Crump Elementary Annual Plan (2023 - 2024)

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[G 1] Reading/Language Arts
Crump Elementary School will continue to work to increase the percentage of students in grades 3-5 who meet and exceed expectations on TCAP from 20.5% in 22 to our double AMO of 27.6% in school year 24.

Performance Measure
Performance will be measured using the following tools:

TNReady Assessment

District Formative Assessment using Mastery Connect

i-Ready Diagnostics

Bi-Weekly Common Assessments

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 1.1] Standard Aligned Core Instruction Provide daily access to a rigorous reading/language arts curriculum that will develop students' deep understanding of the content, strengthen comprehension, and promote mastery of TN Standards to ensure students are career and college ready. **Benchmark Indicator** **Benchmark Indicator** Students should perform at or above the 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter. Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document will provide the District with data to determine trends in teachers' ability to effectively	**[A 1.1.1] Implementing the Reading Prescription and Standard-Aligned Tasks** All 3-5 ELA teachers will be provided support with implementation of the Reading Prescription, which includes standard-aligned tasks and resources from the Wonders and Ready curriculums. Admin and Content Leads will also support teachers to build their capacity in standards-based instruction by unpacking the ELA standards and completing know-show charts to ensure they understand what students should know and be able to do.	Dr. Sabrena Stewart, Assistant Principal; Shaneena Stinson-Rolfe, PLC Coach; Krystle Heard, ESL Teacher; Shatoria Douglas, 4th Grade ELA Teacher	05/17/2024	Title 1	

implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction. Classroom Walkthrough data will be monitored through the district's PD management system (Professional Learning Zone/PLZ) for 80% standard aligned core instructional implementation with fidelity at 2 per teacher per semester. Quarterly review of TEM observation data to monitor educators' delivery of standard aligned lessons to the TN Standards.					
	[A 1.1.2] Collaborative Planning Teachers will engage in weekly collaborative planning sessions with their content lead. Teachers will be provided with expectations that includes the prework required for the session. During this time, the content lead will support teachers in identifying and analyzing the standard, unpacking the PBO, and planning for the gradual release of responsibility.	Shaneena Stinson-Rolfe, PLC Coach; Dr. Sabrena Stewart, Assistant Principal; Jennifer Henderson, Literacy Laureate	03/29/2024	Title 1	
[S 1.2] Professional Development Provide professional development for teachers, administrators, and instructional leaders on how to articulate the instructional practice shifts that will improve teachers' pedagogy of the content, master of standard look fors, students' skill set, and students' proficient reading level of grade supported texts. **Benchmark Indicator** Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document will provide the District with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction in order to plan	**[A 1.2.1] Professional Learning Opportunities to Improve Teaching and Learning in Reading** The Leadership Team will use data to identify teachers that will attend professional development opportunities. Professional development opportunities can/will include: Model School Conference UnBoundED Get Your Teach On District provided PD School-Level PD	Dr. Tiffany D. Curry, Principal; Dr. Sabrena Stewart, Assistant Principal; Shaneena Stinson-Rolfe, PLC Coach;	05/17/2024	Title 1	

professional development support. Classroom Walkthrough data will be monitored through the district's PD management system (Professional Learning Zone/PLZ) and Microsoft Forms for 80% standard aligned core instructional implementation with fidelity at 2 per teacher per semester in order to provide individualized professional learning support. 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. Zone meetings and small-group ILT sessions are facilitated monthly by Instructional Leadership Directors at 85% attendance to support content lead teachers, PLC Coaches, and administrators with feedback and targeted training that should result in more effective daily instructional practices that should be observed during district walk throughs. 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.					
[S 1.3] Targeted Intervention and Personalized Learning Provide academic interventions, personalized learning activities, an individualized learning pace, and various instructional approaches designed to meet the needs of specific learners to improve	**[A 1.3.1] Individualized Instruction** All students will engage in personalized instruction through the i-Ready platform. Additionally, teachers will use data from the diagnostics to determine instructional groupings to meet the needs of every learner. Teachers will also assign lessons on the	Dr. Tiffany D. Curry, Principal; Dr. Sabrena Stewart, Assistant	05/17/2024		

student achievement. **Benchmark Indicator** Students should perform at or above 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter. Monthly progress monitoring data review of students' performance in targeted intervention (i-Ready) to determine next steps of intervention support in an effort to get them to grade level. Weekly review of grade reports for students enrolled in summer learning opportunities to monitor and adjust the effectiveness of the learning opportunity and the impact on student learning and content delivery.	platform based on student needs. Parents will also be encouraged to allow students to get on i-Ready at home.	Principal; Shaneena Stinson-Rolfe, PLC Coach; Roxie Baker, Instructional Facilitator; Kelly Connor, Interventionist			

[G 2] Mathematics
Crump Elementary School will improve math proficiency in grades 3-5 for the 2023-2024 school year. Implementation of EnVision Math, supported by the 5E's model, will help students gain a conceptual understanding of mathematical content and master grade level standards.

In the Spring of 2022, 9.9% of Crump Elementary School grades 3-5 students met or exceeded expectations on the TCAP Assessment. Our goal is to reach our AMO of 22.5% or more of students in grades 3-5 meeting or exceeding expectations.

Performance Measure
Performance will be measured using the following tools:

TNReady Assessment

District Formative Assessment using Mastery Connect

i-Ready Diagnostics

Student Work Analysis

Bi-Weekly Common Assessments

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes

[S 2.1] Standard Aligned Core Instruction Teachers will plan and execute standard aligned lessons with intentionality and focus (data-informed instruction) to provide daily access to a rigorous math curriculum that will develop students' engagement in important content, build on prior knowledge (pre-requisite skills), and promote mastery of TN Standards to ensure students are career and college ready. **Benchmark Indicator** Students should perform at or above 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter. Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document will provide the 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. Classroom Walkthrough data will be monitored through the district's management system (Professional Learning Zone/PLZ). Data will be collected and analyzed to determine trends and implementation of the instructional practices using Microsoft Teams. Data should show teachers implementing the practices at or above 80% per visit. Quarterly review of TEM observation data to monitor educators delivery of standard aligned lessons to the TN Standards.	**[A 2.1.1] Unpacking the Math Standards and 5Es Model** Teachers will continue work with the math admin and content lead to unpack the math standards to understand what students should know and be able to do. This will be accomplished through the us of Know-Show charts, collaborative planning, and model lessons. Additionally, teachers will be provided support on how to execute a math lesson using the 5E model in standard-aligned lessons and tasks.	Dr. Tiffany D. Curry, Principal and Roxie Baker, Instructional Facilitator	04/05/2024	Title 1	
	[A 2.1.2] Collaborative Planning Teachers will engage in weekly collaborative planning sessions with their content lead. Teachers will be provided with expectations that includes the prework required for the session. During this time,	Dr. Tiffany D. Curry, Principal; Roxie Baker,	03/29/2024	Title 1	

	the content lead will support teachers in identifying and analyzing the standard, unpacking the PBO, planning for instruction, and solving problems. Teachers will also engage in deliberate practice and receive feedback.	Instructional Facilitator			
[S 2.2] Professional Development Provide ongoing, high quality professional development at the District and school level for school leaders, teachers, and other instructional staff that focuses on instructional shifts and strategies that result in improved student performance. **Benchmark Indicator** Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document will provide the District with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction in order to plan professional development support. District Walkthrough data will be monitored weekly through the district's PD management system (Professional Learning Zone/PLZ) and Microsoft Teams for 80% standard aligned core instructional implementation with fidelity in order to provide individualized professional learning support. Instructional Leadership Team (ILT) meetings are conducted twice each month at 85% attendance to ensure district and school leaders are gaining and sharing knowledge of content, obtaining content support and resources through collaboration, and effectively communicating new information with school-level educators. Zone meetings and small-group ILT sessions are facilitated monthly by Instructional Leadership Directors at 85% attendance to support content lead teachers, PLC Coaches, and administrators	**[A 2.2.1] Utilizing Ready Math Reports PD** Teachers will engage in i-Ready professional development in order to learn how to use i-Ready reports for instructional groupings and prerequisite reports. Teachers will learn how to access reports and utilize the i-Ready resources during small group instruction. This session will support all teachers, including new and novice educators, as they begin to make data-driven decisions for their students.	Dr. Lorene Essex, i-Ready Representative; Roxie Baker, Instructional Facilitator; Shaneena Stinson-Rolfe, PLC Coach,	10/01/2023	Title 1	

with feedback and targeted training that should result in more effective daily instructional practices that should be observed during district walkthroughs. Quarterly district-level PD sessions for volunteers and parents to learn effective strategies to help students reach the district's mathematics 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.				
	[A 2.2.2] Professional Learning Opportunities to Improve Teaching and Learning in Math The Leadership Team will use data to identify teachers that will attend professional development opportunities. Professional development opportunities can/will include: Model School Conference UnBoundED Get Your Teach On Long Live Math Institute District provided PD School-Level PD	Dr. Tiffany D. Curry, Principal; Roxie Baker, Instructional Facilitator; Sierra Moore, Math ILT Member	05/24/2024	Title 1	
[S 2.3] Targeted Interventions and Personalized Learning, Provide academic interventions, personalized learning activities, an individualized learning pace, and various instructional approaches designed to meet the needs of specific learners to improve student achievement. ** **	**[A 2.3.1] Implementation of Response to Intervention** Teachers and interventionists will execute daily RTI instruction: 45 minutes, 3 days a week for Tier 3 students and 45 minutes 2 days a week personalized instruction to Tier 2 students. Students will also engage in computer-based intervention using the i-Ready individualized learning platform	Dr. Tiffany D. Curry, Prinicpal; Kelly Connor, RTI Interventionist	05/17/2024	Title 1	

** ** **Benchmark Indicator** Students should perform at or above 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter. Monthly progress monitoring data review of students' performance in targeted intervention (i-Ready) to determine next steps of intervention support in an effort to get them to grade level. Weekly review of grade reports for students enrolled in summer learning opportunities to monitor and adjust the effectiveness of the learning opportunity and the impact on student learning and content delivery.					

[G 3] Safe and Healthy Students
Crump Elementary School will increase the attendance rate from 91.5% in the 22-23 SY to 95% in the 23-24 SY.

Crump Elementary School is committed to providing a safe, positive, and nurturing environment where students can learn and grow. We will create systems, routines, and procedures that help to fulfill our mission of producing students that are well-rounded and high-achieving while keeping all students safe. Additionally, Crump Elementary School ensures that students have access to supports and resources, including professional school counselors, behavior specialist, quality nutritional services, and clean learning spaces.

Performance Measure
Interventions and supports will be measured using the following:

* PowerSchool Data
* PowerBI Data
* Share Point

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 3.1] Attendance and Behavior Interventions and Supports Implement targeted interventions and support programs and initiatives that address identified	**[A 3.1.1] Strategy 1** Attendance and Behavior Interventions and Supports	Dr. Tiffany D. Curry, Principal; Dr. Sabrena	01/10/2024	Title 1	

behavior needs and provide appropriate student supports. **Benchmark Indicator** In order to look at attendance rates and factors that cause students to be absent from school the benchmark indicators are: 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. 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. 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).	The Admin Team and Professional School Counselors will revisit the article below and to ensure strategies are being implemented to reduce chronic absenteeism. Making ESSA's Equity Promise Real: State Strategies to Close the Opportunity Gap Eliminating Chronic Absenteeism [https://learningpolicyinstitute.org/sites/default/files/product-files/ESSA_Equity_Promise_Absenteeism_BRIEF.pd](https://learningpolicyinstitute.org/sites/default/files/product-files/ESSA_Equity_Promise_Absenteeism_BRIEF.pdf)f	Stewart, Assistant Principal; Betty Lee and Ashley Davis, Professional School Counselors			
[S 3.2] Professional Development Provide ongoing, high quality professional development at the District-level and school site for school leaders, teachers, and other instructional staff to focus on changing instructional practices that result in improved student attendance and behavior positively impacting student achievement. **Benchmark Indicator** Student discipline and attendance reports 20-day reporting cycle will be used to measure impact of changed practices as a result of professional development. Fidelity checks of student data entry will be conducted during the 20-day reporting cycle to monitor the incidents of data entry errors and erroneous reporting.	**[A 3.2.1] Strategy 2** Our professional school counselors will be responsible for leading schoolwide professional development opportunities on positive behavior interventions and supports and using restorative practices in the classroom to ensure a positive learning environment for all students. Resources are listed below: The Effectiveness of Positive Behavior Interventions and Supports in Schools https://nwcommons.nwciowa.edu/cgi/viewcontent.cgi?article=1375&context=education_masters Professional Development: Restorative Practices in the Classroom	Betty Lee and Ashley Davis, Professional School Counselors	12/06/2023	Title 1	

Quarterly Reports will be shared district-wide.	https://www.edweek.org/teaching-learning/opinion-ways-to-implement-restorative-practices-in-the-classroom/2020/01				
[S 3.3] Parent, Family, and Community Engagement Promote effective parent, family, and community engagement activities and resources that support safe schools which will improve student attendance and behavior. **Benchmark Indicator** Review 20-day student attendance reports at the end of each semester to determine the impact after engagement events. At the end of each semester, review the attendance and discipline 20 day report for schools that have a trained parent ambassador to determine the impact on their attendance rates. Evidence of parent participation in decisions relating to the education of their children and collaboration efforts on district level topics through monthly parent surveys. Conduct a semi-annual adopter surveys to monitor their impact on students' success by way of their contributions of resources and time.	**[A 3.3.1] Annual Community Events** The following events are held annually at our school in which the community is invited to participate. Events include Jump Rope for Heart, Red Ribbon Week, No Bullying Campaign, Lift Your Voice and Read, and College and Career Week.	Devita Scott and Karen Wells, PE Coaches; Ashely Davis and Betty Lee, Professional School Counselors; Valerie Jones, Family Engagement Specialist	05/17/2024	Title 1	
	[A 3.3.2] Parental Involvement and Support Annual school meetings are held at our school for parents and families. We will provide incentive for families for their attendance and participation in school events. These events include data nights, open house, Muffins for Mom, Doughnuts with Dad, Literacy Night, and Math and Science Night.	Shaneena Stinson-Rolfe, PLC Coach; Roxie Baker, Instructional Facilitator; Valerie Jones, Family Engagement Specialist	05/17/2024	Title 1	

[G 4] Early Literacy
By the end of the 2023-2024 school year, students in grades KK-2 at Crump Elementary School will increase reading proficiency by 10% on the spring i-Ready diagnostic.

Memphis-Shelby County Schools' early learners will be engaged for the 2023-24 year in scientifically based reading instruction that provides meaningful and authentic opportunities to develop the early literacy skills essential to becoming proficient readers by the end of grade 3.

Performance Measure
Early Literacy teachers at Crump Elementary School will continue to improve student achievement and growth by engaging in the curriculum with fidelity and effectively using supplemental resources, research based instructional strategies, and activities for foundational skills. This will ensure that students improve their comprehension, fluency, phonics, and phonemic awareness skills needed for 3rd grade and beyond.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 4.1] Professional Learning Build and strengthen the foundational literacy knowledge of instructional leaders, classroom teachers, and educational assistants through engagement in professional learning experiences anchored in the science of reading. **Benchmark Indicator** ON-GOING 80% attendance and completion of PD focused on foundational literacy for K-2 to gauge the transfer of knowledge into classroom instruction and inform future professional learning opportunities; MONTHLY monitoring of Laureates knowledge building as measured by the pre- and post-module assessments to measure the increase content and pedagogical knowledge around foundational literacy and inform future professional learning opportunities; QUARTERLY Foundational Literacy Quality Reviews (FLQRs) from district instructional literacy advisors will monitor the academic gap and root cause analysis to support continued professional development opportunities; QUARTERLY observations of educational assistants support in K-2 classrooms to inform professional learning and resources needed to improve instruction and student achievement; MONTHLY attendance and completion review of	**[A 4.1.1] Professional Development Series** Monthly foundational skills practice clinics will be held for all teachers to improve their content knowledge and provided strategies for quality foundational skills instruction. The purpose of the clinics is to ensure that students are receiving high-quality instruction in early literacy. During clinics, teachers will also engage in deliberate practice, receive literature on the science of reading, and create activities that can be used during the foundational skills instructional block. We'll also examine best practices for teaching all components of phonological awareness.	Shaneena Stinson-Rolfe, PLC Coach; Jennifer Henderson, Laureate and KK Teacher	05/17/2024	Title 1	

specialized PD focused on foundational literacy and to inform future professional learning opportunities; Once a semester DECHS will review the Fall pre-post teacher survey supporting the cohort session to provide feedback, additional PD opportunities, and individualized coaching to K-2 sped teachers.					
	[A 4.1.2] Collaborative Planning and Deliberate Practice Opportunities Early literacy teachers will engage in collaborative planning and deliberate practice opportunities with the admin leave. During the weekly sessions, teachers will share ideas, receive feedback, and practice execution of foundational skills instruction before implementing lessons in front of students to ensure that best practices are being use to impact all students.	Shaneena Stinson-Rolfe, PLC Coach	05/24/2024	Title 1	
[S 4.2] Foundational Literacy Laureates Designate one Laureate in every elementary and K-8 school to support K-2 teachers with implementing high quality foundational literacy instruction and strategies. **Benchmark Indicator** MONTHLY review of Laureate support logs to measure the frequency and level of school-based support to K-2 teachers in the priority coaching areas to inform specific areas of support needed for Laureates; BI-ANNUAL classroom observations from district instructional literacy advisors to determine Laureate's implementation of the 3 major components of a comprehensive literacy block and inform the support needs of individual Laureates	**[A 4.2.1] Literacy Laureate Support** The literacy laureate will provide support to teachers in KK-2 with the implementation of best practices during foundational skills instruction. Teachers will obtain an understanding of the science of reading and engage in learning opportunities and workshops that improve teaching and learning in KK-2 classrooms. The laureate will also model lessons, collaboratively plan, and observe and provide feedback to new and novices KK-2 teachers.	Jennifer Henderson, Laureate	05/17/2024	Title 1	