

Brownsville Road Elementary Annual Plan (2023 - 2024)

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[G 1] Reading/Language Arts

For the 2023-24 school year, Brownsville Road Elementary School will focus on supporting literacy improvements across grade levels. We will increase ELA on-track and mastery proficiency rates for grades 3 - 5 from 22.4% in 2022 to 34.2% in 2024.

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>[A 1.1.1] Weekly Collaborative Planning/PLC Meetings Grade-level teams will focus on unpacking the standards to ensure they are teaching the rigor of the standard. Teachers will use resources to help them develop their understanding of the demands of the standards. Teams will identify student misconceptions based on student work analysis, assessment results, and student instructional levels to implement strategies and scaffolds to increase achievement levels.</p>	<p>Eulandus Gibson, PLC Coach and Admin ELA Content Lead; Myosha Holloway, ELA Content Lead; Jill Hodum, District ELA Instructional Support Advisor</p>	<p>05/24/2024</p>		

<p>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.</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] Access to Rigorous Curriculum A literacy framework will be provided to all classroom teachers. This framework will include the district's plan for Literacy Rich classrooms and Reading Prescriptions, a pacing calendar, Wonders and iReady Curriculum, and Educational Epiphany's ELA supplemental materials for essential knowledge and skills aligned to the TN Academic State Standards.</p>	<p>Eulandus Gibson, PLC Coach and Admin ELA content lead</p>	<p>05/24/2024</p>		
	<p>[A 1.1.3] Supplemental Instructional Resources to Support Literacy Rich Environments Brownsville Road Elementary School will secure supplies, materials, instructional equipment and resources to support ELA academic growth and achievement.</p>	<p>Eulandus Gibson, PLC Coach and Admin ELA Content Lead</p>	<p>03/29/2024</p>		
<p>[S 1.2] Professional Development 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 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] Meaningful Professional Development Opportunities School Leadership Team will provide on-going high quality professional development on the school level for school administrators, teachers, and other instructional staff to focus on changing instructional practices that result in improved student performance. Professional development will include decomposing standards, completion of student tasks, intervention fidelity checks, differentiation and scaffolding strategies, deliberate planning and practice. The professional development opportunities will be based on informal and formal classroom walkthroughs, student data from district and classroom assessments, teacher surveys, and lesson plans. The ILT and administration team will provide feedback to teachers after informal</p>	<p>Velvet Jeter, Principal; Eulandus Gibson, PLC Coach and Admin ELA Content Lead; Myosha Holloway, ILT ELA Content Lead</p>	<p>05/24/2024</p>		

<p>professional development support.</p> <p>District Walkthrough data will be monitored through the district's PD management system (Professional Learning Zone/PLZ) and Microsoft Forms 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>observations following the Continuous Improvement process and use deliberate practice to practice re-teaching strategies.</p>				
	<p>[A 1.2.2] New Teacher Mentors Our New Teacher Mentors will provide guidance and collegial support to assist new teachers in learning curriculum, building best practices, and understanding the routines/procedures of the</p>	<p>Velvet Jeter, Principal; Eulandus Gibson, PLC Coach and Admin ELA</p>	<p>05/24/2024</p>		

	building that will strategically build capacity to serve all students within their classrooms.	Content Lead; Myosha Holloway, ILT ELA Content Lead; Jamese Coleman, ILT member; Joyce Latiker-Davis, Literacy Laureate			
<p>[S 1.3] Targeted Intervention 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>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 (i-Ready) 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 1.3.1] Response to Intervention Provide a school-wide (K-5) 45-minute intervention block during which identified Tier 2 and Tier 3 students receive targeted instruction/intervention in their specific skill deficit area and on their instructional level. Monitoring will be ongoing with students being bench-marked as determined by identified tier. Interventions will be adjusted based on student progress.</p>	Velvet Jeter, Principal; Joyce Latiker-Davis, RTI Lead	05/24/2024		
	<p>[A 1.3.2] Highly Specialized Educational Assistants K-2 highly specialized educational assistants will support whole group, small group, and one-on-one instruction during the literacy block. HSEAs will support the classroom teacher with all instructional</p>	Velvet Jeter, Principal; Eulandus Gibson, PLC Coach	05/24/2024		

	needs with the intention of closing existing learning gaps.				
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[G 2] Mathematics
 For 2023-24 school year, Brownsville Road Elementary School will focus on supporting mathematics improvements across all grade levels. We will increase Math on-track and mastery proficiency rates for grades 3 - 5 from 15.8% in 2022 to 32% in 2024.

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</p>	<p>[A 2.1.1] Weekly Collaborative Planning and PLC Meetings Grade-level teams will focus on unpacking the standards to ensure they are teaching the rigor of the standard. Teachers will use resources to help them develop their understanding of the demands of the standards. Teams will identify student misconceptions based on student work analysis, assessment results, and student instructional levels to implement strategies and scaffolds to increase achievement levels.</p>	Velvet Jeter, Principal; Renae Bingham, PLC Coach and Math Admin Content Lead; Brandon Richards, ILT Math Content Lead; Christine Bingham, District Math Instructional Support Advisor	05/24/2024		

<p>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.</p> <p>Quarterly review of TEM observation data to monitor educators delivery of standard aligned lessons to the TN Standards.</p>					
	<p>[A 2.1.2] Create Engaging Learning Environments K-5 teachers will plan and deliver engaging learning experiences that strategically build fluency and problem- solving skills. Teacher behaviors and student behaviors will align with the math practices and use of manipulatives. In PLCs, teachers will interpret the standards using the Know and Show strategy, PLC Guides, Standards Alignment document, and Standards Interpretation Guides to identify and address misconceptions. Highly Specialized Educational Assistants (HSEAs) will participate in PLCs and engage students in small group instruction. Technology integration will be incorporated into math small groups.</p>	<p>Renae Bingham, PLC Coach and Math Admin Content Lead; Brandon Richards, Math ILT Content Lead</p>	<p>05/24/2024</p>		
	<p>[A 2.1.3] Supplemental Instructional Resources to Support Rich Learning Environments Brownsville Road Elementary will secure supplemental supplies, materials, instructional equipment and resources to support and improve math academic growth and achievement.</p>	<p>Renae Bingham, PLC Coach and Math Admin Content Lead</p>	<p>03/29/2024</p>		
<p>[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.</p> <p>Benchmark Indicator Daily classroom observations using the District</p>	<p>[A 2.2.1] Meaningful Professional Development Opportunities School Leadership Team will provide on-going high quality professional development on the school level for school administrators, teachers, and other instructional staff to focus on changing instructional practices that result in improved student performance. Professional development will include decomposing standards, completion of student tasks, intervention fidelity checks, differentiation</p>	<p>Velvet Jeter, Principal; Renae Bingham, PLC Coach and Math Admin Content Lead; Brandon Richards, ILT</p>	<p>05/24/2024</p>		

<p>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 Microsoft Teams 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>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 walkthroughs.</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>and scaffolding strategies, deliberate planning and practice. The professional development opportunities will be based on informal and formal classroom walkthroughs, student data from district and classroom assessments, teacher surveys, and lesson plans. The ILT and administration team will provide feedback to teachers after informal observations following the Continuous Improvement process use deliberate practice to practice re-teaching strategies.</p>	<p>Math Content Lead</p>			
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	<p>[A 2.2.2] New Teacher Mentors Our New Teacher Mentors will provide guidance and collegial support to assist new teachers in learning curriculum, building best practices, and understanding the routines/procedures of the building that will strategically build capacity to serve all students within their classrooms.</p>	Velvet Jeter, Principal; Brandon Richards, ILT Math Content Lead; Cheryl Scott, ILT member	05/24/2024		
<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 (i-Ready) 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 Provide a school-wide (K-5) 45-minute intervention block during which identified Tier 2 and Tier 3 students receive targeted instruction/intervention in their specific skill deficit area and on their instructional level. Monitoring will be ongoing with students being bench-marked as determined by identified tier. Interventions will be adjusted based on student progress.</p>	Velvet Jeter, Principal; Joyce Latiker-Davis, RTI Lead	05/24/2024		
	<p>[A 2.3.2] Highly Specialized Educational Assistants K-2 highly specialized educational assistants will support whole group, small group, and one-on-one instruction during the math block. HSEAs will</p>	Velvet Jeter, Principal; Renaë Bingham, PLC Coach	05/24/2024		

	support the classroom teacher with all instructional needs with the intention of closing existing learning gaps.				
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[G 3] Safe and Healthy Students

By the completion of the 2023-2024 school year, Brownsville Road Elementary School will reduce the percentage of chronically absent students from 32.4% in 2023 to 15% in 2024.

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
<p>[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.</p> <p>Benchmark Indicator In order to look at attendance rates and factors that cause students to be absent from school the benchmark indicators are:</p> <p>Student discipline reports - 20 day reporting period will assist in monitoring students behavior and effectiveness behavioral interventions and supports measures aimed at reducing student discipline incidents.</p> <p>Attendance and suspension data - 20 day reporting period, will assist in monitoring students' attendance and the effectiveness of behavioral interventions and supports measures aimed at improved student attendance.</p>	<p>[A 3.1.1] Implementation of RTI2-B Behavior Intervention Model Implementation of RTI2-B multi-tiered system of support will be used to focus on the behavioral and social needs of students across the school environment. Establishment of Tier 1 school-wide behavioral expectations to support a sense of safety and inclusion for targeted students. School-wide acknowledgement system with matrix with attendance incentives. We believe when students feel happy and safe, physically and emotionally, they engage in school.</p>	Velvet Jeter, Principal; Charley Braswell, School Counselor; Cedell Brownlee, RTI2-B Specialist	05/24/2024		

<p>Monitoring students who have been identified as needing additional support (i.e. homeless, foster care, student involved in RTIB programs, Truancy Supports and progressive discipline supports).</p>					
	<p>[A 3.1.2] Parental Notifications and Support School Counselor and RTI2-B Specialist will communicate with parents of chronically absent students on a weekly basis. The importance of students being in attendance will be discussed and, if necessary, plans will be developed to assist parents with their child's attendance issues. SART meetings will be held with parents of identified students to determine needs and necessary supports.</p>	<p>Charley Braswell, School Counselor; Cedell Brownlee, RTI2-B Specialist</p>	<p>05/24/2024</p>		
<p>[S 3.2] 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.</p> <p>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.</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>Quarterly Reports will be shared district-wide.</p>	<p>[A 3.2.1] RTI2-B Professional Development All school faculty including teachers, office staff, and teacher assistants will receive professional development on RTI2-B. Professional development will include lesson planning, establishing classroom expectations, rules, and procedures, and intervention support for identified (targeted) students to address discipline and attendance issues.</p>	<p>Charley Braswell, School Counselor; Cedell Brownlee, RTI2-B Specialist</p>	<p>05/24/2024</p>		
<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>[A 3.3.1] Parental Support and Involvement Create an attendance team that monitors attendance daily, tracks progress toward attendance goals, and communicates with parents and students about issues as they arise. Parents should be notified of an absence to determine if assistance is needed to support families.</p>	<p>Velvet Jeter, Principal; Charley Braswell, School Counselor; Cedell</p>	<p>05/24/2024</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>		Brownlee, RTI2-B Specialist			
	<p>[A 3.3.2] Parent Resource Center Through transformed communities and partners, we will work to address the needs of families and students both at school and at home. We will work to address the whole child in order for academic and social success to improve at a strategic and aggressive pace.</p> <p>The primary goal of the Family Resource Centers is to maximize the family's connection to community resources to address social-economical barriers the family may encounter.</p>	Velvet Jeter, Principal; Charley Braswell, School Counselor; Cedell Brownlee, RTI2-B Specialist	05/24/2024		

[G 4] Early Literacy

By spring 2024, Brownsville Road Elementary will decrease our number of Tier 2 and Tier 3 scholars in grades K-2 from 35% in 2023 to 20% in 2024.

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 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 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 4.1.1] Standard Driven Professional Development Learners receive explicit, direct whole group instruction and guided and collaborative practice with phonemic awareness, phonics, fluency, vocabulary and comprehension. Teachers engage small groups of students in differentiated skills-focused lessons to meet their varied literacy needs. Literacy workstations are implemented to ensure students have multiple, varied opportunities to practice and apply foundational literacy skills and strategies collaboratively and independently.</p>	<p>Eulandus Gibson, PLC Coach and ELA Admin Content Lead; Joyce Latiker-Davis, Literacy Laureate</p>	<p>05/24/2024</p>		

	<p>[A 4.1.2] Highly Specialized Educational Assistants Highly Specialized Educational Assistants will be placed in all K-2 classrooms to provide instructional support in literacy for students. HSEAs will support the classroom teacher with literacy instruction and provide support in the areas of small group and one-on-one instruction to meet the needs of the learners in the classroom. Professional development opportunities will be provided to HSEAs to build their capacity to support instructional needs.</p>	Eulandus Gibson, PLC Coach and ELA Admin Content Lead; Joyce Latiker-Davis, Literacy Laureate and RTI Lead	05/24/2024		
<p>[S 4.2] Foundational Literacy Laureates Designate one Laureate 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 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>[A 4.2.1] Laureate Support and Coaching The foundational literacy laureate supports K-2 colleagues with instruction, strategies, and quality, aligned resources around foundational literacy. In addition, the laureate will facilitate and/or manage school-based PD in foundational skills deemed necessary based on classroom observations and student data. The laureate will model and/or co-teach effective best practices in foundational skills instruction in a variety of settings (whole & small group) as needed.</p>	Joyce Latiker-Davis, Literacy Laureate	05/24/2024		