# Lowrance Elementary/Middle Annual Plan (2022 - 2023)

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| **[G 1] Reading/Language Arts** By 2023, the ELA proficiency rate for Lowrance will increase by a minimum of 24% from 20.8% to 25.8%. 25.8% of the students in grades 3-8 will obtain proficient or advanced scores in ELA on the TN Ready Assessment. Improvements in this area will occur through bi-weekly Common Formative Assessments (CFA) and Quarterly District provided CFA results will be used to monitor our progress towards this goal. **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** Provide daily access to a rigorous reading/language arts curriculum that will develop students’ deep understanding of the content, strengthen comprehension, and promote mastery of TN Standards to ensure students are career and college ready. **Benchmark Indicator** \*\*Benchmark Indicator\*\*  Students should perform at or above the 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter.  Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document will provide the District with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction.  Data will be collected through informal walk-throughs. | **[A 1.1.1] Provide Curriculum Resources** Ensure that all teachers and students have access to the materials and resources that are needed for high quality instruction. | Kelvin Bates | 10/03/2022 |  |  |
|  | **[A 1.1.2] Conduct Collaborative Planning** 90-minute collaborative planning sessions for teachers in grades 3-8 content sunjects (ELA, math, Science, So. Studies) that include deliberate practice and data-driven conversations | Kenyan Rutledge | 05/26/2023 |  |  |
| **[S 1.2] Professional Development** Provide ongoing, high quality professional development at the school level for teachers, and other instructional staff that focuses on changing instructional practices that result in improved student performance. **Benchmark Indicator** Classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document will provide data to determine trends in teachers' ability to effectively implement the identified instructional shifts.   Data collected through informal walk-throughs  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.  Teacher transcripts will consist of a minimum of 60 professional development hours | **[A 1.2.1] Implement Pride Academy** School-based professional development sessions for literacy will be held once each month to ensure that teachers are acquiring the skills that are necessary to provide quality instruction to students. | Tamara L. Gatewood | 05/26/2023 |  |  |
| **[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. **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 (Aimsweb) to determine next steps of intervention support in an effort to get them to grade level. | **[A 1.3.1] Implement Accelerated and Star Reading** The Accelerated and Star reading programs will be used to provide strategic intervention to students. the program will identify the students' current reading levels to ensure that students are independently reading appropriate texts. The school will use data from the program to provide students with incentives to motivate and encourage them to continue to enhance their reading skills. | Tamara L. Gatewood | 05/26/2023 |  |  |
|  | **[A 1.3.2] Provide Tutoring** Students in 3-8 grade will be provided with tutoring opportunities in literacy. Priority will be provided to ESL, SWD, and African American males as these subgroups had the largest declines of WIDA and TN Ready Assessments. | Tamara L. Gatewood | 04/14/2023 |  |  |
| **[G 2] Mathematics** By 2023, the Math proficiency rate for Lowrance will increase by a minimum of 90% from 6.5% to 12.4%. 12.4% of the students in grades 3-8 will obtain proficient or advanced scores in Math on the TN Ready Assessment. Bi-weekly Common Formative Assessment (CFA) and Quarterly District provided CFA results will be used to monitor our progress towards this goal. **Performance Measure** Performance will be measured using the following tools:  TNReady Assessment  District Formative Assessment using Mastery Connect-70% on track/mastery for all students K-8 | | | | | |
| **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** Performance levels at 70% on track/mastery on District Formative Assessments (Fall, Winter and Spring) will demonstrate the alignment of core instruction being taught to standards for the specific quarter.   Instructional Practice Guides (IPGs) will provide an informal observation rubric to district academic leaders to gauge the implementation of standard aligned instruction. IPGs will be monitored through the district's PD management system (Professional Learning Zone/PLA) for 80% standard aligned core instructional implementation with fidelity at 2 per teacher per semester.   TEM rubric for formal observations- for each observation at 3 or better  Eureka curriculum for informal observations to benchmark the implementation of the curriculum and resources- quarterly at 80% fidelity  TN Ready State Standards- annually meeting AMO's  School Equity Walks conducted monthly by District Cross-functional teams | **[A 2.1.1] Provide Curriculum Resources** Ensure that all teachers and students have access to the materials, manipulatives and resources that are needed for high-quality instruction | Kelvin Bates | 10/03/2022 |  |  |
|  | **[A 2.1.2] Conduct Collaborative Planning** 90-minute collaborative planning sessions that include deliberate practice and data driven conversations | Daphne Swift | 05/26/2023 |  |  |
|  | **[A 2.1.3] Instructional Supplies, Materials, and Resources** Provide instructional materials, supplies, and/or equipment (to support implementation of instructional programs). Examples of instructional materials, supplies, and equipment to be purchased include but are not limited to paper, notebooks, pencils notepads, portable drives, books, manipulatives, calculators, laptops, carts, desktops, tablets, and interactive panels. | Tamara L. Gatewood | 05/26/2023 |  |  |
| **[S 2.2] Professional Development** Provide ongoing, high quality professional development at the District and school level for school leaders, teachers, and other instructional staff that focuses on instructional shifts and strategies that result in improved student performance. **Benchmark Indicator** Classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document will provide data to determine trends in teachers' ability to effectively implement the identified instructional shifts  Data collected through informal walk-throughs  Teacher transcripts will consist of a minimum of 60 professional development hours | **[A 2.2.1] Training on Electronic Platforms** Teachers will be trained on the electronic resources available including hardware and software, that they can utilize in whole-class instruction as well as small group instruction. | Tamara L. Gatewood | 03/24/2023 |  |  |
|  | **[A 2.2.2] Pride Academy** School-based professional development sessions for math will be held once each month to ensure that teachers are acquiring the skills that are necessary to provide quality instruction to students. | Tamara L. Gatewood | 05/26/2023 |  |  |
| **[S 2.3] Targeted Interventions and Personalized Learning,** Provide academic interventions, personalized learning activities, an individualized learning pace, and various instructional approaches designed to meet the needs of specific learners to improve student achievement.  \*\* \*\*  \*\* \*\* **Benchmark Indicator** Students should perform at or above 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter.  Monthly progress monitoring data review of students' performance in targeted intervention (Aimsweb) to determine next steps of intervention support in an effort to get them to grade level. | **[A 2.3.1] Supplemental Resources** Teachers will be provided with supplemental resources and materials that are needed to support student learning | Tamara L. Gatewood | 03/24/2023 |  |  |
| **[G 3] Safe and Healthy Students** Students will be provided with a safe and healthy learning environment. 95% attendance rate will be an area of focus for the school. **Performance Measure** Interventions and supports will be measured using the following:  \* PowerSchool Data \* PowerBI Data \* SART documentation for at-risk students | | | | | |
| **Strategy** | **Action Step** | **Person Responsible** | **Estimated Completion Date** | **Funding Source** | **Notes** |
| **[S 3.1] Attendance and Behavior Interventions and Supports** Implement targeted interventions, initiatives and support programs that address chronic absenteeism and behavioral needs for all students. **Benchmark Indicator** Monitor 20 day reports for behavior outputs, effectiveness of behavioral interventions and supports aimed at reducing student discipline incidents  Monitor 20 day reports to identify students at risk of high chronic absenteeism  Monitor 20 day reports to assess that impact of suspensions on daily attendance | **[A 3.1.1] Implement RTIB Plan** The school has developed an RTI2B plan that provides students with positive rewards for adhering to the school-wide rules/expectations that are in place. | Kimberly Springfield | 05/26/2023 |  |  |
|  | **[A 3.1.2] Implement Progressive Discipline** Students will experience progressive discipline prior to being suspended from school. This includes speaking with a counselor or administrator, receiving detention, receiving in-school suspension, participating in SHAPE, and other alternatives prior to being suspended form school. | Kelvin Bates | 05/26/2023 |  |  |
|  | **[A 3.1.3] Conduct Administrative Team Meetings** Bi-weekly administrative meetings will be held to review student discipline data. Trends will be identified and additional support and strategies will be provided to teachers who are experiencing difficulty with managing students with challenging behaviors. | Kelvin Bates | 05/26/2023 |  |  |
| **[S 3.2] Professional Development** Provide ongoing, high quality professional development for school leaders and other staff that focuses on classroom/behavior management an social emotional learning to improve student behavior and attendance. **Benchmark Indicator** Monitor the number of student referral to the reset room and ISS quarterly and/or prior to professional development session  Monitor behavior plans per semester to determine the implementation and effectiveness of the strategies and resources shared during PD | **[A 3.2.1] Pride Academy** Teachers will be provided with monthly training that will assist them with effectively implementing the RTI2B. They will also be provided with strategies for addressing challenging behaviors. | Tamara L. Gatewood | 05/26/2023 |  |  |
| **[S 3.3] Parent, Family, and Community Engagement** Promote effective parent, family, and community engagement activities that support safe schools which will improve student attendance and behavior. **Benchmark Indicator** Review 20-day student attendance reports at the end of each semester to determine the impact after engagement events.  At the end of each semester, review the attendance and discipline 20 day report for schools that have a trained parent ambassador to determine the impact on their attendance rates.  Evidence of parent participation in decisions relating to the education of their children and collaboration efforts on district level topics through monthly parent surveys.  Conduct a semi-annual adopter surveys to monitor their impact on students' success by way of their contributions of resources and time. | **[A 3.3.1] Conduct SART Meetings** Bi-Weekly SART meetings will be conducted to review school data in an effort to ensure that students and parents are provided with supports that they need to attend school on a consistent basis. Meetings will be held with parents and students on a weekly basis. | Daphanie Swift | 05/26/2023 |  |  |
| **[G 4] Early Literacy** While we will support literacy improvements across all grade bands, we will focus the majority of our change initiatives on K-2 literacy this year. We believe ensuring a strong foundation in literacy will set our students up for future success  Foundational literacy skills will be enhanced for all students enrolled in kindergarten through second grade. Students will be provided with high-quality instruction through addressing phonemic awareness, letter and word recognition skills, fluency, and comprehension. **Performance Measure** By June 2023, 85% of KK-2 students will achieve Success criteria relative to the grade by the following:   Ensure that 60% of the students in K-2 (41KK), 52 (1st), and 58 (2nd), maintain Tier 1, On-Track status after each early literacy benchmark and towards the 3rd Grade Commitment plan from August to April.       \*Success Criteria potential point system: report card (4 points), DFA (3 points), screener (3 points), and TNReady (2 points) which total 12 points. | | | | | |
| **Strategy** | **Action Step** | **Person Responsible** | **Estimated Completion Date** | **Funding Source** | **Notes** |
| **[S 4.1] Early Literacy Opportunities** Provide opportunities for students to access early learning opportunities that appropriately support their academic, social, and emotional development and create a continuum of learning through third grade. **Benchmark Indicator** \*\*WEEKLY \*\*student assessment data to monitor daily task alignment with standards; Analysis of Benchmark assessment results \*\*3 times per year\*\* will inform the alignment of core instruction to Kindergarten standards at 70% on-track/mastery level; \*\*QUARTERLY\*\* review of student success criteria to measure progress toward 3rd grade proficiency to inform needed instructional changes and professional development; \*\*QUARTERLY \*\*analysis of District formative assessment (Mastery Connect); \*\*QUARTERLY \*\*Foundational Literacy Quality Reviews (FLQRs) from district instructional literacy advisors on academic gap and root cause analysis to support professional development opportunities based on measured needs | **[A 4.1.1] Provide Social Emotional Learning** Students will participate in a restorative circle meeting daily to learn how to regulate their emotions. | Kimberly Springfield | 05/26/2023 |  |  |
|  | **[A 4.1.2] Provide Supplemental Resources and Materials** Teachers will be provided with supplemental resources and materials that are needed to ensure students are provided with daily opportunities to strengthen their Knowledge of foundational skills. | Tamara L. Gatewood | 11/25/2022 |  |  |
|  | **[A 4.1.3] Implement Small Group Instruction** Students will receive targeted small group instruction with foundational skills two times per week to enhance their ability to decipher unfamiliar words, increase fluency and automaticity, and strengthen their comprehension skills. | Kenyan Rutledge | 05/26/2023 |  |  |
| **[S 4.2] Professional Learning** Build and strengthen the foundational literacy knowledge of instructional leaders, classroom teachers, and educational assistants through engagement in professional learning experiences anchored in the science of reading. **Benchmark Indicator** ON-GOING 80% attendance and completion of PD focused on foundational literacy for K-2 to gauge the transfer of knowledge into classroom instruction and inform future professional learning opportunities; MONTHLY monitoring of Laureates knowledge building as measured by the pre- and post-module assessments to measure the increase content and pedagogical knowledge around foundational literacy and inform future professional learning opportunities; QUARTERLY Foundational Literacy Quality Reviews (FLQRs) from district instructional literacy advisors will monitor the academic gap and root cause analysis to support continued professional development opportunities;  QUARTERLY observations of educational assistants support in K-2 classrooms to inform professional learning and resources needed to improve instruction and student achievement; MONTHLY attendance and completion review of specialized PD focused on foundational literacy and to inform future professional learning opportunities;  Once a semester DECHS will review the Fall pre-post teacher survey supporting the cohort session to provide feedback, additional PD opportunities, and individualized coaching to K-2 sped teachers. | **[A 4.2.1] Parent Meetings** Monthly meetings will be held with incoming kindergarten parents to provide them with access to materials and resources to ensure that their child is prepared both socially and cognitively for kindergarten. | Kenyan Rutledge | 05/26/2023 |  |  |
|  | **[A 4.2.2] 90 Minute Planning** K-2 teachers will meet for weekly for training on how to teach the standards and implement the resources needed to educate K-2 students in ELA and math. | Kenyan Rutledge | 04/21/2023 |  |  |
| **[S 4.3] Foundational Literacy Laureates** Designate one Laureate in every elementary and K-8 school to support K-2 teachers with implementing high quality foundational literacy instruction and strategies. **Benchmark Indicator** MONTHLY review of Laureate support logs to measure the frequency and level of school-based support to K-2 teachers in the priority coaching areas to inform specific areas of support needed for Laureates; BI-ANNUAL Foundational Literacy Quality Reviews (FLQRs) from district instructional literacy advisors to determine Laureate’s implementation of the 3 major components of a comprehensive literacy block and inform the support needs of individual Laureates | **[A 4.3.1] Pride Academy** Laureate will provide PD opportunities for students in grades K-2 that will strengthen their ability to provide high-quality instruction in early literacy for all students in grades K-2. | Kenyan Rutledge and Tamara L. Gatewood | 05/26/2023 |  |  |