Oakshire Elementary Annual Plan (2022 - 2023)

Last Modified at Aug 30, 2022 12:15 PM CDT

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**[G 1] Reading/Language Arts**
Oakshire Elementary School will work toward increasing the percent of students who met or exceeded expectations in English Language Arts for grades 3-5 from 14.9% in 2021-22 to 30% for the 2022-2023 SY. All students will demonstrate (3-5 25% Fall/Spring TN Ready Assessment - Annual Common Formative Assessment Performance Matters (on-track/mastery at 70%)

For the 2022-23 school year, Oakshire Elementary School English/Language Arts goals are as follows:

1) On quarterly assessments, the school will experience at least a 15% increase in proficiency and growth from Fall 2022 to Spring 2023.

2) Oakshire Elementary School will attain a level 5 TVAAS score in Literacy/ELA.

3.) In 2023, increase the % of students who meet or exceed expectations on the TNReady Assessment from 14.9 % to 30%.

**Performance Measure**
Performance will be measured using the following tools:

TNReady Assessment

District Formative Assessment using Mastery Connect

IReady

Aimsweb Plus

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<tr><th>Strategy</th><th>Action Step</th><th>Person Responsible</th><th>Estimated Completion Date</th><th>Funding Source</th><th>Notes</th></tr>
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**[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**
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**[A 1.1.1] Support Rich Learning Environments**
To support and enhance the learning environment throughout the year by providing the following: supplies, materials, equipment, and support for classroom instruction such as computers, computer carts, deployment of computers, warranty of computers, smart boards, warranty of smart boards, clickers, document cameras, printers, printer ink, poster maker ink, chart paper, pencils, pens, staplers, glue, folders, construction paper,
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<td>Lakessa Johnson, Rosalind Blake, Terence Bobo, Tameka Lewis, LeCharle Harris</td>
<td>04/28/2023</td>
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| Oakshire Elementary School students should perform at or above the 70% on District Formative Assessments for Fall, Winter, and Spring on track/mastery. Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document will provide the District and the Administration Staff 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 for informal observations (3 per teacher per semester)

Track in house and district PD electronic system PLZ (Professional Learning Zone) at 80% fidelity of implementation of the curriculum; TEM rubric for formal observations at 3 or better; Common Planning- Lesson Plan Review Weekly, Centers/Stations- Quarterly Progress Reports; Journeys and Expeditionary Learning Curriculum for informal observations to benchmark the implementation of the curriculum, common assessments and resources- at 80% fidelity; TN Ready State Standards- annually meeting AMO's.

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/PLZ) for 80% standard aligned core instructional implementation with fidelity at 2 per teacher per semester.

Daily classroom observations using the Educational Epiphany Classroom Walkthrough | notebook paper, pencil sharpeners, workbooks, and etc. for student and teacher use. | | | | |

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| 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.<br><br>Quarterly review of TEM observation data to monitor educators delivery of standard aligned lessons to the TN Standards. TEM rubric for formal observations - for each observation at 3 or better;<br><br>Curriculum for informal observations to benchmark the implementation of the curriculum and resources - quarterly at 80% fidelity;<br><br>TN Ready State Standards - annually meeting AMO's.<br><br>Textbook adoption committee meeting minutes, monitored monthly.<br><br>School based Volunteer logs audits, quarterly.<br><br>School Equity Walks conducted monthly by District Cross-functional teams.<br><br>* Weekly Lesson Plans<br>* Quarterly CFA's<br>* Quarterly Progress Reports<br>* Daily review<br>* Weekly Review<br>* Quarterly Review<br>* PLC Meetings<br>* Bi-Weekly Faculty Meetings<br>* Bi-Weekly Data Meetings<br>* Weekly Peer Observations<br>* Monthly Mentoring Meetings | | | | | |
| | **[A 1.1.2] Access to Rigorous Curriculum**<br>Provide a curricular framework for teachers with curriculum maps that outline modules for essential knowledge and skills aligned to TN State Standards. Curriculum maps will be organized by | Lakessa Johnson, Rosalind Blake, and | 04/28/2023 | | |

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| | quarters to assist teachers with guidance as to which modules and units should be taught during the school year. | Arthur Rosenthal | | | |
| | **[A 1.1.3] Classroom Observation and Feedback Alignment** <br> We will utilize formal (TEM rubric) and informal (Instructional Practice Quick Visit Form) observation process throughout the year to provide regular feedback to teachers to ensure instruction is aligned to the TN State Standards and ensure that we have evidence based strategies are used to address varying student needs. | Lakessa Johnson, Rosalind Blake, Terence Bobo, LeCharle Harris, and Arthur Rosenthal | 05/19/2023 | | |
| | **[A 1.1.4] Use of Common Formative Assessments** <br> Grade level/content specific common assessments. Use of District Formative Assessment as an interim measure of K-5 student progress. <br><br> Quarterly Assessments | Lakessa Johnson, Rosalind Blake, Tameka Lewis, LeCharle Harris, Arthur Rosenthal, and Terence Bobo | 04/21/2023 | | |
| | **[A 1.1.5] Implementation of Effective Common Planning** <br> We will monitor effective delivery of standards aligned to instruction throughout the year. Teachers will collaborate to develop effective lesson plans. | Lakessa Johnson, Rosalind Blake, LeCharle Harris, Arthur Rosenthal, Terence Bobo, and Lori Streeter | 04/21/2023 | | |
| | **[A 1.1.6] Centers/Literacy Stations** <br> Students rotate to centers for instruction, practice and remediation on literacy components are implemented during station rotation throughout the year. | L. Johnson, A. Rosenthal, R. Blake, L. Harris, T. Bobo | 04/21/2023 | | |
| **[S 1.2] Professional Development** <br> Provide professional development for teachers, administrators, instructional leaders and district advisors on how to articulate the instructional | **[A 1.2.1] Weekly PLC Meetings and Bi Weekly ILT Meetings** <br> Meetings led by the PLC Coach and Facilitator weekly to look at data digs. Our Professional | Lakessa Johnson and Rosalind Blake | 05/19/2023 | | |

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| practice shifts that will improve teachers' students' skill set, pedagogy of the content, master of standard look fors, students' skill set, and students' proficient reading level of grade supported texts.<br><br>**Benchmark Indicator**<br>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.<br><br>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.<br><br>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.<br><br>Zone meetings \*\*MONTHLY\*\* and small-group ILT sessions are facilitated \*\*MONTHL\*\*Y 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.<br><br>New teacher professional learning supports are offered at various times throughout each semester | learning Community Meetings are a form of action and research as a way to continually question, reevaluate, refine, and improve teaching strategies and knowledge. Meetings are goal-driven exchanges facilitated by educators who have been trained to lead professional learning communities. ILT Meetings will meet every other week and we will focus on the practice of training materials in various content areas as well as diving more into teaching strategies and needs of teachers. | | | | |

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| for new hires. Mentor rosters are submitted at the beginning of each **SEMESTER** to ensure collegial support is assigned to each new hire.<br><br><br>**Quarterly** district-level PD sessions for volunteers and parents to learn effective strategies to help students reach the district's ELA goal.<br><br>Benchmark Indicator Instructional Leadership Team (ILT) meetings – **MONTHLY** at 85% attendance to ensure district and school leaders are attending and obtaining the knowledge shared during meetings.<br><br>PLC **WEEKLY** Meetings- Sign In Sheets, Zone meetings, small group ILT sessions- at 85% attendance.<br><br>PD Sessions-** WEEKLY **Lesson Plans, Walkthrough (Quick Visit) observation data at 80% fidelity implementation.<br><br>New Teacher Mentoring Meetings **MONTHLY** Sign In Sheets.<br><br>IPG and walk-through observation data **-WEEKLY** at 80% fidelity implementation of practices that were presented during ILT and Zone meetings and sessions.<br><br>Parent Meetings **MONTHLY**- Sign In Sheets and Surveys.<br><br>District Formative Assessment data - **QUARTERLY** student performance levels at 70% on track/mastery.<br><br>Professional Learning Zone (PLZ) transcript data - **ONGOING **at 85% overall attendance rate. | | | | | |

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| School based Volunteer logs to show volunteers are participating in PD sessions to support the needs of the district and assigned schools - **QUARTERLY**.<br><br>School Equity Walks conducted **MONTHLY** by District cross-functional teams will monitor fidelity of implementation.<br><br>New hire rosters and mentor list, submitted each** SEMESTER **ensuring new teachers are assigned and attending new teacher professional support.<br><br>Teacher applications and transcripts participating in district sponsored university course work per **SEMESTER**. | | | | | |
| | **[A 1.2.2] Provide Teacher Support**<br>Instructional Facilitator and PLC Coach will provide coaching, mentoring , and lesson plan support to teachers throughout the school year. | Rosalind Blake and Lakessa Johnson | 05/19/2023 | | |
| | **[A 1.2.3] Literacy Coach**<br>The Literacy Coach will provide content specific coaching for teachers throughout the year. | L. Bryant, R. Monroe, T. Stephens | 05/19/2023 | | |
| | **[A 1.2.4] PD and Summer PD Sessions**<br>School site and district offered professional development will be put in (PLZ) Weekly. Standards Institute, Model School Conference, District Offerings will be offered in the Summer months for staff to attend. | Lakessa Johnson, Rosalind Blake | 05/19/2023 | | |
| | **[A 1.2.5] Parent Training**<br>Sessions for parents monthly to help move academic/social needs. It is a great opportunity to share academic progress and growth in the classroom. It is a great way to gain parental involvement. | C. Daniel, L. Johnson, R. Blake | 04/21/2023 | | |
| | **[A 1.2.6] Zone Meetings**<br>Various professional development sessions facilitated by Zone Coaches and curriculum/subject experts. This institute consist of all content subjects | Terence Bobo | 04/21/2023 | | |

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| | as well all non content areas. Various Professional development sessions will be held focusing on our foci throughout the school year. | | | | |
| **[S 1.3] Targeted Intervention and Personalized Learning**<br>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.<br><br>**Benchmark Indicator**<br>District Formative Assessment (Fall, Winter, and Spring) data review to show effectiveness of targeted intervention and personalized learning in alignment of standards and performance measure. \*\*QUARTERLY \*\*student performance outcome 70% on-track/mastery.<br><br>\*\*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. FastBridge will provide feedback data on the impact of targeted intervention and personalized learning. \*\*QUARTERLY \*\*student performance outcome 70% on-track/mastery. (Illuminate Fast Bridge)<br><br>\*\*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.<br><br>RTI2 instructional tool data review – \*\*WEEKLY\*\* student performance outcome 70% on-track/mastery.<br><br> TN Ready Assessment and End of Course (EOC) - \*\*ANNUALLY\*\* meeting AMOs for identified targeted subgroups. | **[A 1.3.1] Response to Intervention**<br>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 need of each learner.<br><br>The interventionist ensures teachers implement scheduled intervention time daily for all students at their various levels (Tier 2, &3).<br><br>Identification of Tier II and Tier III students by utilizing the Aimsweb Plus formative assessment tool to identify the bottom 10% of students in need of intervention, students are then bench-marked, after which students are scheduled for intervention services for RTI 2 in K-5. Implementation and ongoing fidelity checks and monitoring is ongoing, and student progress is bench-marked every week. Interventions provided for students are adjusted according to student mastery. Students will be using IReady Coach Books as well as utilizing desktops and laptops for I Ready online usage during our designated Intervention time daily. | Lori Streeter, Rosalind Blake, and Lakessa Johnson | 05/19/2023 | | |

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| Weekly grade reports for students enrolled in summer learning opportunities to demonstrate mastery of content presented.<br><br>Response to Intervention- RIT2- Interventionist - Data Meetings and Target Supports.<br><br>**EVERY** Nine Weeks Report Card Period.<br><br>Personalized Literacy Supports-Extended Learning, ZAP, TNReady Saturday Sessions, Paid Tutoring, Tutoring students with swd-Report Cards/Progress Reports. | | | | | |
| | **[A 1.3.2] Target Support for Ongoing Learning (Tutoring)**<br>Each teacher volunteers to tutor 1 hour per week in grades K-5. Tutoring can help strengthen subject comprehension, boost confidence, and build important learning skills with individualized attention. | L. Johnson | 04/21/2023 | | |
| | **[A 1.3.3] Personalized Literacy Supports (Extended Learning)**<br>Provided targeted enrichment and support for students using District-provided online intervention tools, differentiated and classes with fidelity.<br><br>The following will be implemented throughout the year. Extended Learning, Saturday School, ZAP, TNReady Saturday Sessions, Paid Tutoring, Tutoring students with disabilities (SWD). | Lakessa Johnson, Rosiland Blake, Lori Streeter, K. Williams, M. Brown, S. Sullivan, C. Powell, A. Blackmond, K. Williams | 04/21/2023 | | |

**[G 2] Mathematics**
Oakshire Elementary School will work toward increasing the percent of students who met or exceeded expectations in Math for grades 3-5 from 5.1% in 2021-22 to 18% for the 2022-2023 SY. TN Ready Assessment (3-5 40**%**)& Fall/Winter/Spring Formative Assessment to be determined by currently active assessment RFP (on-track/mastery at 70%).

For the 2022-23 school year, Oakshire Elementary School Math goals are as follows:

1) On quarterly assessments, the school will experience at least a 15% increase in proficiency and growth from Fall 2022 to Spring 2023.

2) Oakshire Elementary School will attain a level 5 TVAAS score in Numeracy.

3.) In 2023, increase the % of students who meet or exceed expectations on the TNReady Assessment from 5.1 % to 18%.

By spring 2021, we will improve K-5 mathematics with a continued instructional shift that will align with an increase focus on content, coherence of student understanding, and rigorous instruction that requires students to apply all shifts to real world applications. We believe improvement in this area will continue based on the work done in the prior year including the implementation of the math curriculum material and the execution of rigorous professional development to support math.

**Performance Measure**
Performance will be measured using the following tools:

TNReady Assessment

District Formative Assessment using Mastery Connect

IReady

Mastery Connect

Aimsweb Plus

| Strategy | Action Step | Person Responsible | Estimated Completion Date | Funding Source | Notes |
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| **[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.<br><br>**Benchmark Indicator** Students in the Whitehaven Empowerment Zone 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**.<br><br>**DAILY** classroom observations using the | **[A 2.1.1] Support Rich Learning Environments** Secure supplies, materials, equipment, and support for classroom instruction. | Lakessa Johnson | 04/21/2023 | | |

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| 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.<br><br>District Walkthrough data will be monitored through the district's management system (Professional Learning Zone/PLZ). Data will be collected an segregated to observe trends and implementation of the instructional practices using Zoho. Data should show teachers implementing the practices at or above 80%per visit.<br><br>**QUATERLY **review of TEM observation data to monitor educators delivery of standard aligned lessons to the TN Standards.<br><br>Track in house and district PD electronic system PLZ (Professional Learning Zone) at 80% fidelity of implementation of the curriculum<br><br>Common Planning- Lesson Plan Review **WEEKLY** Centers/Stations- Quarterly Progress Reports; Wonders and Expeditionary Learning Curriculum for informal observations to benchmark the implementation of the curriculum, common assessments and resources- at 80% fidelity.<br><br>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/PLZ) for 80% standard aligned core instructional implementation with fidelity at 2 per teacher per **SEMESTER**.<br><br>**QUARTERLY** review of TEM observation data to monitor educators delivery of standard aligned lessons to the TN Standards. TEM rubric for formal | | | | | |

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| observations - for each observation at 3 or better.<br><br>Eureka curriculum for informal observations to benchmark the implementation of the curriculum and resources -QUARTERLY at 80% fidelity.<br><br>TN Ready State Standards - annually meeting AMO's.<br><br>School Equity Walks conducted monthly by District Cross-functional teams. | | | | | |
| | **[A 2.1.2] Access to Rigorous Curriculum**<br>Provide a curricular framework for teachers with curriculum maps that outline modules for essential knowledge and skills aligned to TN State Standards throughout the year. Curriculum maps will be organized by quarters to assist teachers with guidance as to which modules and units should be taught during the school year. | Lakessa Johnson and Rosalind Blake | 05/19/2023 | | |
| | **[A 2.1.3] Classroom Observation and Feedback Alignment**<br>We will utilize formal (TEM rubric) and informal (Walkthrough Form) observation process to provide regular feedback to teachers throughout the year to ensure instruction is aligned to the TN State Standards and ensure that we have evidence based strategies are used to address varying student needs. | Lakessa Johnson, Rosalind Blake, Terence Bobo, LeCharle Harris, and Arthur Rosenthal | 05/19/2023 | | |
| | **[A 2.1.4] Use of Common Formative Assessments**<br>Grade level/content specific common assessments. Use of District Formative Assessment as an interim measure of K-5 student progress. | Lakessa Johnson, Rosalind Blake, Arthur Rosenthal, LeCharle Harris, and Terence Bobo | 04/21/2023 | | |
| | **[A 2.1.5] Implementation of Effective Common Planning**<br>We will monitor effective delivery of standards | Lakessa Johnson, Rosalind Blake, | 05/19/2023 | | |

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| | aligned to instruction weekly. Teachers will collaborate to develop effective lesson plans. | LeCharle Harris, Arthur Rosenthal, Terence Bobo, and Lori Streeter | | |
| | **[A 2.1.6] Resource Alignment**<br>Provide teachers with instructional reading and math resources for Tier 1 Instruction aligned to the TN Academic standards including curriculum maps, math manipulative, pacing guides and classroom protocols in order to improve the delivery of good first teaching. | Terence Bobo, Rosalind Blake, Lakessa Johnson | 04/21/2023 | |
| **[S 2.2] Professional Development**<br>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.<br><br>**Benchmark Indicator**<br>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.<br><br>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.<br><br>Instructional Leadership Team (ILT) meetings are conducted \*\*TWICE\*\* each month at 85% | **[A 2.2.1] Weekly PLC Meetings and Bi Weekly ILT Meetings**<br>Meetings led by the PLC Coach and Facilitator weekly to look at data digs. Our Professional learning Community Meetings are a form of action and research as a way to continually question, reevaluate, refine, and improve teaching strategies and knowledge. Meetings are goal-driven exchanges facilitated by educators who have been trained to lead professional learning communities. ILT Meetings will meet every other week and we will focus on the practice of training materials in various content areas as well as diving more into teaching strategies and needs of teachers. | Lakessa Johnson and Rosalind Blake | 05/19/2023 | |

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| 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.<br><br>Zone meetings **MONTHLY** and small-group ILT sessions are facilitated **MONTHL**Y 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.<br><br>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.<br><br>**Quarterly** district-level PD sessions for volunteers and parents to learn effective strategies to help students reach the district's ELA goal.<br><br>Benchmark Indicator Instructional Leadership Team (ILT) meetings – **MONTHLY** at 85% attendance to ensure district and school leaders are attending and obtaining the knowledge shared during meetings.<br><br>PLC **WEEKLY** Meetings- Sign In Sheets, Zone meetings, small group ILT sessions- at 85% attendance.<br><br>PD Sessions-** WEEKLY **Lesson Plans, Walkthrough (Quick Visit) observation data at 80% fidelity implementation.<br><br>New Teacher Mentoring Meetings **MONTHLY** Sign In Sheets. | | | | | |

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| IPG and walk-through observation data **-WEEKLY** at 80% fidelity implementation of practices that were presented during ILT and Zone meetings and sessions.<br><br>Parent Meetings **MONTHLY**- Sign In Sheets and Surveys.<br><br>District Formative Assessment data - **QUARTERLY** student performance levels at 70% on track/mastery.<br><br>Professional Learning Zone (PLZ) transcript data - **ONGOING **at 85% overall attendance rate.<br><br>School based Volunteer logs to show volunteers are participating in PD sessions to support the needs of the district and assigned schools - **QUARTERLY**.<br><br>School Equity Walks conducted **MONTHLY** by District cross-functional teams will monitor fidelity of implementation.<br><br>New hire rosters and mentor list, submitted each** SEMESTER **ensuring new teachers are assigned and attending new teacher professional support.<br><br>Teacher applications and transcripts participating in district sponsored university course work per **SEMESTER**. | | | | | |
| | **[A 2.2.2] Provide Teacher Support**<br>Instructional Facilitator and PLC Coach will provide coaching, mentoring, and lesson plan support to teachers throughout the year. | Rosalind Blake and Lakessa Johnson | 05/19/2023 | | |
| | **[A 2.2.3] Math Coach**<br>The Math Coach will provide content specific coaching throughout the year. | Rose Monroe and Rosalind Blake | 05/19/2023 | | |
| | **[A 2.2.4] Zone Meetings**<br>Various professional development sessions facilitated by zone coaches and curriculum/subject | Terence Bobo | 05/19/2023 | | |

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| | experts. This institute consist of all content subjects as well all non content areas.<br><br>Various Professional development sessions will be held focusing on the school and zone foci throughout the school year. | | | | |
| | **[A 2.2.5] PD and Summer PD Sessions**<br>School site and district offered professional development will be put in (PLZ) Weekly. Standards Institute, Model School Conference, District Offerings will be offered in the Summer months for staff to attend. | Lakessa Johnson and Rosalind Blake | 06/30/2023 | | |
| | **[A 2.2.6] Parent Training**<br>Sessions for parents will be held monthly to help move academic/social needs. It is a great opportunity to share academic progress and growth in the classroom. It is a great way to gain parental involvement. | C. Daniels, L. Johnson, R. Blake | 04/21/2023 | | |
| **[S 2.3] Targeted Interventions and Personalized Learning,**<br>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.<br><br>**Benchmark Indicator**<br>**QUARTERLY **Students should perform at or above 70% on track/mastery on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter.<br><br>**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.<br><br>**EVERY** Nine Weeks Report Card Period. | **[A 2.3.1] Response to Intervention**<br>Identification of Tier II and Tier III students by utilizing IREADY formative assessment tool to identify the bottom 10% of students in need of intervention, students are then bench-marked, after which students are scheduled for intervention services for RTI 2 in K-5. Implementation and ongoing fidelity checks and monitoring is ongoing, and student progress is bench-marked every week. Interventions provided for students are adjusted according to student mastery. Students will be using IReady Coach Books as well as utilizing desktops and laptops for I Ready online usage during our designated Intervention time daily. | Lori Streeter, Rosalind Blake, and Lakessa Johnson | 05/26/2023 | | |

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| **WEEKLY** Personalized Literacy Supports-Extended Learning, Tutorial Time, ZAP, TNReady Saturday Sessions, Paid Tutoring, Tutoring students with swd-Report Cards/Progress Reports.<br><br>District Formative Assessment data review to show effectiveness of targeted intervention and personalized learning in alignment of standards and performance measure. **QUARTERLY **student performance outcome 70% on-track/mastery.<br><br>Progress monitoring from the universal screener/ Illuminate/Fast Bridge and iReady will provide feedback data on the impact of targeted intervention and personalized learning. **QUARTERLY **student performance outcome 70% on-track/mastery.<br><br>Response to Intervention- RIT2- Interventionist - Fidelity checks every **20 days**, data meeting Target Supports.<br><br>RTI2 instructional tool data review – **WEEKLY** student performance outcome 70% on-track/mastery.<br><br>TN Ready Assessment and End of Course (EOC) - **ANNUALLY** meeting AMOs for identified targeted subgroups.<br><br>**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 2.3.2] Personalized Math Supports (Extended Learning)**<br>Provided targeted enrichment and support for students using District-provided online intervention tools, differentiated and classes with fidelity and differentiated instruction and enriched classes. | Lakessa Johnson, Lena Golden, Carol Powell, Rosalind Blake, Shonnie | 04/28/2023 | | |

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| | The following will be implemented throughout the year. Extended Learning, Saturday Schools, Tutorial Time, ZAP, TNReady Saturday Sessions, Paid Tutoring, Tutoring students with disabilities (SWD) | Sullivan, Kristen Williams | | | |
| | **[A 2.3.3] Progress Monitoring**<br>Create and Implement a systematic approach to monitoring the implementation of the math intervention and using the data to drive instruction throughout the year. | Lori Streeter | 05/26/2023 | | |
| | **[A 2.3.4] Target Support for Ongoing Learning (Tutoring)**<br>Each teacher volunteers to tutor 1 hour per week in grades K-5. Tutoring can help strengthen subject comprehension, boost confidence, and build important learning skills with individualized attention. | Lori Streeter, K. Brown, R. Robison, K. Brown, M. Whiteside, T. Davis, D. Keesee, I, Pate, S. Griffin, L. Golden, A. Stokes, J. Carmicheal, C. Powell, C. Farley,  S. Sullivan, M. Brown, K. Williams, N. Cleaves R. Storey | 04/28/2023 | | |

**[G 3] Safe and Healthy Students**
Oakshire Elementary will increase school level interventions and supports (progressive discipline % ) from % (SY21) to % (SY22).


For 2021/2022, 2022/2023 by reducing chronically out of school students from** 42.2** % to **10.1**%. The number of disciplinary actions taken against students; the percentage of expulsions reported; the student attendance rate and chronic absenteeism rate evidenced will be used to measure gains.

Students will have equal access to a safe learning environment. We will cultivate a positive climate to ensure that school environments are safe and conducive for instruction.

**Performance Measure**

Interventions and supports will be measured using the following:

* PowerSchool Data
* PowerBI Data
* Share Point
* Attendance Sheets
* Attendance Trackers
* SART documentation for at-risk students

| Strategy | Action Step | Person Responsible | Estimated Completion Date | Funding Source | Notes |
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| **[S 3.1] Attendance and Behavior Interventions and Supports**<br>Implement targeted interventions, initiatives and support programs that address chronic absenteeism and behavioral needs and provide appropriate student supports. (RTI-B) for all students.<br><br>**Benchmark Indicator**<br>In order to look at attendance rates and factors that cause students to be absent from school the benchmark indicators are:<br><br>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..<br><br>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.<br><br>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).). | **[A 3.1.1] Positive Behavior Intervention Support (PBIS, RTIB2)**<br>Implement a RTI2 behavior prevention and intervention plans with fidelity that provides supports to students.<br><br>Positive Behavioral Intervention strategies inclusive of rewards and consequences. Implement a RTI2 behavior prevention and intervention plans with fidelity that provides supports to students. | Dale Stokes, Lakessa Johnson, Rosalind Blake, LeCharle Harris, Arthur Rosenthal, Terence Bobo, and Lori Streeter, Clerance Daniels | 05/26/2023 | | |

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| * Weekly attendance<br>* Weekly discipline data<br>* Reports from Power BI, twice per semester<br><br><br>Monitor 20 day reports for behavior outputs, effectiveness of behavioral interventions and supports aimed at reducing student discipline incidents..<br><br>Monitor 20 day reports to identify students at risk of high chronic absenteeism<br><br>Monitor 20 day reports to assess the impact of suspensions on daily attendance.<br><br>Monitor students every 20 days who have been identified as needing additional support (i.e. homeless, foster care, student involved in RTIB programs). | | | | | |
| | **[A 3.1.2] Intervention Teams**<br>Utilize cross-functional teams to complete SART Team Meetings and Stat Cycles that review attendance, chronic absenteeism , and behavioral data to identify at-risk students. | D. Sokes, L. Harris, J. Phillips, C. Daniel | 05/26/2023 | | |
| | **[A 3.1.3] Intervention Programs for Students**<br>Implement Intervention Programs to encourage positive and safe behavior among students. | Terence Bobo, Dale Stokes, Clearance Daniel | 05/26/2023 | | |
| | **[A 3.1.4] Family Engagement Specialist**<br>Works with parents to decrease chronic absenteeism and discipline referrals. | Clearance Daniel, (Family Engagement Specialist) | 05/26/2023 | | |
| **[S 3.2] Professional Development**<br>Provide ongoing, high quality professional development for school leaders, teachers, and other instructional staff to focus on classroom/behavior management and social emotional learning. Also changing instructional | **[A 3.2.1] Targeted Training**<br>Provide Principals, Teachers and Staff, School Counselors, and PBIS Team on professional development to address student discipline, attendance, and chronic absenteeism. | Dale Stokes, Clarence Daniel, LeCharle Harris | 05/26/2023 | | |

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| practices that result in improved student attendance and behavior positively impacting student achievement.<br><br>**Benchmark Indicator**<br>Student discipline and attendance reports 20-day reporting cycle will be used to measure impact of changed practices as a result of professional development.<br><br>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.<br><br>Monitor the number of student referrals to the reset room and ISS quarterly and/or prior to professional development session<br><br>Monitor behavior plans per semester to determine the implementation and effectiveness of the strategies and resources shared during PD<br><br>Student discipline and attendance reports 20-day reporting cycle will be used to measure impact of changed practices as a result of professional development. Training- Sign In Sheets and surveys. Safe School courses due date guidelines given by the district.<br><br>RTIB2 Monthly Meetings. 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 3.2.2] Parent Meetings/ Training**<br>Sessions for parents to help decrease discipline/social needs. It is a great opportunity to share discipline/emotional progress and growth in the classroom. It is a great way to gain parental involvement. | Clarence Daniel and Dale Stokes | 04/28/2023 | | |

| | [A 3.2.3] Student Attendance Works<br>This training will discuss the importance of reducing chronic absenteeism, uncover specified reasons for absences, spell out the effects of missing school and develop solutions. This training will be implemented for parents and families as they are the first line of prevention and early outreach. | Dale Stokes, Clarence Daniels, J. Phillips, LeCharle Harris, Terence Bobo, Arthur Rosenthal, Lakessa Johnson, Rosalind Blake | 05/26/2023 | | |
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| | [A 3.2.4] Zone Meetings<br>Professional development sessions focusing on WEZ foci. Professional development to inspire staff to learn from experts; model schools and innovative districts to grow our school staff. | Terence Bobo (Principal) | 05/26/2023 | | |
| [S 3.3] Parent, Family, and Community Engagement<br>Promote effective parent, family, and community engagement activities and resources that support safe schools which will improve student attendance and behavior by positively impacting the overall academic success of students.<br><br>**Benchmark Indicator**<br>Review 20-day student attendance reports at the end of each semester to determine the impact after engagement events.<br><br>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.<br><br>Evidence of parent participation in decisions relating to the education of their children and collaboration efforts on district level topics through monthly parent surveys.<br><br>Conduct a semi-annual adopter surveys to monitor | [A 3.3.1] Employ a Family Engagement Specialist<br>Continue to have a part-time family engagement specialist that works specifically with families on attendance issue. | Terence Bobo, Clarence Daniel | 05/26/2023 | | |

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| their impact on students' success by way of their contributions of resources and time.<br><br>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.<br><br>* Parent Surveys distributed quarterly<br>* Sign in/attendance sheets from every meeting<br>* Lexile Scores given to the students monthly | | | | | |
| | **[A 3.3.2] Safe Tips Area/Line**<br>Maintain a Safe Tips Area/Line that provides students, parents, community members the opportunity to report incidents of bullying or other potentially dangerous behaviors occurring in schools. | Dale Stokes, Clerance Daniels, LeCharle Harris | 05/26/2023 | | |
| | **[A 3.3.3] Parent Ambassadors Program**<br>Strengthen the Parent Ambassadors program to inform and involve families on important topics (school readiness, curriculum, safe schools, attendance, etc.) | Beverly Davis and Lakessa Johnson | 05/26/2023 | | |
| | **[A 3.3.4] Annual Title One Meeting**<br>Parents come to learn about the state of the school and resources available to assist all students with academic and mental/physical growth. | Lakessa Johnson (PLC Coach) | 12/30/2022 | | |
| | **[A 3.3.5] Muffins with Moms**<br>This event brings in students' mothers or mother like figures to increase bonding opportunities with their children and build positive spirits. Mothers learn how the social and mental state of students is very important for students to learn and thrive in an education environment. | Lakessa Johnson (PLC Coach) Rosalind Blake (Facilitator) | 05/26/2023 | | |
| | **[A 3.3.6] Donuts with Dad**<br>This event brings in students' fathers or father like figures to increase bonding opportunities with their children and build positive spirits. Fathers learn how the social and mental state of students is very important for students to learn and thrive in an | Lakessa Johnson (PLC Coach) Rosalind Blake (Facilitator) | 05/26/2023 | | |

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| | education environment. Fathers will also have the opportunity to assist with morning duty and afternoon duty to help with school safety. | | | |
| | **[A 3.3.7] Parent University Resource Center**<br>The center is a safe haven for parents to use technology for job applications, school work, GED, personal business (Online banking, online bill pay, etc) email access, and printing. The space also has office supplies and other materials to ensure daily success for parents. | Clarence Daniels (Family Engagement Specialist) | 05/26/2023 | |
| | **[A 3.3.8] Read for the Record**<br>Community leaders, parents and community volunteers come to read to all students, to encourage literacy and the importance of reading and comprehension. | Sharon Green (Librarian) Lakessa Johnson (PLC Coach) | 03/24/2023 | |
| | **[A 3.3.9] Community Read Day**<br>Community leaders, parents and community volunteers come to read to all students, to encourage literacy and the importance of reading and comprehension. | Sharon Green (Librarian) Dale Stokes (Counselor) Lakessa Johnson(PLC Coach) | 03/24/2023 | |

**[G 4] Early Literacy**

Oakshire Elementary School 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 proficient readers by the end of grade 3 and college and career ready. Special emphasis will be placed on K-2 foundational skills. By spring 2023, we will improve K-2 literacy, with a particular emphasis on early grades 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. The district has implemented a third grade initiative that requires students in second grade to have reading foundational skills needed to transition to third grade. Our goal is to support this initiative through improved efforts within our reading program.

3rd grade TN Ready Assessment for the 2022 – 2023 academic school year.

Maintain** 70**% score for Mastery Connect/TN Ready & Fall/Spring Common Formative Assessment and Performance Matters (on-track/mastery at 70%).

This will take place during the Fall, Winter, and Spring District Common/Formative, Benchmark Assessment Window.

**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 |
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| **[S 4.1] Early Literacy Opportunities**<br>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.<br><br>**Benchmark Indicator**<br>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<br><br>**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;<br><br>**QUARTERLY** review of student success criteria to measure progress toward 3rd grade proficiency to inform needed instructional changes and professional development<br><br> **QUARTERLY **analysis of District formative assessment (Mastery Connect)<br><br>Universal phonics program (based on awarded RFP) will demonstrate student mastery of foundational literacy skills by achieving 70% | **[A 4.1.1] Assessment Tools**<br>Utilize District and School Formative Assessment Tools to guide instruction and develop individualized learning opportunities K-2 students to ensure readiness skills. | Rosalind Blake, Lakessa Johnson | 04/28/2023 | | |

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| mastery on **WEEKLY** assessments.<br><br>**MONTHLY** review of Universal Phonics Tool<br><br>**MONTHLY** equity walks by district team leaders to determine the fidelity of implementation of phonics program;<br><br>**QUARTERLY** Foundational Literacy Quality Skills Reviews from district-level advisors and literacy coaches to incorporate academic gap and root cause analysis to support professional development opportunities based on measured needs<br><br>**ON-GOING** 85% attendance and completion of in person and on demand professional development focused on foundational literacy for K-2. District<br><br>District Formative Assessments (including Grade 2 **Fall, Winter, and Spring**)** **student assessment data ongoing quarterly will demonstrate the alignment of core instruction to K-2 standards at 70% on-track/mastery level ; foundational skills quality reviews from district-level advisors and Reading Laureate to incorporate quarterly gap and root cause analyses that will inform professional development opportunities aligned to measured needs during weekly PLC Meetings; attendance and completion of in person and on demand PD around foundational literacy will be done and implemented **MONTHLY**. | | | | | |
| | **[A 4.1.2] Early Literacy Intervention**<br>Utilize one -on-one tutoring and online assessment tools as a tiered intervention method for K-2 students. | K. Brown, R. Robison, K. Brown, M. Whiteside, D. Keesee, T. Davis L. Golden, S. Griffin, I.Pate | 05/26/2023 | | |

| | [A 4.1.3] Phonics Resources<br>Identify and select a universal phonics program for students in Grade K-2 students. | K. Brown, S. Griffin, L. Streeter | 04/21/2023 | | |
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| **[S 4.2] Professional Learning**<br>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. Provide support to K-2 all teachers through job-embedded professional development activities.<br><br>**Benchmark Indicator**<br>\*\*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;<br><br>\*\*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;<br><br>Once a semester DECHS will review the Fall pre-post teacher survey supporting the cohort session to provide feedback, additional PD opportunities, | **[A 4.2.1] Instructional Support**<br>Provide K-2 teachers with tiered instructional support, professional development, coaching, and data digs. | L. Johnson, L. Bryant, L. Streeter | 05/26/2023 | | |

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| and individualized coaching to K-2 sped teachers.<br><br>Student assessment data in the form of \*\*QUARTERLY \*\*formative assessment and quarterly district CFA's will demonstrate effective professional development as improved pedagogy will yield increasingly positive student results; completion of foundational skills module studies weekly during PLC meetings 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 4.2.2] Use of Instructional Coaches**<br>Use of Instructional Coaches including the Reading Laureate to provide direct support to teachers to improve foundational instructional practices in classrooms. | K. Brown, L. Bryant, L. Johnson | 05/26/2023 | | |
| | **[A 4.2.3] Differentiated Learning Opportunties**<br>Provide differentiated professional development support opportunities for foundational teachers that focus on building students skills and addressing tiered grade level foundational standards. | S. Griffin, K. Brown, L. Bryant, L. Johnson, L. Streeter | 05/26/2023 | | |
| **[S 4.3] Foundational Literacy Laureates**<br>Designate one Laureate in every elementary and K-8 school to support K-2 teachers with implementing high quality foundational literacy instruction and strategies.<br><br>**Benchmark Indicator**<br>\*\*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;<br><br>\*\*BI-ANNUAL\*\* Foundational Literacy Quality Reviews (FLQRs) from district instructional literacy advisors to determine Laureate's implementation of | **[A 4.3.1] Curriculum Alignment**<br>Align the SCS curriculum maps and pacing guides for K-2 to the TN Standards. | Lakessa Johnson (PLC Coach) Rosalind Blake ( Instructional Facilitator) R. Robison, K. Brown, M. Whiteside, S. Griffin, L. Golden (Teachers) | 05/26/2023 | | |

| the 3 major components of a comprehensive literacy block and inform the support needs of individual Laureates | | | | |
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| | **[A 4.3.2] Foundational Literacy Parent Meetings** Provide parent meetings to discuss foundational literacy information and hands-on activities to help their children be more comfortable and confident with foundational literacy. | K. Brown, L. Johnson. L. Streeter | 05/26/2023 | |
| | **[A 4.3.3] Professional Development for Foundational Literacy** The Laureate will provide professional development for K-2 teachers to discuss foundational literacy information and also provide hands-on activities to help teachers with their students. | K. Brown, L. Johnson, L. Streeter, | 05/26/2023 | |