# Southwind Elementary Annual Plan (2022 - 2023)

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| **[G 1] Reading/Language Arts** School Level: Southwind Elementary will ELA on-track and mastery rates for all students from 38.3% in 2021-22 SY to 43.3% in 2022-23 SY.  Memphis-Shelby County Schools will increase ELA on-track and mastery proficiency rates in all grades from 14.8% in 2021 to 25.4% in 2023; 3-5 from 14.7% in 2021 to 20.0% in 2023; 6-8 from 12.7% in 2021 to 18.2% in 2023 and 9-12 from 18.3% in 2021 to 23.4% in 2023. **Performance Measure** Performance will be measured using the following tools:  TNReady Assessment  District Formative Assessment using Mastery Connect | | | | | |
| **Strategy** | **Action Step** | **Person Responsible** | **Estimated Completion Date** | **Funding Source** | **Notes** |
| **[S 1.1] Standard Aligned Core Instruction** Southwind Elementary will be using the the (Wonders Series) for reading. The Wonders series is a curriculum that the district has purchased for ELA/Foundational skills. Also, the district has purchased an additional resource for teachers to supplement the main curriculum (Educational Epiphany) to ensure the teachers are very well versed with understanding standards based instruction. These resources will provide teachers with access to a more rigorous curriculum, aid with providing quality core instruction, and assessments alignment with the state's academic core content standards. **Benchmark Indicator** \*\*Benchmark Indicator\*\*  Students should perform at or above the 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter.  Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document will provide the District with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction.  District Walkthrough data will be monitored through the district’s PD management system (Professional Learning Zone/PLZ) for 80% standard aligned core instructional implementation with fidelity at 2 per teacher per semester.  Quarterly review of TEM observation data to monitor educators delivery of standard aligned lessons to the TN Standards. | **[A 1.1.1] Standards Aligned Core Instruction** Southwind will follow the districts mandate to align core instruction with the states standards. Southwind Elementary will provide access to a rigorous curriculum, quality core instruction, and assessments aligned with the states academic content standards with fidelity. The district has provided a supplementary resources to assist teachers with standards based instruction. The Educational Epiphany Resource Interpretation Guides will aid in teachers understanding Performance Based Objectives. The Performance Based Objectives are created from the actual state standards along with the academic language that will further interpret what students need to know and do in order to show mastery of the standard. | Dennis Kimbrough, Vicky Townsend, Amelia WIlliams | 05/31/2023 |  |  |
|  | **[A 1.1.2] Professional Development** Southwind Elementary teachers will be provided with additional training that encompass district led ELA professional developments after school, District Learning Days, and on-line tutorials which focus on effectively utilizing Wonders, Ready Reading and Educational Epiphany. Because Wonders procedures, protocols, routines etc. have been in place for some time, thus this does allow students and teachers to primarily focus on content which ultimately allows for greater achievement. Teachers will be provided Instructional strategies in PLC that will be used to increase student achievement in ELA. They will have an opportunity to watch modeled lessons as well as model a lesson themselves. This will allow them to have the practice time needed to receive real time feedback to ensure that they are utilizing all of the strategies needed to move students to mastery. Southwind Elementary administrative staff and teachers will utilize the district provided ELA coach as a support personnel and resource for our teachers when available, and the PLC coach, as well as the Content Lead. This will aid in giving teachers the additional support they need in the deficit areas of growth. This type of additional support will be provided for teachers during the instructional day, faculty meetings, and parent training sessions and District Learning Days. | Vicky Townsend & Amelia Williams | 05/31/2023 |  |  |
| **[S 1.2] Professional Development** Professional development will be provided to teachers, administrators, instructional leaders and district advisors on how to articulate the instructional practice shifts that will improve students' skill set, teachers' pedagogy of the content, mastery of standard look fors, and proficient reading levels of grade supported texts. **Benchmark Indicator** Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document will provide the ILT Team and Administration 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.  Walkthrough data will be monitored through the ILT meetings biweekly to ensure 80% standard aligned core instructional implementation with fidelity being sure to at the least enter 2 per teacher per semester in order to provide individualized professional learning support.  Instructional Leadership Team (ILT) meetings are conducted twice each month at 85% attendance to ensure school leaders are gaining and sharing knowledge of content, obtaining content support and resources through collaboration, and effectively communicating new information with the school's educators.  New teacher professional learning supports are offered on as needed basis throughout each semester for new hires by PLC Coaches, Mentor Teachers, and ILT team members. | **[A 1.2.1] Professional Development** Southwind will continue to provide high quality professional development at the school level for school leaders, teachers, and other instructional staff that focuses on changing instructional practices that result in improved student performances. The district as well as Math coaches with continue to develop our teachers in the providing the best instruction with the Eureka curriculum. Teachers will utilize the many on-line resources that are offered to ensure students are meeting and exceeding the states expectation to show mastery. In PLC teachers will have an opportunity to share strategies and model lessons to share with their grade level teams thru . This will allow them to receive real time feedback on any corrective actions before presenting lessons to students. | Vicky Townsend & Amelia WIlliams | 05/31/2023 |  |  |
| **[S 1.3] Targeted Intervention and Personalized Learning** Provide academic interventions and personalized learning activities that are designed to meet the individual needs of the student and provide a learning pace and instructional approaches to meet the needs of each learner. **Benchmark Indicator** Students should perform at or above 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter.  Monthly progress monitoring data review of students' performance in targeted intervention (I-Ready) to determine next steps of intervention support in an effort to get them to grade level.  Weekly review of grade reports for students enrolled in summer learning opportunities to monitor and adjust the effectiveness of the learning opportunity and the impact on student learning and content delivery. | **[A 1.3.1] Interventions** Southwind provides academic interventions through the use of the I-ready, the districts new Universal Screener, which identifies students based on their tier level. This program is used as a guide to focus on the areas of strength and weaknesses of students in the area of ELA. The program helps teachers analyze the data and to assist them by providing them help to effectively personalize their students learning activities that are designed to meet their individual needs, which will provide an overall learning pace for each individual student.  The instructional approaches teacher take to meet the needs of each learner by using the I-Ready program is to set individualized lessons based on low deficit areas for reading, and students are assigned those lesson weekly to ensure that they show mastery for those particular standards and activities. The teachers also utilize their intervention times to assist students. Specifically they focus on tier 3 students three days a week and tier 2 students two days a week. On these particular days, teachers are primarily focusing on the core content needed to move the student to the next level academically in the small group setting. As it relates to the tier 1 students, those students are taken through a learning progression to move them beyond their initial thinking and activities to a more advanced grade level to increase the level of rigor based on their learning abilities. | Vicky Townsend, Amelia WIlliams, Lafonde Wooden | 05/31/2023 |  |  |
| **[G 2] Mathematics** School Level: Southwind Elementary will improve on-track and mastery percentages in all students from 38.1% in 2021-22 SY to 43.1% in 2022-23 SY.  Memphis-Shelby County Schools will improve on-track/mastery percentages in all grades from 7.5% in 2021 to 19.1% in 2023; 3-5 from 9.8% (2021) to 15.4% (2023); 6-8 from 7.6% (2021) to 13.4% (2023); and 9-12 from 4.8% (2021) to 10.7% (2023). **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 instruction) to provide daily access to a rigorous math curriculum that will develop students’ engagement in important content, build on prior knowledge (pre-requisite skills), and promote mastery of TN Standards to ensure students are career and college ready. **Benchmark Indicator** Students should perform at or above 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter.  Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document will provide the school with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction.  District Walkthrough data will be monitored thru ILT meetings biweekly. Data will be collected and analyzed to determine trends and implementation of the instructional practices using the districts chosen forms. Data should show teachers implementing the practices at or above 80% per visit.  Quarterly review of TEM observation data to monitor educators delivery of standard aligned lessons to the TN Standards. | **[A 2.1.1] Standards Aligned Core instruction** Southwind Elementary teachers will be provided with additional training that encompass district led mathematics professional developments after school, District Learning Days, and on-line tutorials which focus on effectively utilizing Eureka Math. Eureka math procedures, protocols, routines etc. have been in place for some time, thus this does allow students and teachers to primarily focus on the content which ultimately allows for greater achievement. Teachers will be provided Instructional strategies in PLC that will be used to increase student achievement in mathematics. They will have an opportunity to watch modeled lessons as well as model a lesson themselves. This will allow them to have the practice time needed to receive real time feedback to ensure that they are utilizing all of the strategies needed to move students to mastery. Southwind Elementary administrative staff and teachers will utilize the district provided Math coach as a support personnel and resource for our teachers when available, and the PLC coach, as well as the Content Lead. This will aid in giving teachers the additional support they need in the deficit areas of growth. This type of additional support will be provided for teachers during the instructional day, faculty meetings, and parent training sessions and District Learning Days. | Vicky Townsend & Amelia Williams | 05/31/2023 |  |  |
| **[S 2.2] Professional Development** Provide ongoing, high quality professional development at the District and school level for school leaders, teachers, and other instructional staff that focuses on instructional shifts and strategies that result in improved student performance. **Benchmark Indicator** Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document will provide the District with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction in order to plan professional development support.  District Walkthrough data will be monitored weekly through the district’s PD management system (Professional Learning Zone/PLZ) and Zoho for 80% standard aligned core instructional implementation with fidelity in order to provide individualized professional learning support.  Instructional Leadership Team (ILT) meetings are conducted twice each month at 85% attendance to ensure district and school leaders are gaining and sharing knowledge of content, obtaining content support and resources through collaboration, and effectively communicating new information with school-level educators.  New teacher professional learning supports are offered on an as needed basis throughout each semester for new hires by PLC Coaches, Mentor Teachers, and ILT Team members. | **[A 2.2.1] Professional Learning** Southwind will continue to provide high quality professional development at the District and school level for school leaders, teachers, and other instructional staff that focuses on changing instructional practices that result in improved student performances. The district as well as Math coaches with continue to develop our teachers in the providing the best instruction with the Eureka curriculum. Teachers will utilize the many on-line resources that are offered to ensure students are meeting and exceeding the states expectation to show mastery. In PLC teachers will have an opportunity to share strategies and model lessons to share with their grade level teams. This will allow them to receive real time feedback on any corrective actions before presenting lessons to students. | Vicky Townsend and Amelia Williams | 05/31/2023 |  |  |
| **[S 2.3] Targeted Interventions and Personalized Learning,** Southwind Elementary will provide academic interventions and personalized learning activities that are designed to meet the individual needs of the student and to provide a learning pace and instructional approaches that meet the needs of each learner.   \*\* \*\*  \*\* \*\* **Benchmark Indicator** Students should perform at or above 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter.  Monthly progress monitoring data review of students' performance in targeted intervention (Illuminate Fastbridge) to determine next steps of intervention support in an effort to get them to grade level.  Weekly review of grade reports for students enrolled in summer learning opportunities to monitor and adjust the effectiveness of the learning opportunity and the impact on student learning and content delivery. | **[A 2.3.1] Eureka Interventions** Southwind Elementary will provide academic interventions and personalized learning activities that are designed to meet the individual needs of the student and to provide a learning pace and instructional approaches that meet the needs of each learner. Teachers are given the opportunity to work with students during intervention time on those areas of deficit based on data from our district assessments such as I-Ready and Mastery Connect. The programs used will allow teachers to individualize their students based on needs and standards that they did not master. Teachers are differentiating their lessons also to meet the demands of the Eureka math curriculum. The curriculum also provides video lessons for teachers to refer to. These lessons are examples of specific lessons that teachers can actually follow to assist them with the delivery of a specific lesson. Overall, teachers and students are given a wealth of resources and strategies from the district level, zone math coaches, PLC's and other colleagues to ensure that students are meeting and exceeding the states growth ad achievement goals. Per district, teachers will attend online Eureka math PD specialized in the specific area of focus or need to increase the level of rigor needed for students to meet the state standards .Teachers utilizing the Eureka online material assists with instructional strategies to teach specific math concept. The districts math coach will provide math teachers with instructional materials and strategies to effectively teach the Eureka math to students on high, medium, and low level. | Teachers, Vicky Townsend, Amelia WIlliams | 05/31/2023 |  |  |
| **[G 3] Early Litercay K-2** Memphis-Shelby County Schools' early learners will be engaged for the 2022-23 year in literacy-rich environments that offer meaningful and authentic opportunities to develop the reading, writing, speaking and listening skills essential to becoming for proficient readers by the end of grade 3. **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 (I-Ready) with a Lexile level of 350 in the fall to 485 by spring.\*Success Criteria potential point system: report card (4 points), DFA (3 points), screener (3 points), and TNReady (2 points) which total 12 points. | | | | | |
| **Strategy** | **Action Step** | **Person Responsible** | **Estimated Completion Date** | **Funding Source** | **Notes** |
| **[S 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. **Benchmark Indicator** District Formative Assessments (including grade 2-Fall, Winter and Spring) will demonstrate the alignment of core instruction to K-2 standards at 70% on-track/mastery level; WEEKLY student assessment data to monitor daily task alignment with standards; Universal phonics program (based on awarded RFP) will demonstrate student mastery of foundational literacy skills by achieving 70% mastery on WEEKLY assessments; MONTHLY equity walks by district team leaders to determine the fidelity of implementation of phonics program; QUARTERLY foundation skills review from district literacy coaches on academic gap and root cause analysis to support professional development opportunities based on measured needs; ON-GOING 85% attendance and completion of PD focused on foundational literacy for K-2. | **[A 3.1.1] Early Literacy Learning Professional Development** The schools Laureate is very instrumental with our K-5 teachers in ensuring teachers are receiving the Professional Development needed for foundational lessons, small group/ workstations to incorporate with fidelity in the classrooms. This individual also does K-3 walkthroughs to gather data in order to continue to develop an ongoing Professional Development plan to assist teachers in specific areas of need. Laureate will conduct monthly literacy meetings in conjunction with the SCS district provided professional development. Note: These meetings may be held for individual grade levels and/or combined grade levels based on needs. Teachers will be provided any additional resources via the Laureate weekly to ensure teachers are meeting the expectations to ensure students are meeting the expectations for the 3rd grade commitment. | Mrs. Amelia Williams/Ms. Cindy Mejia | 07/05/2031 |  |  |
| **[S 3.2] Professional Learning** Provide support to K-2 all teachers through job-embedded professional development activities. **Benchmark Indicator** Student assessment data in the form of quarterly formative assessment and quarterly district CFAs will demonstrate effective professional development as improved pedagogy will yield increasingly positive student results; completion of foundational skills module studies will provide evidence of effective professional development as participants demonstrate concept mastery by completing module assessments before returning to school sites to implement practices. School Equity Walks conducted monthly by District Cross-functional teams. | **[A 3.2.1] Early Literacy PD** The PLC Coach, Laureate, and District Coaches will ensure that the following is incorporated in meeting the demands of the 3rd grade commitment. Based on our needs of the schools the following guidelines are set in place to inform and develop teachers to make sure that they are provide students with the necessary strategies in order to meet the districts goal as it relates to the 3rd grade commitment. Laureate will conduct monthly literacy meetings in conjunction with the SCS district provided professional development. Note: These meetings may be held for individual grade levels and/or combined grade levels based on needs. Laureate will intentionally model lessons and strategies to set an example for K-2 teachers. These lessons and strategies will be determined by needs. For example they will include, but are not limited to: Wonders lessons, phonemic awareness, phonics, and comprehension. ELA Teachers will intentionally plan and model lessons for feedback and modifications during PLC, collaborative planning, etc. Laureate will provide resources, feedback, and digital materials when needed. Laureate/teachers will attend and participate in all Early Literacy Professional Development when offered by SCS/laureate when able. | Dennis Kimbrough, Amelia Williams, Cindy Mejia | 03/30/2023 |  |  |
| **[S 3.3] Effective Transitions into Kindergarten** Provide programs and initiatives designed to prepare students and teachers for the smooth and positive transition between specific grade levels and educational placements. **Benchmark Indicator** District-wide curriculum maps assure seamless articulation and spiraling of content from one grade level or grade band to the next, ensuring that students have been appropriately exposed to skills and standards that will allow them to achieve at increasingly higher levels; Weekly informal observations by ILT and principals to monitor the implementation of the curriculum maps will allow our district to monitor the implementation of curriculum along with the impact of instructional best practice on grade-to-grade transitions. | **[A 3.3.1] Early Literacy** In order to ensure our K-2 students are on the right track to reading literacy and meeting the SCS 3rd grade commitment requirements, Southwind Elementary School teachers will strategically and intentionally follow all components of the Foundational Literacy Block in conjunction with the meaning-based portions of ELA as laid out by the district. The ultimate goal for Southwind Elementary is to ensure that K-5 has a strong Literacy plan set in place beginning with the lower grades specifically, because when students enter 3-5, there are still many deficits areas of early literacy that our students are still struggling with. The Wonders Curriculum purchased by the district, does a great job with laying out specific plans and lessons that directly focus on building effective literacy lessons through the lessons. Teachers will implement these daily activities and lesson with fidelity, and cover all components of teaching literacy, specifically, but not limited to, HFW, phonemic awareness, phonics, and comprehension. These are the core areas of focus that causing our students to not read on grade level. Teachers will adequately implement all teaching/ instructional practices in an exemplary way as laid out by the Early Literacy and ELA departments. | Amelia WIlliams, Dennis Kimbrough, Teachers, District Leaders | 06/01/2023 |  |  |
| **[G 4] Safe & Healthy Students: Attendance** District: Memphis-Shelby County Schools will increase school level interventions and supports (progressive discipline % ) from 54% (SY21) to 62% (SY23).  Southwind Elementary will decrease our Chronically absent percentage to 5%.(SY23) **Performance Measure** Power BI data  PowerSchool data  SART documentation for at-risk students | | | | | |
| **Strategy** | **Action Step** | **Person Responsible** | **Estimated Completion Date** | **Funding Source** | **Notes** |
| **[S 4.1] Parental Involvement** Implement training for the parents to give them strategies to get their students to school. **Benchmark Indicator** In order to look at attendance rates and factors that cause students to be absent from school the benchmark indicators are the 20 day reporting periods that will assist in monitoring students attendance and support measures aimed at reducing student absences. | **[A 4.1.1] Discipline management** Southwind will continue to develop it's comprehensive behavioral discipline plan by ensuring that students are following the proper school protocols of the three B's. There is a plan set in place that allows teachers and the RTI2B team to meet monthly to discuss students who have behavioral issues. Moreover, during these meetings there are discussions pertaining to keeping the students in school and not out of school suspension. | Lafonde Wooden, Dennis Kimbrough | 05/30/2023 |  |  |
| **[S 4.2] Professional Development** Provide ongoing, high quality professional development at the District level and school site for school leaders, teachers, and other instructional staff to focus on changing instructional practices that result in improved student attendance and behavior positively impacting student achievement.   Specific plan for professional development activities for teachers and leaders, including timeline, staff involved, and follow-up activities:  CPL (Cycle of Professional Learning) will be the most effective guiding tool for PD.  August-December  Understanding curriculum guides, planning for lessons, and available resources (mainly new or fairly new teachers) provided by members of the ILT team.  Understanding Data -Iready, Mastery Connect, PLC Coach or other vendors for the programs.  Curriculum Training offered by district and or ILT members.  January-May  Curriculum Training offered by district and or ILT members **Benchmark Indicator** Student discipline and attendance reports 20-day reporting cycle will be used to measure impact of changed practices as a result of professional development. Fidelity checks of student data entry will be conducted during the 20-day reporting cycle to monitor the incidents of data entry errors and erroneous reporting. | **[A 4.2.1] Professional Development** The schools Behavioral Specialist provides Professional Development monthly to discuss with the staff on strategies to improve classroom disruptions, and how to effectively diffuse certain situations that may take place in the classrooms. Southwind Elementary has a RTI2B committee that also assist with professional development monthly as well with the teachers by sharing information they received from district PD's. This information is then disseminated to the teachers to aid in making sure there classrooms remain free from student disruptions or unnecessary issues that will cause serious disruptions to the learning process. The counselor is also heavily involved because she also keeps a track on specific students to ensure there rights are not being violated and we as a school are following all proper measures to give our students the proper assistance based on their individual needs. | D. Kimbrough, L. Wooden, A. Williams, V. Townsend | 06/01/2022 |  |  |
| **[S 4.3] Parent, Family, and Community Engagement** Promote effective parent, family, and community engagement activities that support safe schools with increasing student attendance positively impacting the overall academic success of students involves the families of Southwind Elementary who are empowered to be advocates for their own and other children, to ensure that students are treated fairly and have access to learning opportunities that will support their success. The families are supported through parent parent meeting, school and community events. Annually, Southwind supports the community and parents by inviting them to the annual career day. The school invites, doctors, attorneys, public officials, ministers, and other community leaders to come out and speak to the students and parents regarding their careers, and how they support the community of Southwind. There's the annual Book fair and Cultural Fair that also involves the staff, students, parents and community leaders. The parents and community come out to fellowship with the staff by exploring cultural types of events, food, and art along with supporting the book fair to purchase books for their children. This is an events that bring the community together as a whole which involves all cultures and backgrounds. **Benchmark Indicator** Discipline reports - reviewed 20 day reporting cycle; attendance reports - reviewed 20 day reporting cycle; number of school adopters surveyed annually; number of parent ambassadors named each semester. | **[A 4.3.1] Professional Development** Professional Development will be ongoing at Southwind Elementary. PD sessions will incorporate surveying grade levels teams on specific areas of need to address classroom instruction development | V. Townsend, D. Kimbrough, A. WIlliams, L. Wooden | 06/01/2023 |  |  |