

Larose Elementary Annual Plan (2023 - 2024)

Last Modified at Nov 01, 2023 11:27 AM CDT

[G 1] ELA-LaRose Elementary will work toward increasing the following percentage of students in grades 3-5 from 2.8% in 2022 to 15% in 2024

Effective Instruction | Best for All Strategic Plan alignment: Academics

Effective instruction is built around standards-aligned, high quality curricula and assessments that measure student progress and provide timely information regarding student achievement and growth. Providing students with rigorous, standards-aligned instruction delivered through best practices will help to ensure that all students in Tennessee's high opportunity schools have access to a comprehensive educational system which will prepare them for the career path of their choice.

District Turnaround Plan Goal

[G 4] Build teacher capacity and content knowledge so that instruction reflects District's four instructional practice expectations from 47.6% in Spring 2023 to a minimum of 70% in 2024 on walkthroughs.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 1.1] Support implementation of standards aligned curricula Rationale</p> <p>According to TCAP results, 4.1% of 3rd Grade students and 4.9% of 5th Grade students Met/Plus Exceeded the 21-22 ELA TCAP mastery. 81.6% of 3rd grade students, 60.7% of 4th grade students, and 68.3% of 5th grade students fell in the below category. 14.3% of 3rd grade students, 39.3% of 4th grade students, and 26.8% of 5th grade students fell in the approaching category on the 21-22 TCAP assessment</p> <p>Performance Rates for Students with Disabilities in 2021-2022 70% of students with Disabilities were below expectations.</p> <p>LaRose teachers will plan and execute standard aligned lessons with intentionality and focus</p>	<p>[A 1.1.1] Implement Standards Aligned Instruction Utilizing the Wonders Curriculum and Reading Prescriptions</p> <p>We will provide standards aligned instruction in ELA by implementing the Wonders Curriculum and Reading Prescriptions. The Wonders curriculum and Reading Prescriptions meets the challenges of ensuring all learners are reached. The curriculum embodies foundational literacy and meaning-based instructional standards. Wonders and Reading Prescriptions provides students equity of access to rich texts and rigorous instruction.</p> <p>Implementation</p> <ul style="list-style-type: none"> * Daily classroom observations using the School Classroom Walkthrough Tool * Quarterly Formative Assessments student expected proficiency 70% or higher * Weekly PLC Agendas * I-Ready Data * Bi-Weekly common assessments 	<p>Staci Hendrix, Veronica Becton, Wanda Gillard-Phifer</p>	<p>05/24/2024</p>	<p>Title I</p>	

<p>(data-informed instruction) to provide daily access to a rigorous ELA 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>LaRose Elementary will also 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>Supporting Data</p> <p>Grade 3, Tier I increased from 10% to 38% from fall to spring. Tier II decreased from 16% to 9% from fall to spring. Tier III, Decreased from 74% to 53%. From fall to spring. Grade 4, tier I increase 2% to 4% from fall to spring. Tier II increase from 26% to 28% fall to spring. Tier III decreased from 72% to 76%. Grade 5, Tier I increased from 0% to 15% from fall to spring. Tier II decreased from 20% to 18% from fall to spring. Tier III decreased from 80% to 68% from fall to spring.</p> <p>**Mastery connect ELA Grade band 0-2**</p> <p>Grade K increased from 51.3% to 86.8% from fall to spring. Grade 1 increase from 83.3% to 85.4% from fall to spring. Grade 2 increase 17.1% to 26.5% from fall to spring.</p> <p>Benchmark Indicator Implementation -----</p> <p>Quarterly District Formative Assessments (Fall,</p>	<p>Effectiveness</p> <ul style="list-style-type: none"> * 80% of students will increase by 5 percentage points on bi-weekly school common assessment during the 2023-2024 SY * The TCAP Met and Plus Exceeded in ELA will increase from 2.8% Spring 2022 to 15% Spring 2023. * Weekly classroom observations at least 90% of teachers will consistently plan and deliver standards aligned lessons that are consistent with the demands of the standards based objective as measured by indicator 3.12 on the walkthrough tool. 				
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<p>Winter and Spring) which align with core instructional standards for the specific quarter. Students should perform at or above 70% on District Formative Assessments 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 data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction.</p> <p>District Walkthrough data will be monitored through the district's PD management system (Professional Learning Zone/PLZ)</p> <p>Quarterly review of TEM observation data to monitor educators delivery of standard aligned lessons to the TN Standards.</p> <p>Effectiveness -----</p> <p>Students should perform at or above the 70% on District Formative Assessments Fall, Winter, and Spring).</p> <p>Weekly Classroom and District Walkthrough data will be monitored through the district's PD management system to show 75% effectiveness of implementation of Instructional Practice 3-Gradual Release of Responsibility.</p> <p>Quarterly review of TEM observation data to show 75% of teachers score 3 or higher on Indicator 2 on the TEAM Rubric, which is Explain Content.</p>					
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	<p>[A 1.1.2] Provide Weekly Professional Learning Community (PLC) Meetings/Collaborative Planning</p> <p>All ELA teachers will participate in weekly PLCs with school administrators on their grade level. In these meetings, administration/teachers will unpack standards and receive training on how to understand the demands of the standards. Teachers and school leaders will also discuss instructional practices, instructional planning and assessing data. Teachers will participate in reviewing "tasks on the table, as well as review data to inform instructional practices. Teachers will also share best practices and innovative ways to improve student learning.</p> <p>**Implementation**</p> <ul style="list-style-type: none"> * Weekly PLC Sign/Agendas/Minutes * Daily Classrooms Observations * Standards Aligned Lesson Plans * Bi-Weekly Common Assessments <p>**Effectiveness**</p> <ul style="list-style-type: none"> * 80% of students will increase by 5 percentage points on bi-weekly school common assessment during the 2023-2024 SY * The TCAP Met and Plus Exceeded in ELA will increase from 2.8% Spring 2022 to 15% Spring 2024. * Weekly classroom observations at least 90% of teachers will consistently plan and deliver standards aligned lessons that are consistent with the demands of the standards based objective as measured by indicator 3.12 on the walkthrough tool. 	Principal, Staci Hendrix, Assistant Principal Veronica Becton, and PLC Coach, Wanda Gillard-Phifer	05/24/2024	Title I	
	<p>[A 1.1.3] Provide Supplemental Resources to Improve Student Achievement</p>	Staci Hendrix, Veronica	05/24/2024	Title I	

	<p>Students and teachers will be provided with additional resources such as reading subscriptions (Scholastic Weekly Reader); online resources (NEWSELA); classroom materials for literacy centers, including books for classroom libraries; hands-on manipulatives and games for centers; educational technology (computers, interactive boards, headphones, mice, printers, ink etc.); and classroom/student supplies (pencils, paper, tablets, folders, agenda books, glue, tape, etc.) to enhance classroom instruction and improve student achievement.</p> <p>Implementation</p> <ul style="list-style-type: none"> * Daily classroom observations using the School Walkthrough Protocol and Debriefing Document . * Quarterly Review of TEM observation data * PD and or Planning collaborative agendas and sign in sheets * Mastery Connect Data <p>Effectiveness</p> <ul style="list-style-type: none"> * 80% of students will increase by 5 percentage points on bi-weekly school common assessment during the 2023-2024 SY * The TCAP Met and Plus Exceeded in ELA will increase from 2.8% Spring 2022 to 15% Spring 2024. * Weekly classroom observations at least 90% of teachers will consistently plan and deliver standards aligned lessons that are consistent with the demands of the standards based objective as measured by indicator 3.12 on the walkthrough tool. 	Becton, Wanda Gillard-Phifer			
<p>[S 1.2] Create opportunities for staff collaboration focused on improving the quality of the teaching and learning in all classrooms Rationale</p>	<p>[A 1.2.1] Professional Development All school based stakeholders will participate in cycles of professional development workshops that will take place at varied dates and times throughout</p>	Staci Hendrix, Veronica Becton, Wanda Gillard-Phifer	05/24/2024	Title I	

<p>-----</p> <p>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>Supporting Data</p> <p>-----</p> <p>Grade 3, Tier I increased from 10% to 38% from fall to spring. Tier II decreased from 16% to 9% from fall to spring. Tier III, Decreased from 74% to 53%. From fall to spring. Grade 4, tier I increase 2% to 4% from fall to spring. Tier II increase from 26% to 28% fall to spring. Tier III decreased from 72% to 76%. Grade 5, Tier I increased from 0% to 15% from fall to spring. Tier II decreased from 20% to 18% from fall to spring.. Tier III decreased from 80% to 68% from fall to spring.</p> <p>Benchmark Indicator</p> <p>Implementation</p> <p>-----</p> <p>Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document .</p> <p>District Walkthrough data will be monitored through the district's PD management system (Professional Learning Zone/PLZ) and Zoho 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 to ensure district and</p>	<p>the school year. Meetings will be held during/after school, on Saturday's, and during the Summer for the purpose of ensuring that all teachers and teacher assistants acquire the knowledge and skills that are necessary to design and execute standards based instructional lessons for students. Teachers and administrators will attend Professional Development regionally and nationally.</p> <p>Implementation</p> <ul style="list-style-type: none"> * Instructional Leadership Team meetings * ILT sessions are facilitated monthly by principals to support content lead teachers and PLC Coach * Principal Coaching documentation and feedback from ILDs and or partnership supports * Classroom walkthroughs and implementation evidence of Instructional Practices * Quarterly Classroom Walkthroughs * Bi-Weekly Common Assessments <p>Effectiveness</p> <ul style="list-style-type: none"> * The TCAP Met and Plus Exceeded in ELA will increase from 2.8% Spring 2022 to 15% Spring 2024. * Weekly classroom observations at least 90% of teachers will consistently plan and deliver standards aligned lessons that are consistent with the demands of the standards based objective as measured by indicator 3.12 on the walkthrough tool. * 80% of teachers will score "yes" on the gradual release component and or the monthly walkthrough trend data will reflect that 90% of the teachers have shown improvement. 				
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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.

Zone meetings and small-group ILT sessions are facilitated monthly by Instructional Leadership Directors 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.

Quarterly district-level PD sessions for volunteers and parents to learn effective strategies to help students reach the district's ELA goal.

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.

Effectiveness

Weekly Professional Development (Performance Based Objectives, Vocabulary, Gradual Release of Responsibility, Blended Learning, Aggressive monitoring, etc.) through faculty meetings increase implementation by 70%.

Quarterly Professional Development (Performance Based Objectives, Vocabulary, Gradual Release of Responsibility, Blended Learning, Aggressive monitoring, etc.) conducted by ILT to increase teacher implementation of district and school instructional practices by 70% based on trends.

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<p>Bi-Weekly New Teacher Professional Development (TEM, Performance Based Objectives, Vocabulary, Gradual Release of Responsibility, Blended Learning, Aggressive monitoring, etc.) conducted by New Teacher Mentors to increase teacher effectiveness by 60%.</p>					
	<p>[A 1.2.2] Engage with Instructional Practices Training Teachers and ILT will receive PD on: Performance Based Objectives Instructional Practices and General, Content Specific Vocabulary, Gradual Release of Responsibility, and Writing. The implementation of these strategies will increase academic achievement. PLCs will be conducted weekly focusing on the Student Achievement Strategies. ILT team will closely monitor to ensure strategies are implemented inside of classrooms with fidelity and integrity,</p> <p>**Implementation**</p> <ul style="list-style-type: none"> * Administrative Leadership Team * Daily classroom observations * Meeting schedule with Agenda <p>**Effectiveness**</p> <ul style="list-style-type: none"> * The TCAP Met and Plus Exceeded in ELA will increase from 2.8% Spring 2022 to 15% Spring 2024. * Daily classroom observations using the Classroom Walkthrough Protocol with 90% of teacher implementation of deliberate practice strategies * 100% teacher collaborative culture with 80% of teachers receiving a score of 3 or better on TEM indicator 2 - Explain content 	<p>Staci Hendrix, Veronica Becton, Wanda Gillard-Phifer</p>	<p>05/24/2024</p>	<p>Title I</p>	

	<p>[A 1.2.3] Provide ELA Materials and Supplies for School Level PD</p> <p>LaRose Elementary School will secure supplies and materials equipment and resources to support academic growth and achievement in ELA.</p> <p>Students and teachers will be provided with additional resources such as reading subscriptions (Scholastic Weekly Reader); online resources (NEWSELA); classroom materials for literacy centers, including books for classroom libraries; hands-on manipulatives and games for centers; educational technology (computers, interactive boards, headphones, mice, printers, ink etc.); and classroom/student supplies (pencils, paper, tablets, folders, agenda books, glue, tape, etc.) to enhance classroom instruction and improve student achievement.</p> <p>Implementation</p> <ul style="list-style-type: none"> * Daily classroom observations using the School Walkthrough Protocol and Debriefing Document . * Quarterly Review of TEM observation data * PD and or Planning collaborative agendas and sign in sheets * Mastery Connect Data <p>Effectiveness</p> <ul style="list-style-type: none"> * 80% of students will increase by 5 percentage points on bi-weekly school common assessment during the 2023-2024 SY * The TCAP Met and Plus Exceeded in ELA will increase from 2.8% Spring 2022 to 15% Spring 2024. * Weekly classroom observations at least 90% of teachers will consistently plan and deliver standards aligned lessons that are consistent with the demands of the standards based objective as 	Wanda Phifer	05/24/2024	Title I	
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	measured by indicator 3.12 on the walkthrough tool.				
	<p>[A 1.2.4] Instructional Curriculum Coach (Izone Support Team) Instructional Coaches will conduct learning walks and provide immediate feedback to teachers. Design differentiated professional development and coaching plans for areas of need (includes but not limited to good first teaching, knowledge of content standards, effective planning, delivery of instruction). Participate in collaborative planning sessions to assist teachers in delivery of effective instruction, practice and demonstrate how to tier instructional activities for small or whole group instruction, and support teachers to make informed standards-aligned instructional decisions after analyzing student data</p> <p>Implementation -----</p> <ul style="list-style-type: none"> * Weekly/Bi-Weekly classroom observations using Walkthrough Tool * District Formative Assessment students will score 70% or higher (Fall, Winter, Spring) * Quarterly review of TEM observation data to monitor educators' delivery of standards aligned lessons * Mastery Connect Data <p>Effectiveness -----</p> <ul style="list-style-type: none"> * Overall TCAP Met Plus Exceeded in ELA will increase from 2.8% 2022 to 15% in 2024. * Mastery Connect Grades 3-5 Met Expectations at LaRose Elementary will increase from 18.3% in 	Staci Hendrix	05/24/2024	Title I	

	<p>Spring 2023 to 40% or higher in Spring in 2024. * 80% or more teachers scoring a 3 or higher on overall formal classroom observations * 80% of teachers implementing Instructional Practices as identified by IZone Support Team.</p>				
<p>[S 1.3] Provide support for early warning and multi-tiered student response systems Rationale ----- 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>Supporting Data ----- Grade 3, Tier I increased from 10% to 38% from fall to spring. Tier II decreased from 16% to 9% from fall to spring. Tier III, Decreased from 74% to 53%. From fall to spring. Grade 4, tier I increase 2% to 4% from fall to spring. Tier II increase from 26% to 28% fall to spring. Tier III decreased from 72% to 76%. Grade 5, Tier I increased from 0% to 15% from fall to spring. Tier II decreased from 20% to 18% from fall to spring.. Tier III decreased from 80% to 68% from fall to spring.</p> <p>**Mastery connect ELA Grade band 0-2**</p> <p>Grade K increased from 50% to 86.7% from fall to spring. Grade 1 increase from 81.8% to 87.2 from fall to spring. Grade 2 increase 17.9% to 28.9% from fall to spring.</p> <p>Benchmark Indicator Implementation</p>	<p>[A 1.3.1] Targeted Intervention and Personalized Learning Teachers will implement small group instruction daily. Teachers will utilize data to create student small groups based on standards, skills, and concepts. Teachers will utilize instructional resources approved by the district to address areas of strength and areas needed to be strengthened. Differentiated Instruction will be provided based on tiered support needed. Remediation and enrichment will be embedded within small group instruction.</p> <p>Implementation</p> <ul style="list-style-type: none"> * Monthly progress monitoring data review * District Common Formative Assessment students are expected to score 70% or higher (Fall, Winter, Spring) * Weekly Informal Walkthrough Data * Professional Development Agendas/Sign-in Sheet <p>Effectiveness</p> <ul style="list-style-type: none"> * 70% of the students will increase, by 10 percentage points, on each bi-weekly CFA during the 2023-2024 SY * 40% of students will obtain OT/M on the Fall, Winter, and Spring District Mastery Connect Assessment * 40% of T2/T3 ED students will have a 70% passing rate on each I-ready intervention lesson as recorded on the monthly RTI reading and math SOAR report 	<p>Staci Hendrix, Veronica Becton, Wanda Gillard-Phifer</p>	<p>05/24/2024</p>	<p>Title I</p>	

<p>-----</p> <p>Quarterly 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</p> <p>District Walkthrough data will be monitored through the district's PD management system (Professional Learning Zone/PLZ)</p> <p>Quarterly review of TEM observation data to monitor educators delivery of standard aligned lessons to the TN Standards.</p> <p>Effectiveness</p> <p>70% of students will increase achievement on District Formative Assessment (Mastery Connect) by 3-5% from Fall, 2023 to Winter, 2023</p> <p>70% of students will increase achievement on District Formative Assessment (Mastery Connect) by 6-10% from Winter, 2023-Spring, 2024.</p> <p>80% of teachers will be implementing District Instructional Practices.</p> <p>80% of teachers will score a level of 3 or better on TEM indicators 1 -Objective Driven Lesson, 2-Explain Content, and indicator 6-Checking for Understanding.</p>					
	<p>[A 1.3.2] Technology Blended Learning & Computer Based Assessment/Intervention (iReady/Mastery Connect)</p> <p>All students will receive on-line instructional</p>	<p>Staci Hendrix, Veronica Becton, Wanda Gillard-Phifer</p>	<p>05/24/2024</p>	<p>Title I</p>	

experiences each day. These experiences will provide the students to receive personalized intervention through the use of iReady. They will also use technology in their classrooms, during small group instruction, to provide them with opportunities to review grade level content and material.

100% of students will complete computer based screening and benchmark assessments using iReady and Mastery Connect.

Technology, including computers, document cameras, pointers, and printers will be used to ensure that all students are able to complete their assessments and that teachers have access to the tools that they need to analyze data and develop individualized reteaching plans.

****Implementation****

- * -Informal classroom observations (weekly and during the quarterly benchmark assessment windows)
- * -RTI will be conducted based upon the RTI Implementation Guide and monitored during the intervention block using the formal and informal fidelity checks
- * Monthly Comprehensive Review Spread Sheet
- * I-Ready /Mastery Connect Reports

****Effectiveness****

- * 80% of students will increase their individual percentages, by a minimum of 5 percentage points, on each bi-weekly CFA during the 2023-2024 SY.
- * 40% of students will obtain OT/M on the Fall, Winter, and Spring District Mastery Connect Assessment.
- * At least 50% of T2/T3 ED students will have a

	70% passing rate on each I-ready intervention lesson as recorded on the monthly RTI reading and math SOAR report.				
	<p>[A 1.3.3] Implement Response to Intervention The RTI Team will consult with the school psychologist and the RTI Advisor to determine appropriate interventions for students. Students will receive forty-five minutes of quality intervention instruction daily. Students' progress and teachers' effective teaching practices will be monitored through intervention walkthrough tools, fidelity checks, universal screeners and progress monitoring assessments.</p> <p>Implementation</p> <ul style="list-style-type: none"> * Data Team Meeting agenda and sign in * Bi-Weekly Fidelity check notes/records * RTI Compliance Reports * Informal Walkthroughs <p>Effectiveness</p> <ul style="list-style-type: none"> * The percentage of out of compliance students will decrease incrementally by 1.5% quarterly * The number of TIER 3 students needing intervention will decrease by 5% quarterly 	Wanda Gillard-Phifer	05/24/2024	Title I	
	<p>[A 1.3.4] Provide Supplemental Resources to Improve Student Achievement Students and teachers will be provided with additional resources such as reading subscriptions (Scholastic Weekly Reader); online resources (NEWSELA); classroom materials for literacy centers, including books for classroom libraries; hands-on manipulatives and games for centers; educational technology (computers, interactive boards, headphones, mice etc.); and classroom/student supplies (pencils, paper, tablets, folders, agenda books, glue, tape, etc.) to enhance</p>	Stacie Hendrix, Veronica Becton, Wanda Gillard-Phifer	05/24/2024	Title I	

	<p>classroom instruction and improve student achievement.</p> <p>Implementation</p> <ul style="list-style-type: none"> * Daily classroom observations using the District Walkthrough Protocol and Debriefing Document . * Quarterly Review of TEM observation data * PD and or Planning collaborative agendas and sign in sheets * Mastery Connect Data <p>Effectiveness</p> <ul style="list-style-type: none"> * 80% of students will increase by 5 percentage points on bi-weekly school common assessment during the 2023-2024 SY * The TCAP Met and Plus Exceeded in ELA will increase from 2.8% Spring 2022 to 15% Spring 2024. * Weekly classroom observations at least 90% of teachers will consistently plan and deliver standards aligned lessons that are consistent with the demands of the standards based objective as measured by indicator 3.12 on the walkthrough tool. 				
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[G 2] Mathematics-LaRose Elementary will work toward increasing the following percentage of students who are on track or mastered from 0.8% in 2021-2022 SY to 15% in 2023-2024

Effective Instruction | Best for All Strategic Plan alignment: Academics

Effective instruction is built around standards-aligned, high quality curricula and assessments that measure student progress and provide timely information regarding student achievement and growth. Providing students with rigorous, standards-aligned instruction delivered through best practices will help to ensure that all students in Tennessee’s high opportunity schools have access to a comprehensive educational system which will prepare them for the career path of their choice.

District Turnaround Plan Goal

[G 4] Build teacher capacity and content knowledge so that instruction reflects District’s four instructional practice expectations from 47.6% in Spring 2023 to a minimum of 70% in 2024 on walkthroughs.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 2.1] Support implementation of standards aligned curricula Rationale -----</p> <p>LaRose Elementary teachers will plan and execute standards 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>Supporting Data -----</p> <p>Students should perform at or above 70% on District Formative Assessments which align with core instructional standards for he specific quarter.</p> <p>**IReady Data**</p> <p>IReady Diagnostic Assessment Grade 3, Tier I increased from 0% to 22% from fall to spring. Tier II decreased from 39% to 34% from fall to spring. Tier III, Decreased from 61% to 44%, Fall to Spring.</p> <p>IReady Diagnostic Assessment Grade 4, tier I increased from 0% to 2% Fall to Spring. Tier II increased from 24% to 30% fall to Spring. Tier III decreased from 72% to 76% Fall to Spring.</p>	<p>[A 2.1.1] Implement Standards Aligned Instruction Utilizing Envision Math Curriculum 0% of LaRose students were On/Track/Mastered 2022.</p> <p>We will provide standards aligned instruction in Math by implementing the Envision Math curriculum. The Envision Math builds math conceptual understanding. Envision will help Economically Disadvantaged students understand the why behind the math which increases math competency. Envision Math will be implemented daily for 80 - 110 minutes. Teachers will teach the various components fluency, application, concept development, and allow student debrief. The three aspects of rigor are addressed which will increase student achievement.</p> <p>**Implementation**</p> <ul style="list-style-type: none"> * Informal walkthrough data * Informal observation and feedback * Bi-weekly PD Agendas and Sign-In * Quarterly Mastery Connect OTM scores in Math * Mastery Connect Data <p>**Effectiveness**.</p> <ul style="list-style-type: none"> * Increase OT/Mastery Math Mastery Connect from Spring 2023 7.0% to 25% Spring 2024 * Daily classroom observations using the District Classroom Walkthrough Protocol with 80% implementation of Envision curriculum. * Students should perform at or above 70% on District Common Formative Assessment 	Principal Hendrix, Assistant Principal Veronica Becton, PLC Coach, Wanda Gillard-Phifer	05/24/2024	Title I	

IReady Diagnostic Assessment Grade 5, Tier I stayed at 0%. Tier II increased from 9% to 29% from fall to spring. Tier III decreased from 91% to 71% from Fall to Spring.

****Mastery Connect Math****

All collective Grade Band Subgroups for 3-5 did not meet the AMO Goal of 15%.

Economically Disadvantaged for Math 3-5 Subgroup decreased from 7.7 in the Fall to 1.0% in the Spring.

TNReady 2021-2022

According to TCAP results in Grades 3-5, 2.4% of 5th grade students Met/Plus exceed the 21-22 Math TCAP mastery. 92.0% of 3rd grade students, 89.3% of 4th grades students, and 92.7% of 5th Grade students fell in the Below Category. 8.0% of 3rd grade students, 10.7% of 4th Grade students, and 4.9% of 5th grade students fell in the approaching category.

LaRose Elementary School Students with Disabilities Performance Rates 2021-2022

100% of students with disabilities were below expectations 2021-2022 SY.

Benchmark Indicator Implementation

- * Quarterly District Formative Assessments (Fall, Winter and Spring)
- * Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document .
- * Monthly District Walkthrough data.
- * Quarterly review of TEM observation data

<p>Effectiveness</p> <ul style="list-style-type: none"> * Quarterly CFA Data will increase by 5% points. * Math TNReady scores will increase by 15% yearly. * Quarterly iReady Data will increase by 10%. * Bi-Weekly increase in student classroom assessments by 2%. 					
	<p>[A 2.1.2] Implement Standards Aligned Instruction Using Key Student Engagement Strategies</p> <p>The following four student achievement strategies will be implemented to ensure standards aligned instruction and increase Economically Disadvantaged students opportunities to achieve. Utilizing TN academic standards, we will focus on unpacking and building teacher capacity to ensure each lesson includes.</p> <ul style="list-style-type: none"> * Performance Based Instructional Objectives * General & Content Specific Vocabulary * Gradual Release of Responsibility * Writing in response to math contextual problems & Manipulatives * Read Draw Write Strategy * C.U.B.E.S. Strategy * Summer Professional Development * Backwards Planning * 70 minute Collaborative Planning * Deliberate Practice (Practice Delivery) * Implementation of Instructional Focus Document * Data Driven Instruction * Implementation of Best for All Central * Vertical Team Planning Grades 3-5 * Error Analysis **Implementation** <p>* Weekly Faculty Meetings Focused on Engagement Strategies with sign in.</p>	<p>Principal Hendrix, Assistant Principal, Becton, and PLC Coach, Wanda Gillard-Phifer</p>	<p>05/24/2024</p>	<p>Title I</p>	

	<p>* Daily Error Analysis Strategies (Twice weekly-Tuesday/Thursdays Do Now)</p> <p>**Effectiveness**</p> <p>* The overall TCAP Met and Plus Exceeded in Math will increase from 0.7% 2022 to 15% in 2023. * Increase OT/Mastery Math Mastery Connect from Spring 2023 7.0% to 25% Spring 2024 * Daily classroom observations using the District Classroom Walkthrough Protocol with 80% implementation of Envision curriculum. * Students should perform at or above 70% on District Common Formative Assessment</p>				
	<p>[A 2.1.3] Provide Supplemental Resources to Improve Student Achievement Students and teachers will be provided with additional resources such classroom materials for math centers, including books for classroom libraries; hands-on manipulatives and games for centers; educational technology (computers, interactive boards, headphones, mice, printers, ink etc.); and classroom/student supplies (pencils, paper, tablets, folders, agenda books, glue, tape, etc.) to enhance classroom instruction and improve student achievement.</p> <p>Implementation</p> <p>* Daily classroom observations using the District Walkthrough Protocol and Debriefing Document . * Quarterly Review of TEM observation data * PD and or Planning collaborative agendas and sign in sheets * Mastery Connect Data</p> <p>Effectiveness</p>	<p>Wanda Gillard-Phifer, PLC Coach</p>	<p>05/24/2024</p>	<p>Title I</p>	

	<ul style="list-style-type: none"> * 80% of students will increase by 5 percentage points on bi-weekly school common assessment during the 2023-2024 SY * The TCAP Met and Plus Exceeded in ELA will increase from 3.4% Spring 2022 to 15% Spring 2024. * Weekly classroom observations at least 90% of teachers will consistently plan and deliver standards aligned lessons that are consistent with the demands of the standards based objective as measured by indicator 3.12 on the walkthrough tool. 				
<p>[S 2.2] Create opportunities for staff collaboration focused on improving the quality of the teaching and learning in all classrooms **Rationale**</p> <p>Provide ongoing, high quality professional development at the District and school level for school leaders, teachers, and other instructional staff that focuses on instructional shifts and strategies that result in improved student performance.</p> <p>----- ----- ----- -----</p> <p>**Supporting Data **</p> <p>**IReady Data**</p> <p>IReady Diagnostic Assessment Grade 3, Tier I increased from 0% to 22% from fall to spring. Tier II decreased from 39% to 34% from fall to spring. Tier III, Decreased from 61% to 44%, Fall to Spring.</p> <p>IReady Diagnostic Assessment Grade 4, tier I increased from 0% to 2% Fall to Spring. Tier II</p>	<p>[A 2.2.1] Implement Envision Math Curriculum Mathematics content teachers will implement, plan and deliver standards-based learning experiences using the Envision Math Curriculum with an emphasis on 5 E Model.</p> <p>Implementation</p> <ul style="list-style-type: none"> * Daily classroom observations using the School Walkthrough Tool * Students should perform at or above the 70% on the District Common Formative Assessment * Quarterly Review of TEM observation data to monitor educators' delivery of standard aligned lessons * Monthly PD Agendas/Minute Meetings <p>Effectiveness</p> <ul style="list-style-type: none"> * Mastery Connect Math Grades 3-5 will increase from 7.0% in Spring 2023 to 15% in Winter 2023, 15% to 40% Spring 2024.. * 80% of LaRose Elementary teachers will implement instructional math practices daily -Semester 1, 2023. * 100% of LaRose Elementary teachers will implement instructional math practices daily - Semester 2, 2024. 	Principal Staci Hendrix, Assistant Principal Veronica Becton, PLC Coach, Wanda Gillard-Phifer	05/24/2024	Title I	

<p>increased from 24% to 30% fall to Spring. Tier III decreased from 72% to 76% Fall to Spring.</p> <p>IReady Diagnostic Assessment Grade 5, Tier I stayed at 0%. Tier II increased from 9% to 29% from fall to spring. Tier III decreased from 91% to 71% from Fall to Spring.</p> <p>**Mastery Connect Math**</p> <p>All collective Grade Band Subgroups for 3-5 did not meet the AMO Goal of 15%.</p> <p>Economically Disadvantaged for Math 3-5 Subgroup decreased from 7.7 in the Fall to 1.0% in the Spring.</p> <p>**TNReady 2021-2022**</p> <p>According to TCAP results in Grades 3-5, 2.4% of 5th grade students Met/Plus exceed the 21-22 Math TCAP mastery. 92.0% of 3rd grade students, 89.3% of 4th grades students, and 92.7% of 5th Grade students fell in the Below Category. 8.0% of 3rd grade students, 10.7% of 4th Grade students, and 4.9% of 5th grade students fell in the approaching category.</p> <p>LaRose Elementary School Students with Disabilities Performance Rates 2021-2022</p> <p>100% of students with disabilities were below expectations 2021-2022 SY.</p> <p>Benchmark Indicator Implementation -----</p> <p>Daily classroom observations using the District</p>	<p>* 85% of LaRose Elementary teachers will attend Mathematical Professional Development Sessions</p>				
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<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 Zoho.</p> <p>Instructional Leadership Team (ILT) meetings are conducted twice each month 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 to support content lead teachers, PLC Coaches, and administrators with feedback and targeted training that should result in more effective daily instructional practices that should be observed during district walk throughs.</p> <p>Quarterly district-level PD sessions for volunteers and parents to learn effective strategies to help students reach the district's mathematics goal.</p> <p>New teacher professional learning supports are offered at various times throughout each semester for new hires. Mentor rosters are submitted at the beginning of each semester to ensure collegial support is assigned to each new hire.</p> <p>Effectiveness</p> <p>Weekly Professional Development (Performance Based Objectives, Vocabulary, Gradual Release of</p>					
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<p>Responsibility, Blended Learning, Aggressive monitoring, etc.) through faculty meetings increase implementation by 70%.</p> <p>Quarterly Professional Development (Performance Based Objectives, Vocabulary, Gradual Release of Responsibility, Blended Learning, Aggressive monitoring, etc.) conducted by ILT to increase teacher implementation of district and school instructional practices by 70% based on trends.</p> <p>Bi-Weekly New Teacher Professional Development (TEM, Performance Based Objectives, Vocabulary, Gradual Release of Responsibility, Blended Learning, Aggressive monitoring, etc.) conducted by New Teacher Mentors to increase teacher effectiveness by 60%.</p>					
	<p>[A 2.2.2] 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>Implementation</p> <ul style="list-style-type: none"> * Monthly Progress Monitoring data review * Students should perform at or above 70% on District Formative Common Assessment Fall, Winter, Spring * Weekly review of grade reports for students enrolled in during and afterschool tutoring * Informal Walkthrough Data <p>Effectiveness</p> <ul style="list-style-type: none"> * Mastery Connect Math Grades 3-5 will increase from 7.0% in Spring 2023 to 15% in Winter 2023, 15% to 40% Spring 2024. 	<p>Principal Staci Hendrix, Assistant Principal Veronica Becton, PLC Coach, Wanda Gillard-Phifer</p>	<p>05/24/2024</p>	<p>Title I</p>	

	<p>* 5% of RTI Students progressing from Tier 3 to Tier 2-deficit skill(s) within an eight-week cycle.</p> <p>* 5% decrease in number of failing grades of tutoring students per four-weeks.</p>				
	<p>[A 2.2.3] Improve student achievement and growth by supporting Mathematics Professional Development</p> <p>LaRose Elementary School will secure supplies, materials, equipment and resources to support academic growth and achievement in mathematics.</p> <p>Students and teachers at LaRose Elementary will be provided with additional resources such as mathematics subscriptions, online resources classroom materials for math centers, including books for classroom libraries, hands-on manipulatives and classroom student supplies pencils, paper, tablets, folders, agenda books, glue, tape, etc. to enhance classroom instruction and improve student achievement.</p> <p>Implementation</p> <ul style="list-style-type: none"> * Daily classroom observations using the School Walkthrough Document * Students should perform at or above 70% on the District Formative Assessment (Fall, Winter, Spring) * PD/Planning Collaborative agendas <p>Effectiveness</p> <ul style="list-style-type: none"> * Mastery Connect Math Grades 3-5 will increase from 7.0% in Spring 2023 to 15% in Winter 2023, 15% to 40% Spring 2024. * 85% of teachers will attend Mathematical Professional Development/Collaborative Planning Sessions weekly 	<p>Assistant Principal Veronica Becton, PLC Coach, Wanda Gillard-Phifer</p>	<p>05/24/2024</p>		

	<p>[A 2.2.4] Instructional Coaches (lzone support) Instructional Coaches will conduct learning walks and provide immediate feedback to teachers. Design differentiated professional development and coaching plans for areas of need (including but not limited to good first teaching, knowledge of content standards, effective planning, delivery of instruction). Participate in collaborative planning sessions to assist teachers in delivery of effective instruction, practice and demonstrate how to tier instructional activities for small or whole group instruction, and support teachers to make informed standards-aligned instructional decisions after analyzing student data</p> <p>Implementation -----</p> <ul style="list-style-type: none"> * Weekly schedule of coaching support * Learning Walks/Informal classroom observation data <p>Effectiveness -----</p> <ul style="list-style-type: none"> * Mastery Connect Math Grades 3-5 will increase from 7.0% in Spring 2023 to 15% in Winter 2023, 15% to 40% Spring 2024. * 85% of teacher pace lessons according to district expectations quarterly. 	Principal Staci Hendrix, Assistant Principal Veronica Becton, PLC Coach, Wanda Gillard-Phifer	05/24/2024	Title I	
<p>[S 2.3] Provide additional support for students who are failing to make academic progress Rationale</p> <p>Provide academic interventions, personalized learning activities, an individualized learning pace,</p>	<p>[A 2.3.1] Implement Small Group Instruction Implementation</p> <p>Weekly small group instruction</p> <p>Weekly school-based common assessments</p>	Principal Hendrix, Assistant Principal Veronica Becton, PLC	05/24/2024	Title I	

<p>and various instructional approaches designed to meet the needs of specific learners to improve student achievement.</p> <p>**IReady Data**</p> <p>IReady Diagnostic Assessment Grade 3, Tier I increased from 0% to 22% from fall to spring. Tier II decreased from 39% to 34% from fall to spring. Tier III, Decreased from 61% to 44%, Fall to Spring.</p> <p>IReady Diagnostic Assessment Grade 4, tier I increased from 0% to 2% Fall to Spring. Tier II increased from 24% to 30% fall to Spring. Tier III decreased from 72% to 76% Fall to Spring.</p> <p>IReady Diagnostic Assessment Grade 5, Tier I stayed at 0%. Tier II increased from 9% to 29% from fall to spring. Tier III decreased from 91% to 71% from Fall to Spring.</p> <p>**Mastery Connect Math**</p> <p>All collective Grade Band Subgroups for 3-5 did not meet the AMO Goal of 15%.</p> <p>Economically Disadvantaged for Math 3-5 Subgroup decreased from 7.7 in the Fall to 1.0% in the Spring.</p> <p>TCAP Data 2021-2022</p> <p>0% of LaRose Elementary students were on track/mastered 2022 SY.</p> <p>Benchmark Indicator Implementation -----</p>	<p>Weekly progress monitoring</p> <p>Effectiveness</p> <p>Quarterly Universal Screener decrease the total number Tier 2/Tier 3 intervention students by 10%.</p> <p>Weekly Progress Monitoring increase number of proficient/mastery students by 15%</p> <p>Monthly RTI2 Data Meetings increasing number of students who progress in skill deficit or tier by 10%.</p>	<p>Coach, Wanda Gillard-Phifer</p>			
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<p>Students should perform on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter.</p> <p>Monthly progress monitoring data review of students' performance in targeted intervention (Illuminate Fastbridge) to determine next steps of intervention support in an effort to get them to grade level.</p> <p>Weekly review of grade reports for students enrolled in summer learning opportunities to monitor and adjust the effectiveness of the learning opportunity and the impact on student learning and content delivery.</p> <p>Effectiveness -----</p> <p>Quartely Universal Screener decrease the total number Tier 2/Tier 3 intervention students by 10%.</p> <p>Weekly Progress Monitoring increase number of proficient/mastery students by 15%</p> <p>Monthly RTI2 Data Meetings increasing number of students who progress in skill deficit or tier by 10%.</p>					
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[G 3] Safe and Healthy Students-LaRose Elementary will reduce the percentage of chronically absent students from 42.7% to 15%

Student Support and Services | Best for All Strategic Plan alignment: Student Readiness

Schools, in partnership with parents and the community, can create a positive, child-centered learning environment which provides support to students to remove the barriers to learning that students in high opportunity schools often experience. Supporting the whole child begins with eliminating barriers to physical and mental health, well-being and learning; then planning for and implementing strategies which support the emotional, physical, mental, cognitive and social development of students.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
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<p>[S 3.1] Support students in overcoming barriers related to student attendance</p> <p>Rationale -----</p> <p>Implement targeted interventions and support programs and initiatives that address identified behavior/attendance needs and provide appropriate student supports.</p> <p>Supporting Data -----</p> <p>According to Power bi, the Suspension Rate Decreased from 18.0% to 6.4% from 2021-2022 to 2022-2023 SY. Suspension Rate SWD decreased from 29.4% to 22.2% from 2021-2022 to 2022-2023 SY. Suspension Ratio Decrease from 34.5% to 12.8% from 2021-2022 to 2022-2023 SY. Suspension Ration-SWD decreased from 76.5% to 12.8% from 2021-2022 to 2022-2023 SY.</p> <p>Benchmark Indicator Implementation -----</p> <p>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 document 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 document, 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] Develop RTI2B Team</p> <p>RTI2B team will be developed to support the social and emotional climate of our school. This team will provide a positive environment that maximizes social, emotional ,and academic achievement for all students in grades K-5. This team will assist in the prevention and intervention of disruptive and at-risk behavior of students by facilitating behavioral services as needed to students, families and educational staff. They are responsible for providing support to students with chronic absenteeism and therapeutic services; assisting teachers with classroom management skills, providing on-going and crisis counseling and assistance, and maintaining records and reports as required</p> <p>Implementation</p> <p>BI Weekly RTI2B Meetings</p> <p>Monthly disaggregation of attendance data</p> <p>Effectiveness</p> <p>5% decrease in number of student absences each 20-day attendance reporting cycle.</p> <p>5% increase in the overall attendance rate each 20-day attendance reporting cycle.</p>	<p>Principal Staci Hendrix, Principal, Ms. Johnson, School Counselor</p>	<p>05/24/2024</p>	<p>Title I</p>	
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<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>Effectiveness -----</p> <p>Monthly number of student who are chronically absent will decrease by 5%.</p> <p>Weekly number of students who have 95% or higher school attendance will increase by 5%.</p> <p>Quarterly overall attendance rate will increase by 3%</p>					
	<p>[A 3.1.2] ReThink Curriculum ReThink curriculum will be implemented weekly to assist students in developing their social and emotional intelligence. Professional School Counselor will teach these lessons to students weekly. ReThink helps students do the following:</p> <ul style="list-style-type: none"> * Improve their intellectual development and academic performance * Elevate their awareness, management, and expression of feelings * Develop focusing and attention skills * Reduce bullying and impulsive behavior * Learn how to deal with conflict and stress * Elevate self-esteem and confidence * Strengthen social skills * Increase sensitivity and empathy * Build self-reflection and self-awareness skills * Develop problem-solving skills * Improve teamwork and collaboration skills * Increase social and emotional intelligence <p>Implementation</p>	<p>Wanda Gillard-Phifer</p>	<p>05/24/2024</p>	<p>Title I</p>	

	<p>Weekly SEL Lessons</p> <p>Weekly SEL Reports</p> <p>Effectiveness</p> <p>5% decrease in number of chronically absent students each 20-day attendance reporting cycle report</p> <p>5% increase in overall attendance rate each 20-day attendance reporting cycle.</p>				
<p>[S 3.2] Support students in overcoming barriers related to student behavior **Rationale**</p> <p>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>**Supporting Data**</p> <p>According to Power BI, the attendance rate steadily increased for three consecutive 20 day periods. For the 7th 20 day period the attendance rate was 85.19%, 8th 20 day period the attendance rate was 89.21%, 9th 20 day period the attendance rate was 89.46%.</p> <p>Kindergarten had the most chronically absent scholars at 66.7%</p> <p>African American Subgroup had a Chronic Absenteeism Rate of 13.3%, Hispanic Subgroup had a Chronic Absenteeism Rate is 4.4%, Female Subgroup had a Chronic Absenteeism Rate of 12%, and Male Subgroup had a Chronic Absenteeism Rate of 14.6%.</p>	<p>[A 3.2.1] Provide Professional Development: Rules and Procedures. (Behavior Matrix) RTI2B team will train the LaRose Elementary Staff on the utilization of the Behavior Matrix. The matrix lists expectations for all classrooms, library, playground, bus, cafeteria, restroom, water fountain, hallway, stairwell, counselor's office, and main office. This matrix is designed to ensure students are safe and orderly.</p> <p>Implementation</p> <p>Weekly Faculty meeting with sign in sheets</p> <p>Biweekly Data analysis of student behavior data</p> <p>Daily behavioral tracking form will be used by all teachers.</p> <p>Effectiveness</p> <p>5% decrease in the number of progressive discipline incidents per quarter.</p> <p>5% decrease in the number of out of school suspensions per quarter.</p> <p>5 % decrease in the number of in-school suspensions per quarter.</p>	<p>Principal Staci Hendrix, Assistant Principal, Veronica Becton, PLC Coach, Wanda Gillard-Phifer</p>	<p>09/08/2023</p>	<p>Title I</p>	

<p>Benchmark Indicator Implementation -----</p> <p>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>Effectiveness -----</p> <p>Monthly knowledge gained from Attendance of Professional Development for General Office Secretary and Professional School Counselor will increase attendance rates by 3%.</p> <p>Quarterly attendance analysis will be conducted to decrease 7% of chronically absent students by the end of each reporting period.</p> <p>Weekly fidelity checks to increase the number of accurate attendance reporting by classroom teachers by 90%</p>	<p>100% teacher compliance of use of daily behavioral trackers.</p>				
	<p>[A 3.2.2] Bi-Weekly ILT/RTI2B Meetings The ILT/RTI2B team meets bi-weekly to review progress of strategies and discipline data to plan PD follow-up based on trends indicated in classroom walkthroughs.</p> <p>**Implementation**</p> <p>Bi-Weekly ILT Sign-In Sheets</p> <p>Weekly Informal Classroom Walkthroughs</p>	<p>Principal Staci Hendrix, Assistant Principal Veronica Becton, PLC Coach, Wanda Gillard-Phifer</p>	<p>05/17/2024</p>	<p>Title I</p>	

	<p>Classroom Management Strategies PD</p> <p>**Effectiveness**</p> <p>5% decrease in office referrals per quarter.</p> <p>80% of Lead Teachers will attend Bi-Weekly ILT Meetings.</p> <p>80% of classroom teachers will implement school-wide progressive discipline strategies daily.</p>				
<p>[S 3.3] Engage students, families, and communities to support students in overcoming barriers to learning</p> <p>Rationale</p> <p>Promote effective parent, family, and community engagement activities and resources that support safe schools which will improve student attendance and behavior.</p> <p>Supporting Data</p> <p>According to Power BI, the attendance rate steadily increased for three consecutive 20 day periods. For the 7th 20 day period the attendance rate was 85.19%, 8th 20 day period the attendance rate was 89.21%, 9th 20 day period the attendance rate was 89.46%.</p> <p>Kindergarten had the most chronically absent scholars at 66.7%</p> <p>African American Subgroup had a Chronic Absenteeism Rate of 13.3%, Hispanic Subgroup had a Chronic Absenteeism Rate is 4.4%, Female Subgroup had a Chronic Absenteeism Rate of 12%, and Male Subgroup had a Chronic Absenteeism Rate of 14.6%.</p> <p>Benchmark Indicator</p>	<p>[A 3.3.1] Provide Parental Training on Reducing Chronic Absenteeism and Increasing Parental Involvement Opportunities</p> <p>Conduct Parent Meeting to Revise Parent/School Compact and Family Engagement Plan. Parents will review Academic, Discipline, and Chronic Absenteeism Data. LaRose Admin Team and Parents will review the Parent/School Compact and Family Engagement Plan. Team will revise the plans for the next school year based on the data.</p> <p>Utilize FACE to provide trainings to parents on reducing chronic absenteeism. LaRose will provide information on opportunities for parental involvement on the school-level. FACE will provide information on opportunities for parents to become involved on the District level. LaRose Elementary Family Engagement Specialist will provide trainings on importance of parental involvement.</p> <p>**Implementation**</p> <p>Quarterly Attendance Matter Professional Development for parents.</p> <p>Monthly parent survey</p> <p>Per Semester Community Partners will assist by hosting incentive events/give always (Attendance parties, bicycles, electronics, etc.)</p>	<p>PLC Coach, Wanda Gillard-Phifer</p>	<p>05/17/2024</p>	<p>Title I</p>	

<p>Implementation</p> <p>Bi-Weekly 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> <p>Effectiveness -----</p> <p>Bi-Weekly SART meetings conducted for chronic absent parents will decrease by 10%.</p> <p>Quarterly Attendance Matter Professional Development for parents will increase student attendance by 5%.</p> <p>Per Semester Community Partners will assist in increasing attendance by 10% by hosting incentive events/give aways (Attendance parties, bicycles, electronics, etc.)</p>	<p>**Effectiveness**</p> <p>5% increase student attendance per 20-day reporting cycle</p> <p>10% increase in parent and family engagement per monthly training sessions</p>				
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[G 4] Early Literacy-LaRose Elementary School will increase the following percentage of students in grades 3-5 who are on track and mastered from 3.4% Spring 2022 to 15% Spring 2023

****Effective Instruction | Best for All Strategic Plan alignment: Academics****

Effective instruction is built around standards-aligned, high quality curricula and assessments that measure student progress and provide timely information regarding student

achievement and growth. Providing students with rigorous, standards-aligned instruction delivered through best practices will help to ensure that all students in Tennessee's high opportunity schools have access to a comprehensive educational system which will prepare them for the career path of their choice.

District Turnaround Plan Goal

[G 4] Build teacher capacity and content knowledge so that instruction reflects District's four instructional practice expectations from 47.6% in Spring 2023 to a minimum of 70% in 2024 on walkthroughs.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 4.1] Early Literacy Opportunity Rationale ----- Provide opportunities for students to access early learning opportunities that appropriately support their academic, social, and emotional development and create a continuum of learning through third grade.</p> <p>Supporting Data ----- **Iready ELA Comparison for Grades K-2**</p> <p>Grade K, Tier I Decreased from 53% to 28% from fall to spring. Tier Ii increased from 47% to 72% from fall to spring. Grade 1, tier I Decrease 24% to 18% from fall to spring. Tier ii increase from 73% to 76% fall to spring. Tier III increased from 73% to 76%. Increase from 2% to 7% from fall to spring. Grade 2, Tier I decrease from 16% to 8% from fall to spring. Tier II increased from 41% to 57% from fall to spring.. Tier III decreased from 43% to 35% from fall to spring.</p> <p>**Mastery Connect ELA Grade band 0-2**</p>	<p>[A 4.1.1] K-2 Foundational Skills Training LaRose Elementary ELA problem of practice focuses on a gap in teachers' knowledge and skill set around teaching basic foundational skills (rules/sounds).</p> <p>The Literacy Laurette will provide professional development training on language development, word recognition, comprehension, and differentiation strategies for students in K-2. There will also be opportunities for additional support during after-school tutoring.</p> <p>Implementation</p> <p>* PD Agenda Sign-In * Certificates upon completion of training</p> <p>Effectiveness</p> <p>* Overall ELA Mastery Connect OTM in grades K-2 at LaRose Elementary School will increase from 69.9% Spring 2023, to 75% Winter, 2023 and 80% in Spring 2024. * The number of academic support plans will decrease 5% from each assessed period Fall 2023,</p>	<p>Staci Hendrix, Veronica Becton, Wanda Gillard-Phifer, Shania Stewart</p>	<p>05/24/2024</p>	<p>Title I</p>	

<p>Grade K increased from 50% to 86.7% from fall to spring. Grade 1 increase from 81.8% to 87.2 from fall to spring. Grade 2 increase 17.9% to 28.9% from fall to spring.</p> <p>Benchmark Indicator Implementation -----</p> <p>* **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 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</p> <p>Effectiveness -----</p> <p>Quarterly CFA Data will increase by 20% points or higher.</p> <p>2nd Grade TNReady scores will increase by 15% yearly.</p> <p>Quarterly iReady Data will increase by 15%.</p> <p>Bi-Weekly increase in student classroom assessments by 15%</p>	<p>Winter 2023, & Spring, 2024. * 80% of K-2 teachers will attend monthly Foundational Skills PD.</p>				
	<p>[A 4.1.2] Implement Wonders Curriculum Wonders curriculum will be implemented. The Wonders curriculum meets the challenges of</p>	<p>Staci Hendrix, Veronica Becton, Wanda</p>	<p>05/24/2024</p>	<p>Title I</p>	

	<p>ensuring Economically Disadvantage learners are reached. The curriculum embodies foundational literacy and meaning-based. Wonders provides students equity of access to rich texts and rigorous instruction. The Wonders curriculum also differentiates instruction. The Wonders curriculum will be taught daily between 120-150 minutes daily. The Wonders curriculum can be taught 100 percent digitally, with resources available online to help teachers plan and customize lessons and for students to read and complete assignments.</p> <p>Implementation</p> <ul style="list-style-type: none"> * Daily classroom observations using District Classroom Walkthrough Tool * District Formative Assessments (Fall, Winter, and Spring) * Quarterly review of TEM observation data to monitor educators' delivery of standard aligned lessons to the TN Standards * Bi-Weekly Common Assessments <p>Effectiveness</p> <ul style="list-style-type: none"> * The overall TCAP Met and Plus Exceeded in ELA will increase from 3.4% in Spring 2022 to 15% in Spring 2024. * 80% of teachers will scores at least 3 or higher on indicators 1 & 2 on TEM observations * 70% of students in K-2 will score 70% or higher on bi-weekly common assessments. 	Gillard-Phifer, Shania Stewart			
	<p>[A 4.1.3] Improve student achievement and growth by supporting rich learning environments LaRose Elementary will secure supplies, materials, equipment and resources to support academic</p>	Staci Hendrix, Veronica Becton, Wanda	05/24/2024	Title I	

	<p>growth and achievement in reading/language arts. Teachers will need support working with larger number of students with a variety of academic challenges. Teachers are more successful when they have support to build capacity around good first teaching.</p> <p>**Implementation**</p> <ul style="list-style-type: none"> * Teacher Needs Survey * Mastery Connect OTM scores in ELA <p>**Effectiveness**</p> <ul style="list-style-type: none"> * Overall ELA Mastery Connect OTM in grades K-2 at LaRose Elementary School will increase from 69.9% Spring 2023, to 75% Winter, 2023 and 80% in Spring 2024. * Teachers will submit a Need(s) Survey per Semester. 	Gillard-Phifer, Shania Stewart			
<p>[S 4.2] Professional Learning Rationale -----</p> <p>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 to support Economically Disadvantage students</p> <p>Supporting Data -----</p> <p>**Iready ELA Comparison for Grades K-2**</p> <p>Grade K, Tier I Decreased from 53% to 28% from fall to spring. Tier Ii increased from 47% to 72% from fall to spring. Grade 1, tier I Decrease 24% to 18% from fall to spring. Tier ii increase from 73% to</p>	<p>[A 4.2.1] Wonders Professional Development Admin and ILT will provide PD on the components of the Wonders Curriculum and how it can be utilized to meet district expectations of delivery of lessons.</p> <p>**Implementation**</p> <ul style="list-style-type: none"> * Daily classroom observations using District Classroom Walkthrough Tool * District Formative Assessments (Fall, Winter, and Spring) * Quarterly review of TEM observation data to monitor educators' delivery of standard aligned lessons to the TN Standards * PD using Wonders for the Gradual Release of Lesson(s) 	Staci Hendrix, Veronica Becton, Wanda Gillard-Phifer, Shania Stewart	05/24/2024	Title I	

<p>76% fall to spring. Tier III increased from 73% to 76%. Increase from 2% to 7% from fall to spring. Grade 2, Tier I decrease from 16% to 8% from fall to spring. Tier II increased from 41% to 57% from fall to spring.. Tier III decreased from 43% to 35% from fall to spring.</p> <p>**Mastery Connect ELA Grade band 0-2**</p> <p>Grade K increased from 50% to 86.7% from fall to spring. Grade 1 increase from 81.8% to 87.2 from fall to spring. Grade 2 increase 17.9% to 28.9% from fall to spring.</p> <p>Benchmark Indicator Implementation -----</p> <p>ON-GOING 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>**Effectiveness**</p> <p>* The overall TCAP Met and Plus Exceeded in ELA will increase from 2.4% in Spring 2022 to 15% in Spring 2024.</p> <p>* 80% of teachers will scores at least 3 or higher on indicators 1 & 2 on TEM observations per observation</p> <p>* 80% of teachers implement, learn, and practice strategies using a three-week cycle of professional development.</p>				
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<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>Effectiveness -----</p> <p>Weekly Professional Development (Performance Based Objectives, Vocabulary, Gradual Release of Responsibility, Blended Learning, Aggressive monitoring, etc.) through faculty meetings increase implementation by 80%.</p> <p>Quarterly Professional Development (Performance Based Objectives, Vocabulary, Gradual Release of Responsibility, Blended Learning, Aggressive monitoring, etc.) conducted by ILT to increase teacher implementation of district and school instructional practices by 70% based on trends.</p> <p>Bi-Weekly New Teacher Professional Development (TEM, Performance Based Objectives, Vocabulary, Gradual Release of Responsibility, Blended Learning, Aggressive monitoring, etc.) conducted by New Teacher Mentors to increase teacher effectiveness by 60%.</p>					
	<p>[A 4.2.2] Foundational Literacy Laureate LaRose Elementary Literacy Laureate will provide/train K-2 ELA teachers on implementing high quality foundational literacy instruction and strategies.</p> <p>Implementation</p> <p>* Monthly review of laureate support logs * Bi-Annual Foundational Literacy Quality Reviews from district instructional literacy advisors.</p>	<p>Staci Hendrix, Veronica Becton, Wanda Gillard-Phifer, Shania Stewart</p>	<p>05/24/2024</p>	<p>Title I</p>	

	<p>Effectiveness</p> <ul style="list-style-type: none"> * The number of academic support plans will decrease 5% each benchmark testing period Fall 2023, Winter 2023, and Spring 2024. * Overall ELA Mastery Connect OTM in grades K-2 at LaRose Elementary School will increase from 69.9% Spring 2023, to 75% Winter, 2023 and 80% in Spring 2024. 				
	<p>[A 4.2.3] ELA Professional Development for K-2 Literacy Teachers</p> <p>Teachers will attend professional development that will enhance/build teacher capacity in teaching Foundational Grades K-2.</p> <p>**Implementation**</p> <ul style="list-style-type: none"> * Professional Development Agenda sign-in sheets * PLZ transcripts * Course selection will be base on staff needs * Classroom walkthroughs <p>**Effectiveness**</p> <ul style="list-style-type: none"> * The overall ELA TCAP Met and Plus Exceeded in ELA will increase from 2.8% in Spring 2022 to 15% in Spring 2024 * 80% of teachers will show implementation of learned strategies per three-week walkthrough cycle. 	<p>Staci Hendrix, Veronica Becton, Wanda Gillard-Phifer, Shania Stewart</p>	<p>05/24/2024</p>	<p>Title I</p>	
<p>[S 4.3] Foundational Literacy Laureates Rationale -----</p> <p>Designate one Laureate in every elementary and K-8 school to support K-2 teachers with</p>	<p>[A 4.3.1] Laureate Roles and Responsibilities</p> <p>Laureate Stewart will Perform the Following Responsibilities:</p> <ul style="list-style-type: none"> * Attend Yearlong Early Literacy PD * Complete a minimum of 40 documented support 	<p>Shania Stewart</p>	<p>05/24/2024</p>	<p>Title I</p>	

<p>implementing high quality foundational literacy instruction and strategies.</p> <p>Supporting Data -----</p> <p>Grade K, Tier I Decreased from 53% to 28% from fall to spring. Tier II increased from 47% to 72% from fall to spring. Grade 1, tier I Decrease 24% to 18% from fall to spring. Tier II increase from 73% to 76% fall to spring. Tier III increased from 73% to 76%. Increase from 2% to 7% from fall to spring. Grade 2, Tier I decrease from 16% to 8% from fall to spring. Tier II increased from 41% to 57% from fall to spring. Tier III decreased from 43% to 35% from fall to spring.</p> <p>**Mastery Connect ELA Grade band 0-2**</p> <p>Grade K increased from 50% to 86.7% from fall to spring. Grade 1 increase from 81.8% to 87.2 from fall to spring. Grade 2 increase 17.9% to 28.9% from fall to spring.</p> <p>Benchmark Indicator Implementation -----</p> <p>* 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;</p> <p>* BI-ANNUAL Foundational Literacy Quality Reviews (FLQRs) from district instructional literacy advisors to determine Laureate's implementation of the 3 major components of a comprehensive literacy block and inform the support needs of individual Laureates</p>	<p>hours</p> <ul style="list-style-type: none"> * Year 1 Laureates will engage in a module series beginning in July 2023 (other dates TBA) * Facilitate and/or co-facilitate school-based PD in foundational skills (submission of attendance & agenda required) * Facilitate District PD (upon request) in K-2 early literacy * Model effective best practices in early literacy skills instruction in whole & small group (submission of reflection or debriefing required) * Observe K-2 comprehensive literacy instruction and provide feedback/coaching conversations (submission of completed observation tool & notes from coaching conversation required) * Participate in Learning Walks with the school's Instructional Leadership Team (ILT) * Assist teachers with continued implementation of the District's Comprehensive Literacy Curriculum (Wonders) which integrates skills-based and meaning-based instruction. * Serve as a resource to School Admin/ILT in the area of early literacy * Assist teachers with understanding and implementing the TN Academic Standards for Reading Foundational Literacy and the TN Academic Standards for Reading Informational Text and Literature. * Capture and share 2 quality literacy-related videos or literacy lessons, as required by the year of service in the role. Literacy lessons may include skills-based and meaning-based instruction. (Note: It is understood that all video captures will be utilized for various Professional Development purposes.) * Video captures of literacy lessons must feature the Laureate delivering instruction o Laureates will capture and share literacy-related videos or literacy lessons o Laureates will reflect on submitted video captures 				
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<p>* *Per Semester 2 hour observations of full implementation of Foundation Literacy. per teacher.*</p> <p>Effectiveness -----</p> <p>Bi-Weekly walkthrough using the walkthrough tool to increase implementation of foundational skills instructional practices by 20%.</p> <p>Quarterly walkthorough using the walkthrough tool to increase implementation of foundational skills instructional practices by 50% based on trends from Bi weekly walkthrough.</p> <p>Per Semester Foundational Skill quality review to increase number of teachers who reach district set goals by 50%.</p>	<p>**Implementation**</p> <ul style="list-style-type: none"> * PLZ teacher transcripts * Professional Development Logs * Observational Logs <p>**Effectiveness**</p> <ul style="list-style-type: none"> * Overall ELA Mastery Connect OTM in grades K-2 at LaRose Elementary School will increase from 69.9% Fall 2023, to 75% Winter, 2023 and 80% in Spring 2024. * The number of academic support plans will decrease 5% each benchmark assessment period Fall 2023, Winter 2023, and Spring 2024. * 80% of teachers will attend Monthly Laurette Led PD. 				
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