weekly through the district's PD management system (Professional Learning Zone/PLZ) and Zoho for 80% standard aligned core instructional implementation with fidelity in order to provide individualized professional learning support.</p> <p>Instructional Leadership Team (ILT) meetings are conducted twice each month at 85% attendance to ensure district and school leaders are gaining and sharing knowledge of content, obtaining content support and resources through collaboration, and effectively communicating new information with school-level educators.</p>	<p>[A 2.2.1] Standards-Based Professional Development</p> <p>Grahamwood will continue to provide high-quality professional development aligned to TN State Standards for all Mathematics and instructional support teachers, including SPED. These teachers will have the opportunity to share their newly acquired standards based knowledge and skills with fellow Math teachers during PLCs and provide school based PD sessions. Teachers will continue to lead PD sessions based on their areas of expertise and teacher needs, according to data sources.</p> <p>Additionally, Professional Learning & Support and Curriculum & Instruction will provide regular training sessions virtually and in person for teachers and administrators around strengthening standards-based instruction.</p>	J. Johnson, Principal, M. Hope, Asst. Principal	05/26/2023		

<p>Zone meetings and small-group ILT sessions are facilitated monthly by Instructional Leadership Directors at 85% attendance to support content lead teachers, PLC Coaches, and administrators with feedback and targeted training that should result in more effective daily instructional practices that should be observed during district walk throughs.</p> <p>Quarterly district-level PD sessions for volunteers and parents to learn effective strategies to help students reach the district's mathematics goal.</p> <p>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.</p>					
	<p>[A 2.2.2] Targeted Professional Development Based on Math data, both formative and summative assessments, we will utilize targeted school-based PD, District PD, and teacher led PD to strengthen instructional practices. Additionally, the district will provide on-going content cadre PD sessions for teachers and leaders based on identified tracks of support as a result TEM ratings.</p>	<p>J. Johnson, Principal, M. Hope, Asst. Principal</p>	<p>05/26/2023</p>		
	<p>[A 2.2.3] Response to Instruction and Intervention (RTI2) Professional Development Grahamwood will provide ongoing development around administering the universal screener (Fall, Winter, and Spring), giving benchmark assessments, determining and monitoring student progress, and making adjustments based on student performance in the deficit area.</p>	<p>R. Davis, Interventionist, K. Henderson, School Counselor, D. George, School Counselor</p>	<p>05/26/2023</p>		
	<p>[A 2.2.4] Differentiation for Gifted Learners Professional Development Grahamwood will continue to provide professional development for teachers centered around differentiated instruction for Gifted Learners. This PD will address learning gaps and scaffolding and differentiating Math instruction in a way that will</p>	<p>M. Hope, Asst. Principal, R. Johnson, Optional Facilitator</p>	<p>05/26/2023</p>		

	move learners beyond their normal method of processing content.				
<p>[S 2.3] Targeted Interventions and Personalized Learning, Provide academic interventions, personalized learning activities, an individualized learning pace, and various instructional approaches designed to meet the needs of specific learners to improve student achievement.</p> <p>** **</p> <p>** **</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>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.</p> <p>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.</p>	<p>[A 2.3.1] Response to Intervention Grahamwood will administer a universal screener (Fall, Winter, and Spring) to identify Tier II and Tier III students who need more intensive instructional support. Select students will then be given a benchmark assessment to determine specific deficits in math. Intervention plans will be created and monitored to determine student progress. Monitoring will be ongoing, and student progress is benchmarked every 20 days. Interventions will be adjusted based on student performance in the deficit area.</p>	R. Davis, Interventionist	05/26/2023		
	<p>[A 2.3.2] Personalized Math Supports Grahamwood will provide all students (Tier I, II, and III) with access to daily targeted enrichment or support using the district's online intervention tools to ensure student growth. iReady and small groups will assist teachers with engaging students in standards aligned supports.</p>	R. Davis, Interventionist	05/26/2023		
	<p>[A 2.3.3] Supporting Rich Learning Environments Grahamwood will secure supplies, materials,</p>	J. Johnson, Principal, M.	05/26/2023		

	equipment and resources to support Math academic success.	Hope, Asst. Principal			
--	---	-----------------------	--	--	--

[G 3] Early Literacy

**Grahamwood Elementary School will increase K-2 EARLY LITERACY met plus exceeded proficiency rates from 39.8% in 2022, to 43.0% in 2023. **Early learners will be engaged 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.

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
<p>[S 3.1] Early Literacy Opportunities Provide opportunities for students to access early learning opportunities that appropriately support their academic, social, and emotional development and create a continuum of learning through third grade.</p> <p>Benchmark Indicator **WEEKLY **student assessment data to monitor daily task alignment with standards; Analysis of Benchmark assessment results **3 times per year** will inform the alignment of core instruction to Kindergarten standards at 70% on-track/mastery level; **QUARTERLY** review of student success criteria to measure progress toward 3rd grade proficiency to inform needed instructional changes and professional development; **QUARTERLY **analysis of District formative assessment (Mastery Connect); **QUARTERLY **Foundational</p>	<p>[A 3.1.1] Foundational Skills Support Grahamwood will provide students in grades K-2 with phonics instruction, programs such as Reading Horizons, and Wonders foundational resources and tool kit. Foundational instructional support will be provided in PLCs with an emphasis on instructional strategies, coaching support and best practices.</p>	<p>M. Smith, PLC Coach, C. Fuller, Instructional Facilitator, R. Johnson, Optional Facilitator</p>	<p>05/26/2023</p>		

<p>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</p>					
	<p>[A 3.1.2] Targeted Early Literacy Intervention Grahamwood will utilize one-on-one tutoring and tiered intervention for K-2 students. We will identify Tier II and Tier III students by utilizing iReady universal screener data to determine specific deficits in literacy. Intervention plans will be created and monitored to determine student progress. Implementation monitoring will be ongoing, and student progress will be benchmarked every 20 days. Interventions provided for students will be adjusted based on student performance in the deficit area.</p>	<p>M. Smith, PLC Coach, C. Fuller, Instructional Facilitator</p>	<p>05/26/2023</p>		
	<p>[A 3.1.3] Targeted Early Literacy Professional Development K-2 teachers will receive ongoing, high-quality foundational skills trainings, both school based and district led. We will also utilize the Foundational Skills Laureate to assist teachers and provide professional development.</p>	<p>M. Smith, PLC Coach, C. Fuller, Instructional Facilitator</p>	<p>05/26/2023</p>		
	<p>[A 3.1.4] Foundational Literacy Laureates Grahamwood will utilize its designated Foundational Literacy Laureate (FLLs) to coach, support, and guide our K-2 teachers in best practices for teaching foundational literacy. The laureate receives professional learning in foundational literacy standards, skills, and strategies.</p>	<p>M. Smith, PLC Coach</p>	<p>05/26/2023</p>		
	<p>[A 3.1.5] K-2 Specialized Education Assistants Grahamwood's SEAs will provide instructional support to students in the classrooms during whole group instruction, teacher-led small group instruction, and during Tier 1 core instruction. The SEAs will also support students outside of the classroom in "pull-out" settings and RTI2 settings.</p>	<p>M. Hope, Asst. Principal</p>	<p>05/26/2023</p>		

	<p>[A 3.1.6] Literacy-Rich Learning Environments Each of Grahamwood's K-2 classrooms are expected to be literacy-rich environments that promote understanding, creativity, and opportunities for students to utilize literacy skills. The administrative team and Early Literacy Advisors will conduct walkthroughs utilizing an observation checklist to confirm these environments.</p>	<p>J. Johnson, Principal, M. Hope, Asst. Principal, M. Smith, PLC Coach</p>	<p>05/26/2023</p>		
	<p>[A 3.1.7] Supporting Rich Learning Environments Grahamwood will secure supplies, materials, equipment and resources to support ELA academic success.</p>	<p>J. Johnson, Principal, M. Hope, Asst. Principal, M. Smith, PLC Coach</p>	<p>05/26/2023</p>		
<p>[S 3.2] Professional Learning Build and strengthen the foundational literacy knowledge of instructional leaders, classroom teachers, and educational assistants through engagement in professional learning experiences anchored in the science of reading.</p> <p>Benchmark Indicator ON-GOING 80% attendance and completion of PD focused on foundational literacy for K-2 to gauge the transfer of knowledge into classroom instruction and inform future professional learning opportunities; MONTHLY monitoring of Laureates knowledge building as measured by the pre- and post-module assessments to measure the increase content and pedagogical knowledge around foundational literacy and inform future professional learning opportunities; QUARTERLY Foundational Literacy Quality Reviews (FLQRs) from district instructional literacy advisors will monitor the academic gap and root cause analysis to support continued professional development opportunities;</p> <p>QUARTERLY observations of educational assistants support in K-2 classrooms to inform professional learning and resources needed to</p>	<p>[A 3.2.1] Early Literacy Professional Learning Opportunities K-2 teachers will receive ongoing, high-quality foundational skills trainings, both school based and district led that is aligned to TN Academic standards, the Wonders literacy curriculum, and expectations for best practices in literacy. We will also utilize the Foundational Skills Laureate to assist teachers and provide professional development.</p>	<p>M. Smith, C. Fuller, R. Johnson, R. Davis, FLL</p>	<p>05/26/2023</p>		

<p>improve instruction and student achievement; MONTHLY attendance and completion review of specialized PD focused on foundational literacy and to inform future professional learning opportunities;</p> <p>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.</p>					
	<p>[A 3.2.2] Foundational Skills Laureate Grahamwood will utilize the District's Early Literacy Foundational Skills Laureate to provide differentiated professional development and provide direct support to teachers to improve instructional practices in classrooms and across connected content areas.</p>	<p>P. Johnson, Principal</p>	<p>05/26/2023</p>		
	<p>[A 3.2.3] Supporting Rich Learning Environments Grahamwood will secure supplies, materials, equipment and resources to support ELA academic success.</p>	<p>P. Johnson, M. Hope, M. Smith, C. Fuller, R. Johnson</p>	<p>05/26/2023</p>		
<p>[S 3.3] Foundational Literacy Laureates Designate one Laureate in every elementary and K-8 school to support K-2 teachers with implementing high quality foundational literacy instruction and strategies.</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 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</p>	<p>[A 3.3.1] Foundational Literacy Laureate Grahamwood will utilize its designated Foundational Literacy Laureate (FLLs) to coach, support, and guide our K-2 teachers in best practices for teaching foundational literacy. The laureate receives professional learning in foundational literacy standards, skills, and strategies.</p>	<p>P. Johnson, Principal</p>	<p>05/26/2023</p>		

	<p>[A 3.3.2] Supporting Rich Learning Environments Grahamwood will secure supplies, materials, equipment and resources to support ELA academic success.</p>	<p>P. Johnson, M. Hope, M. Smith, C. Fuller, R. Johnson</p>	05/26/2023		
<p>[G 4] Safe & Healthy Students: Attendance Goal Grahamwood's **attendance rate** for Spring 21-22 will increase from 94.4% to 98% for Spring of 2023</p> <p>Grahamwood's **chronic absenteeism** for SY 21-22 will decrease from 14.1% to 9% by Spring 2023</p> <p>While we want to continue to increase our attendance rate, we want to especially continue to target and decrease our chronic absenteeism rate for SY 22-23.</p> <p>Performance Measure 20 day attendance reports</p> <p>Powerschool data</p>					
Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 4.1] Attendance Strategies Grahamwood's attendance rate for SY 21-22 was 94.4% which is a 3.1% increase from the previous year. Our chronic absenteeism for SY 21-22 was 14.1% which was a -4.7% decrease from the previous year.</p> <p>While both attendance goals are trending in the right direction, we want to continue to increase our attendance rate, and especially continue to target and improve our chronic absenteeism rate for SY 22-23.</p> <p>Benchmark Indicator WEEKLY: PowerSchool attendance reports</p> <p>EVERY 20 DAYS: Attendance reports as well as Truancy reports</p>	<p>[A 4.1.1] Parent Communication Letters Letters will be sent home to parents of students with 3 or more unexcused absences when accumulated.</p>	<p>K. Henderson, School Counselor, D. George, School Counselor</p>	05/26/2023		
	<p>[A 4.1.2] Student Attendance Rewards Students will receive attendance incentive awards for perfect attendance every 20 days such as; out</p>	<p>K. Henderson, School Counselor, D.</p>	05/26/2023		

	of uniform days, student pizza parties, additional recess time, class shout-outs, and other incentives.	George, School Counselor			
	[A 4.1.3] Teacher Rewards (Class Attendance) Teachers will receive incentive awards for class perfect attendance every 20 days such as; additional lunch and recess time, class shout-outs, and other incentives.	K. Henderson, School Counselor, D. George, School Counselor	05/26/2023		
	[A 4.1.4] SART & SARB Notifications Parents will receive the following notifications: Letter to parent- After 3 unexcused absences SART-Parents will be notified after 5 student absences SARB- Student names will be sent to truancy as well as parents will be notified after 10 student absences	K. Henderson, School Counselor, D. George, School Counselor	05/26/2023		