

Getwell Elementary Annual Plan (2022 - 2023)

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[G 1] Getwell Elementary School will increase ELA on-track and mastery proficiency rates in grades 3-5 from 13.5% in 2021-2022 to 20.0% in 2022-2023.

****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 65.63% in Spring 2022 to a minimum of 75% in 2023 on informal walkthroughs.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 1.1] Standard Aligned Core Instruction Rationale -----</p> <p>*Provide a rationale for choosing the strategy/intervention.*</p> <p>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>*If this is an existing strategy/intervention, provide school data to support the effective outcomes. If this is a new strategy/intervention, indicate that it is</p>	<p>[A 1.1.1] Access to Rigorous Curriculum Description -----</p> <p>*Provide a brief narrative of the proposed action step.*</p> <p>Provide teachers with Reading Prescriptions and curriculum maps that outline modules for essential knowledge as well as skills and tasks aligned to TN State Standards. Reading Prescriptions and curriculum maps will be organized by quarters to assist teachers with guidance as to which modules and units should be taught during the school year.</p> <p>Implementation -----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <p>Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing</p>	<p>Erica Key, Tyranny Williams, Shameka Thigpen-Phillips, Stephanie Kissell</p>	<p>05/26/2023</p>		

<p>a new strategy/intervention.*</p> <p>1. The SY22 ELA Mastery Connect Spring data indicates 47% of the students scored below, 26% were approaching, 17% were on track, and 10% mastered it.</p> <p>2. SY22 TCAP ELA data proficiency rates indicates that 13.5% of students met or exceeded expectation.</p> <p>Benchmark Indicator Implementation -----</p> <p>*How will the turnaround strategy/intervention be monitored for implementation, including frequency?*</p> <p>Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document will provide the Admin and ILT with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction.</p> <p>Weekly Walkthrough data will be monitored through Zoho for 80% standard aligned core instructional implementation with fidelity.</p> <p>Effectiveness -----</p> <p>*How will the turnaround strategy/intervention be monitored for effectiveness toward increasing student achievement, including the frequency?*</p> <p>Weekly Admin meetings and biweekly ILT meetings will occur to discuss the expected trends of 80% instructional shift implementation and opportunities for professional development.</p>	<p>Document will provide the District with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction.</p> <p>Effectiveness -----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p> <p>Students should perform at or above the 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter.</p>				
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<p>80% of teachers will implement the instruction with fidelity weekly.</p> <p>Students should perform at or above the 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter.</p>					
	<p>[A 1.1.2] Professional Learning Communities Description -----</p> <p>*Provide a brief narrative of the proposed action step.*</p> <p>PLCs are held twice a week by grade levels. PLCs are tailored to improving teacher development of standards-aligned lessons. In order to help our teachers develop a strong planning structure, each teacher has an individualized PLC meetings to assist with creating solid standard-aligned lesson plans. A planning protocol that is utilized in all PLCs. For the first meeting, teachers must come with their pre-work completed which is outlined in the planning protocol. The second meeting of PLC is geared towards completing the lesson plans for the following week and doing a brief walkthrough of the plans.</p> <p>Implementation -----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <p>Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document will provide the Admin and ILT with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction.</p>	<p>Erica Key, Tyranny Williams, Shemeka Thigpen-Phillips, Stephanie Kissell</p>	<p>05/26/2023</p>		

	<p>Weekly Walkthrough data will be monitored through Zoho for 80% standard aligned core instructional implementation with fidelity.</p> <p>Effectiveness -----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p> <p>Weekly Admin meetings and biweekly ILT meetings will occur to discuss the expected trends of 80% instructional shift implementation and opportunities for professional development.</p> <p>80% of teachers will implement the instruction with fidelity weekly.</p> <p>Students should perform at or above the 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter.</p>				
	<p>[A 1.1.3] Hiring Protocol (Priority Schools' Plan - A3.2.1) Description -----</p> <p>*Provide a brief narrative of the proposed action step.*</p> <p>Under the direction of the Director of Strategic Leadership, school leaders will utilize a district protocol for hiring to align staff expertise with the school needs.</p> <p>Implementation -----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p>	<p>Erica Key, Tyranny Williams, Shemeka Thigpen-Phillips, Stephanie Kissell</p>	<p>11/25/2022</p>		

	<p>Principal will follow district protocol for hiring effective teachers.</p> <p>Effectiveness -----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p> <p>Students should perform at or above the 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter.</p>				
	<p>[A 1.1.4] Instructional Support Advisors and Instructional Curriculum Coaches (Priority Schools' Plan - A4.1.1)</p> <p>Description -----</p> <p>*Provide a brief narrative of the proposed action step.*</p> <p>Instructional Support Advisors and Instructional Curriculum 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, standards alignment); participate in collaborative planning sessions to assist all teachers in customization and 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>	<p>Erica Key, Tyranny Williams, Shemeka Thigpen-Phillips, Stephanie Kissell</p>	<p>05/26/2023</p>		

	<p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <p>Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document will provide the Admin and ILT with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction.</p> <p>Weekly Walkthrough data will be monitored through Zoho for 80% standard aligned core instructional implementation with fidelity.</p> <p>Effectiveness -----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p> <p>Weekly Admin meetings and biweekly ILT meetings will occur to discuss the expected trends of 80% instructional shift implementation and opportunities for professional development.</p> <p>80% of teachers will implement the instruction with fidelity weekly.</p> <p>Students should perform at or above the 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter.</p>				
	<p>[A 1.1.5] Data Days Description -----</p> <p>*Provide a brief narrative of the proposed action step.*</p> <p>Getwell Elementary faculty and staff review and</p>	<p>Erica Key, Tyranny Williams, Shemeka Thigpen-Phillips, Stephanie Kissell</p>	<p>05/26/2023</p>		

	<p>analyze data continuous throughout the year. After benchmarks, faculty and staff gather collectively to review all the data, analyze the data, and develop a plan of action towards meeting the ELA Annual Measurable Objective (AMO). After the administration of the first i-Ready and Mastery Connect Assessment, a Data Day is scheduled where school-wide planning is outlined to address needs revealed in the data results. Other Data Days are held in faculty meetings and school-structured professional development. The ILT, along with the faculty and staff will create a data room in which the various data resources are displayed.</p> <p>Implementation -----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <p>Analyze student work weekly</p> <p>Review data to plan instructional grouping of students and lessons weekly</p> <p>Effectiveness -----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p> <p>80% of teachers will implement the instruction with fidelity weekly.</p> <p>Students should perform at or above the 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter.</p>				
<p>[S 1.2] Professional Development Rationale</p>	<p>[A 1.2.1] Teacher School Description</p>	<p>Erica Key, Tyranny</p>	<p>05/26/2023</p>		

<p>-----</p> <p>*Provide a rationale for choosing the strategy/intervention.*</p> <p>Provide professional development for teachers, administrators, instructional leaders and district advisors on how to articulate the instructional practice shifts that will improve teachers' pedagogy of the content, master of standard look fors, students' skill set, students' proficient reading level of grade supported texts, and analyze data to plan for instruction.</p> <p>Supporting Data -----</p> <p>*If this is an existing strategy/intervention, provide school data to support the effective outcomes. If this is a new strategy/intervention, indicate that it is a new strategy/intervention.*</p> <ol style="list-style-type: none"> 1. The SY22 ELA Mastery Connect Spring data indicates 47% of the students scored below, 26% were approaching, 17% were on track, and 10% mastered it. 2. SY22 TCAP ELA data proficiency rates indicates that 13.5% of students met or exceeded expectation. <p>Benchmark Indicator Implementation -----</p> <p>*How will the turnaround strategy/intervention be monitored for implementation, including frequency?*</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</p>	<p>-----</p> <p>*Provide a brief narrative of the proposed action step.*</p> <p>Getwell Elementary has monthly modeling sessions to provide teachers with an opportunity to gain a deeper understanding of the key components of the ELA curriculum, as well as collaborate with colleagues on the ELA curriculum. During these sessions, teachers review instructional strategies that promote differentiation and scaffolding.</p> <p>Implementation -----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <p>Weekly PLC Meetings</p> <p>Weekly Faculty Meetings</p> <p>Monthly PD sessions</p> <p>Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document will provide the Admin and ILT with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction.</p> <p>Weekly Walkthrough data will be monitored through Zoho for 80% standard aligned core instructional implementation with fidelity.</p> <p>Effectiveness -----</p> <p>*Identify the benchmark(s) to be used to measure</p>	<p>Williams, Shemeka Thigpen-Phillips, Stephanie Kissell</p>			
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<p>support is assigned to each new hire.</p> <p>Effectiveness -----</p> <p>*How will the turnaround strategy/intervention be monitored for effectiveness toward increasing student achievement, including the frequency?*</p> <p>Students should perform at or above 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter.</p>	<p>effectiveness toward increasing student achievement.*</p> <p>Weekly Admin meetings and biweekly ILT meetings will occur to discuss the expected trends of 80% instructional shift implementation and opportunities for professional development.</p> <p>80% of teachers will implement the instruction with fidelity weekly.</p> <p>Students should perform at or above the 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter.</p>				
	<p>[A 1.2.2] Data Days PD</p> <p>Description -----</p> <p>*Provide a brief narrative of the proposed action step.*</p> <p>Getwell Elementary ELA teachers will receive training outside of school hours around how to review and analyze data and how to develop a plan of action towards meeting the ELA Annual Measurable Objective (AMO).</p> <p>Implementation -----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <p>Review data to plan instruction, instructional grouping of students, and lessons weekly</p> <p>Effectiveness -----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student</p>	<p>Erica Key, Tyranny Williams, Shemeka Thigpen-Phillips, Stephanie Kissell</p>	<p>05/26/2023</p>		

	<p>achievement.*</p> <p>80% of teachers will implement the instruction with fidelity weekly.</p> <p>Students should perform at or above the 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter.</p>				
	<p>[A 1.2.3] Four Instructional Practices Training Description -----</p> <p>*Provide a brief narrative of the proposed action step.*</p> <p>Teachers will have extensive training on the Four Instructional Practices which are as followed: 1) A performance-based objective accessible to students, teachers, and observers 2) Curriculum-driven opportunities for students to determine the meaning of general and domain-specific words and phrases 3) Lessons characterized by gradual release of responsibilities 4) Students should be required to produce original texts characterized by the use of information and content from multiple sources. Members of Getwell Elementary' s Administration Team will provide in-house training on the four practices to ensure all teachers and staff members gain a deeper understanding of the four instructional practices.</p> <p>Implementation -----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <p>Weekly PLC Meetings</p> <p>Weekly Faculty Meetings</p>	<p>Erica Key, Tyranny Williams, Shemeka Thigpen-Phillip s, Stephanie Kissell</p>	<p>05/26/2023</p>		

	<p>Monthly PD sessions</p> <p>Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document will provide the Admin and ILT with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction.</p> <p>Weekly Walkthrough data will be monitored through Zoho for 80% standard aligned core instructional implementation with fidelity.</p> <p>Effectiveness -----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p> <p>Weekly Admin meetings and biweekly ILT meetings will occur to discuss the expected trends of 80% instructional shift implementation and opportunities for professional development.</p> <p>80% of teachers will implement the instruction with fidelity weekly.</p> <p>Students should perform at or above the 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter.</p>				
	<p>[A 1.2.4] Before and After School Planning Support Description -----</p> <p>*Provide a brief narrative of the proposed action step.*</p> <p>We will have Open Labs available for teachers and</p>	<p>Erica Key, Tyranny Williams, Shemeka Thigpen-Phillips, Stephanie Kissell</p>	<p>05/26/2023</p>		

	<p>educational assistants who need additional support around planning for ELA, unpacking standards, Literacy instruction, and analyzing data. This PD support will occur after normal business hours.</p> <p>Implementation -----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <p>Weekly PLC Meetings</p> <p>Weekly Faculty Meetings</p> <p>Monthly PD sessions</p> <p>Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document will provide the Admin and ILT with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction.</p> <p>Weekly Walkthrough data will be monitored through Zoho for 80% standard aligned core instructional implementation with fidelity.</p> <p>Effectiveness -----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p> <p>80% of teachers will implement the instruction with fidelity weekly.</p> <p>Students should perform at or above the 70% on District Formative Assessments (Fall, Winter and</p>				
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	Spring) which align with core instructional standards for the specific quarter.				
	<p>[A 1.2.5] Quarterly Training for RTI Team (Priority Schools' Plan - A2.1.6)</p> <p>Description -----</p> <p>*Provide a brief narrative of the proposed action step.*</p> <p>Provide specialized training in progress monitoring, scheduling, and benchmarking to meet and/or exceed identified student growth rates for Math and/or ELA.</p> <p>Implementation -----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <p>Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document will provide the Admin and ILT with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction.</p> <p>Weekly Walkthrough data will be monitored through Zoho for 80% standard aligned core instructional implementation with fidelity.</p> <p>Effectiveness -----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p> <p>Weekly Admin meetings and biweekly ILT meetings will occur to discuss the expected trends of 80%</p>	<p>Erica Key, Tyranny Williams, Shemeka Thigpen-Phillips, Stephanie Kissell</p>	<p>05/26/2023</p>		

	<p>instructional shift implementation and opportunities for professional development.</p> <p>80% of teachers will implement the instruction with fidelity weekly.</p> <p>Students should perform at or above the 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter.</p>				
	<p>[A 1.2.6] The Principal's Center (Priority Schools Plan -A3.1.7) Description -----</p> <p>*Provide a brief narrative of the proposed action step.*</p> <p>The Principal's Center (TPC) at the Harvard Graduate School of Education is committed to the support and development of school leaders around the world. Through professional development programs and an extensive learning community, TPC assists educational leaders in leading change to ensure all students have access to a high-quality education. TPC offers coursework and support to enrollees.</p> <p>Implementation -----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <p>Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document will provide the Admin and ILT with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction.</p>	<p>Erica Key, Tyranny Williams, Shemeka Thigpen-Phillips, Stephanie Kissell</p>	<p>05/26/2023</p>		

	<p>Weekly Walkthrough data will be monitored through Zoho for 80% standard aligned core instructional implementation with fidelity.</p> <p>Effectiveness -----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p> <p>Weekly Admin meetings and biweekly ILT meetings will occur to discuss the expected trends of 80% instructional shift implementation and opportunities for professional development.</p> <p>80% of teachers will implement the instruction with fidelity weekly.</p> <p>Students should perform at or above the 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter.</p>				
	<p>[A 1.2.7] National Institute for Excellence in Teaching (Priority Schools' Plan - A4.1.5 and A4.3.1) Description -----</p> <p>*Provide a brief narrative of the proposed action step.*</p> <p>Memphis-Shelby County Schools will partner with National Institute for Excellence in Teaching (NIET) to raise achievement levels for all students by focusing on the most powerful lever for change: teachers and the leadership that supports them. NIET's training sessions build educator excellence to give all students the opportunity for success with a focus on student engagement and standards aligned instruction. Participants will develop an understanding of tools and research-based</p>	<p>Erica Key, Tyranny Williams, Shemeka Thigpen-Phillips, Stephanie Kissell</p>	<p>05/26/2023</p>		

	<p>practices that drive students towards owning their own learning and eliminating equity gaps to directly impact student success with aligned resources.</p> <p>Implementation -----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <p>Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document will provide the Admin and ILT with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction.</p> <p>Weekly Walkthrough data will be monitored through Zoho for 80% standard aligned core instructional implementation with fidelity.</p> <p>Effectiveness -----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p> <p>Weekly Admin meetings and biweekly ILT meetings will occur to discuss the expected trends of 80% instructional shift implementation and opportunities for professional development.</p> <p>80% of teachers will implement the instruction with fidelity weekly.</p> <p>Students should perform at or above the 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter.</p>				
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<p>[S 1.3] Targeted Intervention and Personalized Learning</p> <p>Rationale -----</p> <p>*Provide a rationale for choosing the strategy/intervention.*</p> <p>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 -----</p> <p>*If this is an existing strategy/intervention, provide school data to support the effective outcomes. If this is a new strategy/intervention, indicate that it is a new strategy/intervention.*</p> <ol style="list-style-type: none"> 1. The SY22 ELA Mastery Connect Spring data indicates 47% of the students scored below, 26% were approaching, 17% were on track, and 10% mastered it. 2. SY22 TCAP ELA data proficiency rates indicates that 13.5% of students met or exceeded expectation. <p>Benchmark Indicator</p> <p>Implementation -----</p> <p>*How will the turnaround strategy/intervention be monitored for implementation, including frequency?*</p> <p>Monthly progress monitoring data review of students' performance in targeted intervention to determine next steps of intervention support in an effort to get them to grade level.</p>	<p>[A 1.3.1] Supplemental Instructional Resources for Struggling Students</p> <p>Description -----</p> <p>*Provide a brief narrative of the proposed action step.*</p> <p>Through research, collaboration with colleagues and the district approved vendors' list, supplemental instructional resources will be purchased to expand the instructional resources that addresses the specific need of struggling students. All resources will be proven to be researched based and aligned to the TN ELA standards. Prioritized use will be during the RTI2 period.</p> <p>Implementation -----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <p>Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document will provide the Admin and ILT with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction.</p> <p>Weekly Walkthrough data will be monitored through Zoho for 80% standard aligned core instructional implementation with fidelity.</p> <p>Effectiveness -----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p>	<p>Erica Key, Tyranny Williams, Shemeka Thigpen-Philip s, Stephanie Kissell</p>	<p>05/26/2023</p>		
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<p>Effectiveness -----</p> <p>*How will the turnaround strategy/intervention be monitored for effectiveness toward increasing student achievement, including the frequency?*</p> <p>Students should perform at or above 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter.</p>	<p>Weekly Admin meetings and biweekly ILT meetings will occur to discuss the expected trends of 80% instructional shift implementation and opportunities for professional development.</p> <p>80% of teachers will implement the instruction with fidelity weekly.</p> <p>Students should perform at or above the 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter.</p>				
	<p>[A 1.3.2] Implement Differentiated Instruction Description -----</p> <p>*Provide a brief narrative of the proposed action step.*</p> <p>In order to meet the individualized needs of all students, differentiated instruction will take place in all classes. Classroom teachers, the ILT Team, and Administration Team will use student data to determine areas of strength and refinement. Teachers will be able to make informed decisions for reteaching and determine strategies and resources that will benefit all students. Differentiated instruction may include one-on-one, small groups, manipulatives, and use of online resources. In order to determine needs, Getwell Elementary will analyze student work and results from assessments.</p> <p>Implementation -----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <p>Daily tiered instruction during RTI</p>	<p>Erica Key, Tyranny Williams, Shemeka Thigpen-Phillips, Stephanie Kissell</p>	<p>05/26/2023</p>		

	<p>Effectiveness -----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p> <p>Weekly progress monitoring</p> <p>Monthly Data Team meetings</p>				
	<p>[A 1.3.3] Collaboration (Priority Schools' Plan - A2.1.1) Description -----</p> <p>*Provide a brief narrative of the proposed action step.*</p> <p>Work collaboratively with RTI Lead and data team to address and eliminate barriers that relate to the RTI process. Serve as an active participant in school-based data teams to ensure that the school has structures to support students who are not experiencing academic success.</p> <p>Implementation -----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <p>Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document will provide the Admin and ILT with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction.</p> <p>Weekly Walkthrough data will be monitored through Zoho for 80% standard aligned core instructional implementation with fidelity.</p>	<p>Erica Key, Tyranny Williams, Shemeka Thigpen-Phillips, Stephanie Kissell</p>	<p>05/26/2023</p>		

	<p>Effectiveness -----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p> <p>Weekly Admin meetings and biweekly ILT meetings will occur to discuss the expected trends of 80% instructional shift implementation and opportunities for professional development.</p> <p>80% of teachers will implement the instruction with fidelity weekly.</p> <p>Students should perform at or above the 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter.</p>				
	<p>[A 1.3.4] Calendars (Priority Schools' Plan - A2.1.2) Description -----</p> <p>*Provide a brief narrative of the proposed action step.*</p> <p>Create monthly calendars and provide support with data team meetings, fidelity checks, progress monitoring, benchmark assessments, and placement/scheduling.</p> <p>Implementation -----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <p>Monthly progress monitoring data review of students' performance in targeted intervention to determine next steps of intervention support in an</p>	<p>Erica Key, Tyranny Williams, Shemeka Thigpen-Phillips, Stephanie Kissell</p>	<p>05/26/2023</p>		

	<p>effort to get them to grade level.</p> <p>Daily tiered instruction during RTI</p> <p>Effectiveness -----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p> <p>Weekly progress monitoring</p> <p>Monthly Data Team meetings</p> <p>80% of teachers will implement the instruction with fidelity weekly.</p>				
	<p>[A 1.3.5] Learning Walks (Priority Schools' Plan - A2.1.4)</p> <p>Description -----</p> <p>*Provide a brief narrative of the proposed action step.*</p> <p>Conduct learning walks with the Instructional Leadership Team and follow-up monthly with RTI Lead to provide support for the school.</p> <p>Implementation -----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <p>Weekly Walkthrough data will be monitored through Zoho for 80% standard aligned core instructional implementation with fidelity.</p> <p>Monthly progress monitoring data review of students' performance in targeted intervention to determine next steps of intervention support in an</p>	<p>Erica Key, Tyranny Williams, Shemeka Thigpen-Phillips, Stephanie Kissell</p>	<p>05/26/2023</p>		

	<p>effort to get them to grade level.</p> <p>Effectiveness -----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p> <p>80% of teachers will implement the instruction with fidelity weekly.</p> <p>Students should perform at or above the 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter.</p>				
	<p>[A 1.3.6] Support (Priority Schools' Plan - A2.1.5) Description -----</p> <p>*Provide a brief narrative of the proposed action step.*</p> <p>Conduct observations and provide intense on-the-ground support within the teacher's intervention block. Support will include (but will not be limited to) modeling lessons, development of learning centers for students, assessing and analyzing iReady to develop personalized RTI plans for students, co-teaching with the RTI Teacher, assisting the teacher in analyzing reports and completing the Universal Screener process to determine instructional levels for students, inform school leadership weekly of grade band trends and areas of strength and areas of need and suggest possible professional development activities.</p> <p>Implementation -----</p> <p>*Identify the indicator(s) used to measure</p>	<p>Erica Key, Tyranny Williams, Shemeka Thigpen-Phillips, Stephanie Kissell</p>	<p>05/26/2023</p>		

	<p>implementation of the action step.*</p> <p>Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document will provide the Admin and ILT with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction.</p> <p>Weekly Walkthrough data will be monitored through Zoho for 80% standard aligned core instructional implementation with fidelity.</p> <p>Effectiveness -----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p> <p>80% of teachers will implement the instruction with fidelity weekly.</p> <p>Students should perform at or above the 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter.</p>				
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[G 2] Getwell Elementary will increase Mathematics on-track and mastery proficiency rates for grades 3-5 from 11.8% in 2021-2022 SY to 20% in 2022-2023 SY.

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 65.63% in Spring 2022 to a minimum of 75% in 2023 on informal walkthroughs.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 2.1] Standard Aligned Core Instruction Rationale -----</p> <p>*Provide a rationale for choosing the strategy/intervention.*</p> <p>Getwell Elementary teachers will plan and execute standard aligned lessons with intentionality and focus (data-informed instruction) to provide daily access to a rigorous math curriculum through quality core instruction 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>*If this is an existing strategy/intervention, provide school data to support the effective outcomes. If this is a new strategy/intervention, indicate that it is a new strategy/intervention.*</p> <p>1. The SY22 Math Mastery Connect Spring data indicates 56.4% of the students scored below, 22.2% were approaching, 14.2% were on track, and 7.2% mastered it. 2. SY22 TCAP Math data proficiency rates indicates that 11.8% of students met or exceeded expectation.</p> <p>Benchmark Indicator Implementation -----</p> <p>*How will the turnaround strategy/intervention be</p>	<p>[A 2.1.1] Professional Learning Communities Description -----</p> <p>*Provide a brief narrative of the proposed action step.*</p> <p>PLCs are held twice a week by grade levels. Because our teachers need more support around planning, our PLCs are tailored to improving teacher development of standards-aligned lessons. In order to help our teachers develop a strong planning structure, each teacher has an individualized PLC meeting Tuesday and Thursday to assist with creating solid standard-aligned lesson plans. Getwell Elementary has a primary agenda that outlines the focus of PLCs along with a planning protocol that is utilized in all PLCs. Each Tuesday, teachers must come with their pre-work completed which is outlined in the planning protocol. We go through the pre-work by identifying the standards and PBOs for the lessons for the upcoming week, unpacking the standards to identify the know/show, discussing the components of the lesson that will be utilized for the Gradual Release (making sure selected information aligns to the standard and objective of the lesson), and discussing the misconceptions for each lesson. The second day of PLC is geared towards completing the lesson plans for the following week and doing a brief walkthrough of the plans.</p> <p>Implementation -----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p>	<p>Erica Key, Tyranny Williams, Shemeka Thigpen-Phillips, Stephanie Kissell</p>	<p>05/26/2023</p>		

<p>monitored for implementation, including frequency?*</p> <p>Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document will provide the Admin and ILT with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction.</p> <p>Weekly Walkthrough data will be monitored through Zoho for 80% standard aligned core instructional implementation with fidelity.</p> <p>Effectiveness -----</p> <p>*How will the turnaround strategy/intervention be monitored for effectiveness toward increasing student achievement, including the frequency?*</p> <p>Weekly Admin meetings and biweekly ILT meetings will occur to discuss the expected trends of 80% instructional shift implementation and opportunities for professional development.</p> <p>80% of teachers will implement the instruction with fidelity weekly.</p> <p>Students should perform at or above the 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter.</p>	<p>Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document will provide the Admin and ILT with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction.</p> <p>Weekly Walkthrough data will be monitored through Zoho for 80% standard aligned core instructional implementation with fidelity.</p> <p>Effectiveness -----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p> <p>Weekly Admin meetings and biweekly ILT meetings will occur to discuss the expected trends of 80% instructional shift implementation and opportunities for professional development.</p> <p>80% of teachers will implement the instruction with fidelity weekly.</p> <p>Students should perform at or above the 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter.</p>				
	<p>[A 2.1.2] Equip Math Teachers with Supplemental Materials, Supplies, and Resources for Instruction and Instructional Resources – Izone (Priority Schools' Plan - A4.1.2) Description -----</p>	<p>Erica Key, Tyranny Williams, Shemeka Thigpen-Phillips, Stephanie Kissell</p>	<p>05/26/2023</p>		

	<p>*Provide a brief narrative of the proposed action step.*</p> <p>Supplemental instructional materials will be secured such as Tennessee Performance Coach, Measuring Up To The Tennessee Academic State Standards (Math), and other Tennessee standard-aligned practice assessment workbook to support teachers with meeting the school's Math goal for the 2021-2022 SY. Supplies, materials, equipment, and resources will be secured to improve instructional effectiveness.</p> <p>Implementation -----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <p>Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document will provide the Admin and ILT with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction.</p> <p>Weekly Walkthrough data will be monitored through Zoho for 80% standard aligned core instructional implementation with fidelity.</p> <p>Effectiveness -----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p> <p>Weekly Admin meetings and biweekly ILT meetings will occur to discuss the expected trends of 80% instructional shift implementation and opportunities for professional development.</p>				
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	<p>80% of teachers will implement the instruction with fidelity weekly.</p> <p>Students should perform at or above the 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter.</p>				
	<p>[A 2.1.3] Implementation of Curriculum with Fidelity Description -----</p> <p>*Provide a brief narrative of the proposed action step.*</p> <p>Teachers will follow the MSCS Curriculum Map along with the Math Prescriptions to ensure that they are providing standards-aligned instruction. The Eureka Math curriculum will be implemented with fidelity to ensure that all students are receiving a high quality education. i-Ready will be utilized to reinforce deficit areas. Implementation of Educational Epiphany's PLC Guides will be utilized to strengthen instruction and ensure continuity across grade bands. Implementation of Educational Epiphany's Interpretation Guides will maximize learning opportunities for students that will lead to student success. Implementation of Educational Epiphany's Four Instructional Practices will promote rigorous and robust instruction.</p> <p>Implementation -----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <p>Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document will provide the Admin and ILT with data to determine trends in teachers' ability to effectively</p>	<p>Erica Key, Tyranny Williams, Shemeka Thigpen-Phillip s, Stephanie Kissell</p>	<p>05/26/2023</p>		

	<p>implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction.</p> <p>Weekly Walkthrough data will be monitored through Zoho for 80% standard aligned core instructional implementation with fidelity.</p> <p>Effectiveness -----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p> <p>Weekly Admin meetings and biweekly ILT meetings will occur to discuss the expected trends of 80% instructional shift implementation and opportunities for professional development.</p> <p>80% of teachers will implement the instruction with fidelity weekly.</p> <p>Students should perform at or above the 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter.</p>				
	<p>[A 2.1.4] Hiring Protocol (Priority Schools' Plan - A3.2.1) Description -----</p> <p>*Provide a brief narrative of the proposed action step.*</p> <p>Under the direction of the Director of Strategic Leadership, school leaders will utilize a district protocol for hiring to align staff expertise with the school needs.</p> <p>Implementation -----</p>	<p>Erica Key, Tyranny Williams, Shemeka Thigpen-Phillips, Stephanie Kissell</p>	<p>11/25/2022</p>		

	<p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <p>Principal will follow district protocol for hiring effective teachers.</p> <p>Effectiveness -----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p> <p>Students should perform at or above the 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter.</p>				
	<p>[A 2.1.5] Instructional Support Advisors and Instructional Curriculum Coaches (Priority Schools' Plan - A4.1.1)</p> <p>Description -----</p> <p>*Provide a brief narrative of the proposed action step.*</p> <p>Instructional Support Advisors and Instructional Curriculum 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, standards alignment); participate in collaborative planning sessions to assist all teachers in customization and 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>Erica Key, Tyranny Williams, Shemeka Thigpen-Phillips, Stephanie Kissell</p>	<p>05/26/2023</p>		

	<p>Implementation -----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <p>Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document will provide the Admin and ILT with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction.</p> <p>Weekly Walkthrough data will be monitored through Zoho for 80% standard aligned core instructional implementation with fidelity.</p> <p>Effectiveness -----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p> <p>Weekly Admin meetings and biweekly ILT meetings will occur to discuss the expected trends of 80% instructional shift implementation and opportunities for professional development.</p> <p>80% of teachers will implement the instruction with fidelity weekly.</p> <p>Students should perform at or above the 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter.</p>				
	<p>[A 2.1.6] Data Days Description -----</p>	<p>Erica Key, Tyranny Williams, Shemeka</p>	<p>05/26/2023</p>		

	<p>*Provide a brief narrative of the proposed action step.*</p> <p>Getwell Elementary faculty and staff review and analyze data continuous throughout the year. After benchmarks, faculty and staff gather collectively to review all the data, analyze the data, and develop a plan of action towards meeting the Math Annual Measurable Objective (AMO). After the administration of the first i-Ready and Mastery Connect Assessment, a Data Day is scheduled where school-wide planning is outlined to address needs revealed in the data results. Other Data Days are held in faculty meetings and school-structured professional development. The ILT, along with the faculty and staff will create a data room in which the various data resources are displayed.</p> <p>Implementation -----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <p>Analyze student work weekly</p> <p>Review data to plan instructional grouping of students and lessons weekly</p> <p>Effectiveness -----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p> <p>80% of teachers will implement the instruction with fidelity weekly.</p> <p>Students should perform at or above the 70% on District Formative Assessments (Fall, Winter and</p>	<p>Thigpen-Phillips, Stephanie Kissell</p>			
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	Spring) which align with core instructional standards for the specific quarter.				
<p>[S 2.2] Professional Development Rationale -----</p> <p>*Provide a rationale for choosing the strategy/intervention.*</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>Supporting Data -----</p> <p>*If this is an existing strategy/intervention, provide school data to support the effective outcomes. If this is a new strategy/intervention, indicate that it is a new strategy/intervention.*</p> <p>1. The SY22 Math Mastery Connect Spring data indicates 56.4% of the students scored below, 22.2% were approaching, 14.2% were on track, and 7.2% mastered it.</p> <p>2. SY22 TCAP Math data proficiency rates indicates that 11.8% of students met or exceeded expectation.</p> <p>Benchmark Indicator Implementation -----</p> <p>*How will the turnaround strategy/intervention be monitored for implementation, including frequency?*</p> <p>New teacher professional learning supports are offered at various times throughout each semester</p>	<p>[A 2.2.1] Teacher School Description -----</p> <p>*Provide a brief narrative of the proposed action step.*</p> <p>Getwell Elementary has faculty classes weekly to provide teachers with an opportunity to gain a deeper understanding of the key components of the Math curriculum, as well as collaborate with colleagues on the Math curriculum. During these classes, teachers review instructional strategies that promote differentiation and scaffolding.</p> <p>Implementation -----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <p>Weekly PLC Meetings</p> <p>Weekly Faculty Meetings</p> <p>Monthly PD sessions</p> <p>Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document will provide the Admin and ILT with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction.</p> <p>Weekly Walkthrough data will be monitored through Zoho for 80% standard aligned core instructional implementation with fidelity.</p> <p>Effectiveness</p>	<p>Erica Key, Tyranny Williams, Shemeka Thigpen-Phillips, Stephanie Kissell</p>	<p>05/26/2023</p>		

<p>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>*How will the turnaround strategy/intervention be monitored for effectiveness toward increasing student achievement, including the frequency?*</p> <p>Students should perform at or above 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter.</p>	<p>-----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p> <p>Weekly Admin meetings and biweekly ILT meetings will occur to discuss the expected trends of 80% instructional shift implementation and opportunities for professional development.</p> <p>80% of teachers will implement the instruction with fidelity weekly.</p> <p>Students should perform at or above the 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter.</p>				
	<p>[A 2.2.2] Data Days PD Description -----</p> <p>*Provide a brief narrative of the proposed action step.*</p> <p>Getwell Elementary Math teachers will receive training outside of school hours around how to review and analyze data and how to develop a plan of action towards meeting the Math Annual Measurable Objective (AMO).</p> <p>Implementation -----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <p>Analyze student work weekly</p> <p>Review data to plan instructional grouping of students and lessons weekly</p>	<p>Erica Key, Tyranny Williams, Shemeka Thigpen-Phillips, Stephanie Kissell</p>	<p>05/26/2023</p>		

	<p>Effectiveness -----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p> <p>80% of teachers will implement the instruction with fidelity weekly.</p> <p>Students should perform at or above the 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter.</p>				
	<p>[A 2.2.3] Educational Epiphany's Four Instructional Practices Training Description -----</p> <p>*Provide a brief narrative of the proposed action step.*</p> <p>Teachers will have extensive training on Educational Epiphany's Four Instructional Practices which are as followed: 1) A performance-based objective accessible to students, teachers, and observers 2) Curriculum-driven opportunities for students to determine the meaning of general and domain-specific words and phrases 3) Lessons characterized by gradual release of responsibilities 4) Students should be required to produce original texts characterized by the use of information and content from multiple sources Members of Getwell Elementary's Administration Team will provide in-house training on the four practices to ensure all teachers and staff members gain a deeper understanding of the four instructional practices.</p> <p>Implementation -----</p> <p>*Identify the indicator(s) used to measure</p>	<p>Erica Key, Tyranny Williams, Shemeka Thigpen-Phillips, Stephanie Kissell</p>	<p>05/26/2023</p>		

	<p>implementation of the action step.*</p> <p>Weekly PLC Meetings</p> <p>Weekly Faculty Meetings</p> <p>Monthly PD sessions</p> <p>Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document will provide the Admin and ILT with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction.</p> <p>Weekly Walkthrough data will be monitored through Zoho for 80% standard aligned core instructional implementation with fidelity.</p> <p>Effectiveness -----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p> <p>**Weekly Admin meetings and biweekly ILT meetings will occur to discuss the expected trends of 80% instructional shift implementation and opportunities for professional development.</p> <p>80% of teachers will implement the instruction with fidelity weekly.</p> <p>Students should perform at or above the 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter.</p>				
	<p>[A 2.2.4] Before and After School Planning Support Description</p>	<p>Erica Key, Tyranny Williams,</p>	<p>05/26/2023</p>		

	<p>-----</p> <p>*Provide a brief narrative of the proposed action step.*</p> <p>We will have Open Labs available for teachers and educational assistants who need additional support around planning for Math, unpacking standards, Math instruction, and analyzing data. This PD support will occur after normal business hours.</p> <p>Implementation</p> <p>-----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <p>Weekly PLC Meetings</p> <p>Weekly Faculty Meetings</p> <p>Monthly PD sessions</p> <p>Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document will provide the Admin and ILT with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction.</p> <p>Weekly Walkthrough data will be monitored through Zoho for 80% standard aligned core instructional implementation with fidelity.</p> <p>Effectiveness</p> <p>-----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p>	<p>Shemeka Thigpen-Phillips, Stephanie Kissell</p>			
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	<p>80% of teachers will implement the instruction with fidelity weekly.</p> <p>Students should perform at or above the 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter.</p>				
	<p>[A 2.2.5] Quarterly Training for RTI Team (Priority Schools' Plan - A2.1.6)</p> <p>Description -----</p> <p>*Provide a brief narrative of the proposed action step.*</p> <p>Provide specialized training in progress monitoring, scheduling, and benchmarking to meet and/or exceed identified student growth rates for Math and/or ELA.</p> <p>Implementation -----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <p>Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document will provide the Admin and ILT with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction.</p> <p>Weekly Walkthrough data will be monitored through Zoho for 80% standard aligned core instructional implementation with fidelity.</p> <p>Effectiveness -----</p> <p>*Identify the benchmark(s) to be used to measure</p>	<p>Erica Key, Tyranny Williams, Shemeka Thigpen-Phillips, Stephanie Kissell</p>	<p>05/26/2023</p>		

	<p>effectiveness toward increasing student achievement.*</p> <p>*Weekly Admin meetings and biweekly ILT meetings will occur to discuss the expected trends of 80% instructional shift implementation and opportunities for professional development.</p> <p>80% of teachers will implement the instruction with fidelity weekly.</p> <p>Students should perform at or above the 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter.</p>				
	<p>[A 2.2.6] The Principal's Center (Priority Schools Plan -A3.1.7) Description -----</p> <p>*Provide a brief narrative of the proposed action step.*</p> <p>The Principal's Center (TPC) at the Harvard Graduate School of Education is committed to the support and development of school leaders around the world. Through professional development programs and an extensive learning community, TPC assists educational leaders in leading change to ensure all students have access to a high-quality education. TPC offers coursework and support to enrollees.</p> <p>Implementation -----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <p>Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document will provide the Admin and ILT with data</p>	<p>Erica Key, Tyranny Williams, Shemeka Thigpen-Phillips, Stephanie Kissell</p>	<p>05/26/2023</p>		

	<p>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>Weekly Walkthrough data will be monitored through Zoho for 80% standard aligned core instructional implementation with fidelity.</p> <p>Effectiveness -----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p> <p>Weekly Admin meetings and biweekly ILT meetings will occur to discuss the expected trends of 80% instructional shift implementation and opportunities for professional development.</p> <p>80% of teachers will implement the instruction with fidelity weekly.</p> <p>Students should perform at or above the 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter.</p>				
	<p>[A 2.2.7] National Institute for Excellence in Teaching (Priority Schools' Plan - A4.1.5 and A4.3.1)</p> <p>Description -----</p> <p>*Provide a brief narrative of the proposed action step.*</p> <p>Memphis-Shelby County Schools will partner with National Institute for Excellence in Teaching (NIET) to raise achievement levels for all students by focusing on the most powerful lever for change: teachers and the leadership that supports them.</p>	<p>Erica Key, Tyranny Williams, Shemeka Thigpen-Phillips, Stephanie Kissell</p>	<p>05/26/2023</p>		

NIET's training sessions build educator excellence to give all students the opportunity for success with a focus on student engagement and standards aligned instruction. Participants will develop an understanding of tools and research-based practices that drive students towards owning their own learning and eliminating equity gaps to directly impact student success with aligned resources.

Implementation

Identify the indicator(s) used to measure implementation of the action step.

Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document will provide the Admin and ILT 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.

Weekly Walkthrough data will be monitored through Zoho for 80% standard aligned core instructional implementation with fidelity.

Effectiveness

Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.

Weekly Admin meetings and biweekly ILT meetings will occur to discuss the expected trends of 80% instructional shift implementation and opportunities for professional development.

80% of teachers will implement the instruction with fidelity weekly.

	<p>Students should perform at or above the 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter.</p>				
	<p>[A 2.2.8] Eureka Math Training Description -----</p> <p>*Provide a brief narrative of the proposed action step.*</p> <p>Getwell Elementary will provide ongoing Eureka Math curriculum training for Math teachers. These trainings will equip teachers with useful knowledge to provide students equity of access to Eureka Math materials and rigorous instruction.</p> <p>Implementation -----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <p>Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document will provide the Admin and ILT with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction.</p> <p>Weekly Walkthrough data will be monitored through Zoho for 80% standard aligned core instructional implementation with fidelity.</p> <p>Effectiveness -----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p>	<p>Erica Key, Tyranny Williams, Shemeka Thigpen-Phillips, Stephanie Kissell</p>	<p>11/25/2022</p>		

	<p>Weekly Admin meetings and biweekly ILT meetings will occur to discuss the expected trends of 80% instructional shift implementation and opportunities for professional development.</p> <p>80% of teachers will implement the instruction with fidelity weekly.</p> <p>Students should perform at or above the 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter.</p>				
<p>[S 2.3] Targeted Interventions and Personalized Learning Rationale -----</p> <p>*Provide a rationale for choosing the strategy/intervention.*</p> <p>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 -----</p> <p>*If this is an existing strategy/intervention, provide school data to support the effective outcomes. If this is a new strategy/intervention, indicate that it is a new strategy/intervention.*</p> <ol style="list-style-type: none"> 1. The SY22 Math Mastery Connect Spring data indicates 56.4% of the students scored below, 22.2% were approaching, 14.2% were on track, and 7.2% mastered it. 2. SY22 TCAP Math data proficiency rates indicates that 11.8% of students met or exceeded expectation. 	<p>[A 2.3.1] Supplemental Instructional Resources for Struggling Students Description -----</p> <p>*Provide a brief narrative of the proposed action step.*</p> <p>Through research, collaboration with colleagues and the district approved vendors' list, supplemental instructional resources will be purchased to expand the instructional resources that addresses the specific need of struggling students. All resources will be proven to be researched based and aligned to the TN ELA standards. Prioritized use will be during the RTI2 period.</p> <p>Implementation -----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <p>Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document will provide the Admin and ILT with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of</p>	<p>Erica Key, Tyranny Williams, Shemeka Thigpen-Phillips, Stephanie Kissell</p>	<p>05/26/2023</p>		

<p>Benchmark Indicator Implementation -----</p> <p>*How will the turnaround strategy/intervention be monitored for implementation, including frequency?*</p> <p>Monthly progress monitoring data review of students' performance in targeted intervention to determine next steps of intervention support in an effort to get them to grade level.</p> <p>Effectiveness -----</p> <p>*How will the turnaround strategy/intervention be monitored for effectiveness toward increasing student achievement, including the frequency?*</p> <p>Students should perform at or above 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter.</p>	<p>standard aligned instruction.</p> <p>Weekly Walkthrough data will be monitored through Zoho for 80% standard aligned core instructional implementation with fidelity.</p> <p>Effectiveness -----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p> <p>Weekly Admin meetings and biweekly ILT meetings will occur to discuss the expected trends of 80% instructional shift implementation and opportunities for professional development.</p> <p>80% of teachers will implement the instruction with fidelity weekly.</p> <p>Students should perform at or above the 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter.</p>				
	<p>[A 2.3.2]] Implement Differentiated Instruction Description -----</p> <p>*Provide a brief narrative of the proposed action step.*</p> <p>In order to meet the individualized needs of all students, differentiated instruction will take place in all classes. Classroom teachers, the ILT Team, and Administration Team will use student data to determine areas of strength and refinement. Teachers will be able to make informed decisions for reteaching and determine strategies and resources that will benefit all students. Differentiated instruction may include one-on-one, small groups, manipulatives, and use of online</p>	<p>Erica Key, Tyranny Williams, Shemeka Thigpen-Phillips, Stephanie Kissell</p>	<p>05/26/2023</p>		

	<p>resources. In order to determine needs, Getwell Elementary will analyze student work and results from assessments.</p> <p>Implementation -----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <p>Daily tiered instruction during RTI</p> <p>Effectiveness -----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p> <p>Weekly progress monitoring</p> <p>Monthly Data Team meetings</p>				
	<p>[A 2.3.3] Collaboration (Priority Schools' Plan - A2.1.1) Description -----</p> <p>*Provide a brief narrative of the proposed action step.*</p> <p>Work collaboratively with RTI Lead and data team to address and eliminate barriers that relate to the RTI process. Serve as an active participant in school-based data teams to ensure that the school has structures to support students who are not experiencing academic success.</p> <p>Implementation -----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p>	<p>Erica Key, Tyranny Williams, Shemeka Thigpen-Phillips, Stephanie Kissell</p>	<p>05/26/2023</p>		

	<p>Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document will provide the Admin and ILT with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction.</p> <p>Weekly Walkthrough data will be monitored through Zoho for 80% standard aligned core instructional implementation with fidelity.</p> <p>Effectiveness -----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p> <p>Weekly Admin meetings and biweekly ILT meetings will occur to discuss the expected trends of 80% instructional shift implementation and opportunities for professional development.</p> <p>80% of teachers will implement the instruction with fidelity weekly.</p> <p>Students should perform at or above the 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter.</p>				
	<p>[A 2.3.4] Calendars (Priority Schools' Plan - A2.1.2) Description -----</p> <p>*Provide a brief narrative of the proposed action step.*</p> <p>Create monthly calendars and provide support with data team meetings, fidelity checks, progress</p>	<p>Erica Key, Tyranny Williams, Shemeka Thigpen-Phillips, Stephanie Kissell</p>	<p>05/26/2023</p>		

	<p>monitoring, benchmark assessments, and placement/scheduling.</p> <p>Implementation -----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <p>Monthly progress monitoring data review of students' performance in targeted intervention to determine next steps of intervention support in an effort to get them to grade level.</p> <p>Daily tiered instruction during RTI</p> <p>Effectiveness -----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p> <p>Weekly progress monitoring</p> <p>Monthly Data Team meetings</p> <p>80% of teachers will implement the instruction with fidelity weekly.</p>				
	<p>[A 2.3.5] Learning Walks (Priority Schools' Plan - A2.1.4)</p> <p>Description -----</p> <p>*Provide a brief narrative of the proposed action step.*</p> <p>Conduct learning walks with the Instructional Leadership Team and follow-up monthly with RTI Lead to provide support for the school.</p> <p>Implementation</p>	<p>Erica Key, Tyranny Williams, Shemeka Thigpen-Phillips, Stephanie Kissell</p>	<p>05/26/2023</p>		

	<p>-----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <p>Weekly Walkthrough data will be monitored through Zoho for 80% standard aligned core instructional implementation with fidelity.</p> <p>Monthly progress monitoring data review of students' performance in targeted intervention to determine next steps of intervention support in an effort to get them to grade level.</p> <p>Effectiveness</p> <p>-----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p> <p>80% of teachers will implement the instruction with fidelity weekly.</p> <p>Students should perform at or above the 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter.</p>				
	<p>[A 2.3.6] Support (Priority Schools' Plan - A2.1.5)</p> <p>Description</p> <p>-----</p> <p>*Provide a brief narrative of the proposed action step.*</p> <p>Conduct observations and provide intense on-the-ground support within the teacher's intervention block. Support will include (but will not limited to) modeling lessons, development of learning centers for students, assessing and analyzing iReady to develop personalized RTI</p>	<p>Erica Key, Tyranny Williams, Shemeka Thigpen-Phillips, Stephanie Kissell</p>	<p>05/26/2023</p>		

	<p>plans for students, co-teaching with the RTI Teacher, assisting the teacher in analyzing reports and completing the Universal Screener process to determine instructional levels for students, inform school leadership weekly of grade band trends and areas of strength and areas of need and suggest possible professional development activities.</p> <p>Implementation -----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <p>Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document will provide the Admin and ILT with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction.</p> <p>Weekly Walkthrough data will be monitored through Zoho for 80% standard aligned core instructional implementation with fidelity.</p> <p>Effectiveness -----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p> <p>80% of teachers will implement the instruction with fidelity weekly.</p> <p>Students should perform at or above the 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter.</p>				
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[G 3] Getwell Elementary will reduce the percentage of chronically absent students from 21.1% in 2021-2022 SY to 15% in 2022-2023 SY.

****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.

District Turnaround Plan Goal

[G 1] Priority schools will reduce chronic absenteeism rates from approximately 31.8% in 2022 to approximately 26.8% in 2023 with clearly defined systems and operating procedures for monitoring identified at-risk and chronically absent students weekly.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 3.1] Attendance and Behavior Interventions and Supports Rationale ----- *Provide a rationale for choosing the strategy/intervention.* Implement targeted interventions, initiatives and support programs that address chronic absenteeism and behavioral needs for all students. Supporting Data ----- *If this is an existing strategy/intervention, provide school data to support the effective outcomes. If this is a new strategy/intervention, indicate that it is a new strategy/intervention.* Chronic Absenteeism increased from 19.3% in 2021-22 to 21.2% in 2022-2023. Benchmark Indicator Implementation ----- *How will the turnaround strategy/intervention be monitored for implementation, including</p>	<p>[A 3.1.1] Monitoring and Supporting Student Attendance Description ----- *Provide a brief narrative of the proposed action step.* Getwell Elementary's Attendance Team will monitor students' attendance daily. The Attendance Team has an attendance plan in place to support chronically absent students. Daily phone calls are made to parents of students who are chronically absent. Incentives are in place to motivate students to attend school daily. Implementation ----- *Identify the indicator(s) used to measure implementation of the action step.* Daily attendance records Bi-weekly attendance reports 20-day attendance reports Student check-in to monitor students who show</p>	<p>Erica Key, Tyranny Williams, Shemeka Thigpen-Phillips, Stephanie Kissell</p>	<p>05/26/2023</p>		

<p>frequency.??*</p> <p>Daily attendance records</p> <p>Bi-weekly attendance reports</p> <p>20-day attendance reports</p> <p>Student check-in to monitor students who show early signs (5-8% attendance rate)</p> <p>Effectiveness -----</p> <p>*How will the turnaround strategy/intervention be monitored for effectiveness toward increasing student achievement, including the frequency??*</p> <p>**The number of students identified as at-risk for chronic absenteeism and requiring a intervention plan will decrease by 10% or more each quarter.</p>	<p>early signs (5-8% attendance rate)</p> <p>Effectiveness -----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p> <p>The number of students identified as at-risk for chronic absenteeism and requiring a intervention plan will decrease by 10% or more each quarter.</p>				
	<p>[A 3.1.2] Progressive Discipline Plan Description -----</p> <p>*Provide a brief narrative of the proposed action step.*</p> <p>Getwell Elementary's RTIB Team conducted a professional development session on the school's expectations and Progressive Discipline Plan. The RTIB Team has a plan in place to support students exhibiting behavior issues. Students will follow the Progressive Discipline Plan when they are not meeting expectations.</p> <p>Implementation -----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p>	<p>Erica Key, Tyranny Williams, Shemeka Thigpen-Phillips, Stephanie Kissell</p>	<p>05/26/2023</p>		

	<p>Attendance Plans</p> <p>District 20-day Attendance Reports</p> <p>SART process for each school</p> <p>Effectiveness -----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p> <p>The number of students identified as at-risk for chronic absenteeism and requiring a intervention plan will decrease by 10% or more each quarter.</p>				
	<p>[A 3.1.3] Monthly Attendance Celebrations</p> <p>Description -----</p> <p>*Provide a brief narrative of the proposed action step.*</p> <p>At the end of each month, students with exceptional attendance are able to participate in a monthly celebration. Some of these celebrations include but are not limited to the following: Sock Hop Popcorn and Movie Day Dance Party Glow Party Out of Uniform Ceremony</p> <p>Implementation -----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <p>Daily attendance records</p> <p>Bi-weekly attendance reports</p> <p>20-day attendance reports</p>	<p>Erica Key, Tyranny Williams, Shemeka Thigpen-Phillips, Stephanie Kissell</p>	<p>05/26/2023</p>		

	<p>Student check-in to monitor students who show early signs (5-8% attendance rate)</p> <p>Effectiveness -----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p> <p>The number of students identified as at-risk for chronic absenteeism and requiring a intervention plan will decrease by 10% or more each quarter.</p> <p>More students will attend Celebration</p>				
	<p>[A 3.1.4] Monthly Behavior Celebrations Description -----</p> <p>*Provide a brief narrative of the proposed action step.*</p> <p>At the end of each month, students with exceptional behavior are able to participate in a monthly celebration. Some of these celebrations include but are not limited to the following: Sock Hop, Popcorn, and Movie Day, Dance Party, Glow Party, Out of Uniform Ceremony</p> <p>Implementation -----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <p>Attendance Plans</p> <p>District 20-day Attendance Reports</p> <p>SART process for each school</p> <p>Effectiveness</p>	<p>Erica Key, Tyranny Williams, Shemeka Thigpen-Phillips, Stephanie Kissell</p>	<p>05/26/2023</p>		

	<p>-----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p> <p>The number of students identified as at-risk for chronic absenteeism and requiring a intervention plan will decrease by 10% or more each quarter.</p> <p>More students will attend Celebration</p>				
	<p>[A 3.1.5] Eagle's Nest</p> <p>Description</p> <p>-----</p> <p>*Provide a brief narrative of the proposed action step.*</p> <p>The Eagle's Nest is an incentive store at Getwell in which students can visit every Friday to buy things with their Eagle bucks. Eagle bucks can be earned by displaying exceptional behavior or attendance. Students can also earn Eagle bucks by being a great citizen at Getwell Elementary.</p> <p>Implementation</p> <p>-----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <p>Daily attendance records</p> <p>Bi-weekly attendance reports</p> <p>Attendance Plans</p> <p>District 20-day Attendance Reports</p> <p>SART process for each school</p> <p>Effectiveness</p>	<p>Erica Key, Tyranny Williams, Shemeka Thigpen-Phillips, Stephanie Kissell</p>	<p>05/26/2023</p>		

	<p>-----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p> <p>The number of students identified as at-risk for chronic absenteeism and requiring a intervention plan will decrease by 10% or more each quarter.</p> <p>More students will attend the celebration.</p>				
	<p>[A 3.1.6] Monitoring Student Attendance (Priority Schools' Plan - A1.1.2)</p> <p>Description</p> <p>-----</p> <p>*Provide a brief narrative of the proposed action step.*</p> <p>Priority schools will utilize a streamlined process for monitoring student attendance and tracking at-risk (5-8% attendance rate) or chronically absent (10% attendance rate or higher) students.</p> <p>Implementation</p> <p>-----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <p>Daily attendance records</p> <p>Bi-weekly attendance reports</p> <p>20-day attendance reports</p> <p>Student check-in to monitor students who show early signs (5-8% attendance rate)</p> <p>Effectiveness</p> <p>-----</p>	<p>Erica Key, Tyranny Williams, Shemeka Thigpen-Phillips, Stephanie Kissell</p>	<p>05/26/2023</p>		

	<p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p> <p>The number of students identified as at-risk for chronic absenteeism and requiring a intervention plan will decrease by 10% or more each quarter.</p>				
	<p>[A 3.1.7] SART Meetings and Intervention Plans (Priority Schools' Plan A1.1.3) Description -----</p> <p>*Provide a brief narrative of the proposed action step.*</p> <p>Flagged students will have their SART meetings conducted and intervention plans developed within 3 days of being flagged.</p> <p>Implementation -----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <p>Attendance Plans</p> <p>District 20-day Attendance Reports</p> <p>SART process for each school</p> <p>Effectiveness -----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p> <p>The number of students identified as at-risk for chronic absenteeism and requiring a intervention plan will decrease by 10% or more each quarter.</p>	<p>Erica Key, Tyranny Williams, Shemeka Thigpen-Phillip s, Stephanie Kissell, Constance Dunlap</p>	<p>05/26/2023</p>		

	<p>[A 3.1.8] Thoughtful Learning Social Emotional Learning Curriculum (Priority Schools' Plan - A4.1.6)</p> <p>Description -----</p> <p>*Provide a brief narrative of the proposed action step.*</p> <p>Shelby County Schools will partner with Thoughtful Learning to provide teacher resource materials, In Focus, and professional development supporting the use of In Focus materials effectively. In Focus is a teaching resource filled with 10-15 minute lessons that help K-8th grade students develop their social and emotional intelligence. Students need this critical form of intelligence to successfully navigate the challenges, relationships, and experiences they encounter throughout their school years and later in life. In Focus helps students do the following: 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> <p>Implementation -----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <p>Daily implementation of Rethink Curriculum</p> <p>Daily Walkthroughs to monitor teaching of Rethink Curriculum</p>	<p>Erica Key, Tyranny Williams, Shemeka Thigpen-Phillips, Stephanie Kissell</p>	<p>05/26/2023</p>		
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	<p>Effectiveness -----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p> <p>The number of students identified as at-risk for chronic absenteeism and requiring a intervention plan will decrease by 10% or more each quarter.</p>				
<p>[S 3.2] Professional Development Rationale -----</p> <p>*Provide a rationale for choosing the strategy/intervention.*</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>*If this is an existing strategy/intervention, provide school data to support the effective outcomes. If this is a new strategy/intervention, indicate that it is a new strategy/intervention.*</p> <p>1. The SY22 Math Mastery Connect Spring data indicates 56.4% of the students scored below, 22.2% were approaching, 14.2% were on track, and 7.2% mastered it.</p> <p>2. SY22 TCAP Math data proficiency rates indicates that 11.8% of students met or exceeded expectation.</p>	<p>[A 3.2.1] RTIB Team Professional Development Description -----</p> <p>*Provide a brief narrative of the proposed action step.*</p> <p>Getwell RTIB's Team will conduct bimonthly professional development sessions to address the following topics: Incentives for exemplary behavior schoolwide behavioral expectations and teacher/student (building relationships)</p> <p>Implementation -----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <p>Effectiveness -----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p>	<p>Erica Key, Tyranny Williams, Shemeka Thigpen-Phillips, Stephanie Kissell, Constance Dunlap</p>	<p>05/26/2023</p>		

<p>Benchmark Indicator Implementation -----</p> <p>*How will the turnaround strategy/intervention be monitored for implementation, including frequency?*</p> <p>Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document will provide the Admin and ILT with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction.</p> <p>Weekly Walkthrough data will be monitored through Zoho for 80% standard aligned core instructional implementation with fidelity.</p> <p>Effectiveness -----</p> <p>*How will the turnaround strategy/intervention be monitored for effectiveness toward increasing student achievement, including the frequency?*</p> <p>Students should perform at or above 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter.</p>					
	<p>[A 3.2.2] PowerSchool Professional Development (Attendance) Description -----</p> <p>*Provide a brief narrative of the proposed action step.*</p> <p>Teachers will receive training on how to properly insert attendance in PowerSchool. Teachers will also learn how to correct attendance if students are</p>	<p>Erica Key, Tyranny Williams, Shemeka Thigpen-Phillips, Stephanie Kissell</p>	<p>11/25/2022</p>		

	<p>tardy for school or if simple mistakes were made while entering attendance.</p> <p>Implementation -----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <p>Effectiveness -----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p>				
	<p>[A 3.2.3] Social Emotional Learning Description -----</p> <p>*Provide a brief narrative of the proposed action step.*</p> <p>District mandated SEL Professional Development session is presented to the faculty and staff at the beginning of the school year. Additional sessions are scheduled during in-service days. Getwell Elementary's guidance counselor will provide support around social and emotional learning.</p> <p>Implementation -----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <p>Effectiveness</p>	<p>Erica Key, Tyranny Williams, Shemeka Thigpen-Phillips, Stephanie Kissell, Constance Dunlap</p>	<p>05/26/2023</p>		

	<p>-----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p>				
	<p>[A 3.2.4] Training (Priority Schools' Plan - A1.1.1)</p> <p>Description</p> <p>-----</p> <p>*Provide a brief narrative of the proposed action step.*</p> <p>School staff will be trained by the S.E.E.D. (Student Equity Enrollment and Discipline) Department on uniform processes to monitor student attendance and intervene immediately once students reach less than a 92% attendance rate</p> <p>Implementation</p> <p>-----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <p>Effectiveness</p> <p>-----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p>	<p>Erica Key, Tyranny Williams, Shemeka Thigpen-Phillips, Stephanie Kissell</p>	<p>11/25/2022</p>		
<p>[S 3.3] Parent, Family, and Community Engagement</p> <p>Rationale</p> <p>-----</p> <p>*Provide a rationale for choosing the strategy/intervention.*</p>	<p>[A 3.3.1] Family Engagement Plan</p> <p>Description</p> <p>-----</p> <p>*Provide a brief narrative of the proposed action step.*</p>	<p>Erica Key, Tyranny Williams, Shemeka Thigpen-Phillips, Stephanie Kissell</p>	<p>05/26/2023</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>*If this is an existing strategy/intervention, provide school data to support the effective outcomes. If this is a new strategy/intervention, indicate that it is a new strategy/intervention.*</p> <p>Less than 50% of parents and community supporters participate in school events.</p> <p>Benchmark Indicator Implementation -----</p> <p>*How will the turnaround strategy/intervention be monitored for implementation, including frequency?*</p> <p>Send home Flyers for events</p> <p>Post on School Website</p> <p>Communicate events through Robo calls to parents</p> <p>Effectiveness -----</p> <p>*How will the turnaround strategy/intervention be monitored for effectiveness toward increasing student achievement, including the frequency?*</p> <p>Review 20-day student attendance reports at the end of each semester to determine the impact after engagement events.</p>	<p>The Family Engagement Plan requires stakeholders, community members, teachers, and stakeholders to meet and discuss community involvement. Meetings will be held to discuss RTIB and Title One funding for Getwell Elementary. During the meeting, stakeholders will be able to provide their input towards increasing the academic success of the students at Getwell Elementary.</p> <p>Implementation -----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <p>Send home Flyers for events</p> <p>Post on School Website</p> <p>Communicate events through Robo calls to parents</p> <p>Effectiveness -----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p> <p>Review 20-day student attendance reports at the end of each semester to determine the impact after engagement events.</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>				
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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>[A 3.3.2] Monthly Parent Informational Sessions</p> <p>Description -----</p> <p>*Provide a brief narrative of the proposed action step.*</p> <p>At least two of the monthly parent informational sessions during the year will review parents' and community roles in maintaining a safe and healthy school. The session will also include maintaining safe and healthy homes.</p> <p>Implementation -----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <p>Send home Flyers for events</p> <p>Post on School Website</p> <p>Communicate events through Robo calls to parents</p> <p>Effectiveness -----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p> <p>Review 20-day student attendance reports at the end of each semester to determine the impact after engagement events.</p> <p>Evidence of parent participation in decisions relating to the education of their children and</p>	Erica Key, Tyranny Williams, Shemeka Thigpen-Phillips, Stephanie Kissell	05/26/2023		

	collaboration efforts on district level topics through monthly parent surveys				
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[G 4] Getwell Elementary will increase the number of students performing on grade level for Early Literacy (K-2) from about 21.1% in 2021-2022 SY to 25% in 2022-2023 SY
****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 65.63% in Spring 2022 to a minimum of 75% in 2023 on informal walkthroughs.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 4.1] Early Literacy Opportunities Rationale ----- *Provide a rationale for choosing the strategy/intervention.*</p> <p>Getwell Elementary teachers will 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 -----</p> <p>*If this is an existing strategy/intervention, provide school data to support the effective outcomes. If this is a new strategy/intervention, indicate that it is a new strategy/intervention.*</p> <p>i-Ready K-2 at 70% or above (On Track and Mastery)By June 2023, 85% of Getwell</p>	<p>[A 4.1.1] Implementation of Social and Emotional Learning Description ----- *Provide a brief narrative of the proposed action step.*</p> <p>Getwell Elementary teachers will utilize schoolwide SEL curriculum that teaches students how to manage their emotions. Students will participate in a program called Rethink Ed to assist them with their social and emotional skills. The guidance counselor also provides activities for students to do to build their social and emotional skills.</p> <p>Implementation -----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <p>Daily classroom observations using the District</p>	<p>Erica Key, Tyranny Williams, Shemeka Thigpen-Phillips, Stephanie Kissell</p>	<p>05/26/2023</p>		

<p>Elementary's KK-2 students will achieve Success criteria relative to the grade by the following: Getwell Elementary' s KK students must master 80% Literacy Skills per quarter on Report Card grades. Getwell Elementary' s 1st grade students must earn 70 or higher in Reading per quarter on Report Card grades. Getwell Elementary' s 2nd grade students must earn 8 of 12 Success Criteria* in report card grading, district formative</p> <p>Benchmark Indicator Implementation -----</p> <p>*How will the turnaround strategy/intervention be monitored for implementation, including frequency?*</p> <p>Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document will provide the Admin and ILT with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction.</p> <p>Weekly Walkthrough data will be monitored through Zoho for 80% standard aligned core instructional implementation with fidelity.</p> <p>Effectiveness -----</p> <p>*How will the turnaround strategy/intervention be monitored for effectiveness toward increasing student achievement, including the frequency?*</p> <p>Weekly Admin meetings and biweekly ILT meetings will occur to discuss the expected trends of 80% instructional shift implementation and opportunities for professional development.</p>	<p>Classroom Walkthrough Protocol and Debriefing Document will provide the Admin and ILT with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction.</p> <p>Weekly Walkthrough data will be monitored through Zoho for 80% standard aligned core instructional implementation with fidelity.</p> <p>Effectiveness -----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p>				
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<p>80% of teachers will implement the instruction with fidelity weekly.</p> <p>Students should perform at or above the 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter.</p>					
	<p>[A 4.1.2] Highly Specialized Assistants Description -----</p> <p>*Provide a brief narrative of the proposed action step.*</p> <p>In order to meet the third grade commitment, the district has provided all K-2 classroom teachers with Highly Specialized Assistants. The district has provided a framework and training for these assistants to support K-2 teachers in Early Literacy by assisting them with small group and whole group instruction.</p> <p>Implementation -----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <p>Weekly PLC planning sessions</p> <p>Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document will provide the Admin and ILT with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction.</p> <p>Weekly Walkthrough data will be monitored through Zoho for 80% standard aligned core instructional implementation with fidelity.</p>	<p>Erica Key, Tyranny Williams, Shemeka Thigpen-Phillips, Stephanie Kissell</p>	<p>05/26/2023</p>		

	<p>Effectiveness -----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p> <p>80% of teachers will implement the instruction with fidelity weekly**.**</p> <p>****Students should perform at or above the 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional</p>				
	<p>[A 4.1.3] Equip Early Literacy Teachers with Supplemental Materials, Supplies, and Resources for Instruction and Instructional Resources – Izone (Priority Schools' Plan - A4.1.2) Description -----</p> <p>*Provide a brief narrative of the proposed action step.*</p> <p>Supplemental instructional materials and other Tennessee standard-aligned practice assessment workbooks will be secured to support teachers with meeting the school's ELA goal for the 2021-2022 SY. Supplies, materials, equipment, and resources will be secured to improve instructional effectiveness.</p> <p>Implementation -----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <p>Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document will provide the Admin and ILT with data to determine trends in teachers' ability to effectively</p>	<p>Erica Key, Tyranny Williams, Shemeka Thigpen-Phillip s, Stephanie Kissell</p>	<p>05/26/2023</p>		

	<p>implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction.</p> <p>Weekly Walkthrough data will be monitored through Zoho for 80% standard aligned core instructional implementation with fidelity.</p> <p>Effectiveness -----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p> <p>Weekly Admin meetings and biweekly ILT meetings will occur to discuss the expected trends of 80% instructional shift implementation and opportunities for professional development.</p> <p>80% of teachers will implement the instruction with fidelity weekly.</p> <p>Students should perform at or above the 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter</p>				
	<p>[A 4.1.4] Data Days Description -----</p> <p>*Provide a brief narrative of the proposed action step.*</p> <p>Getwell Elementary faculty and staff review and analyze data continuous throughout the year. After benchmarks, faculty and staff gather collectively to review all the data, analyze the data, and develop a plan of action towards meeting the Third Grade Commitment criteria. After the administration of the first i-Ready and Mastery Connect Assessment, a Data Day is scheduled where school-wide planning</p>	<p>Erica Key, Tyranny Williams, Shemeka Thigpen-Phillips, Stephanie Kissell</p>	<p>05/26/2023</p>		

	<p>is outlined to address needs revealed in the data results. Other Data Days are held in faculty meetings and school-structured professional development. The ILT, along with the faculty and staff will create a data room in which the various data resources are displayed.</p> <p>Implementation -----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <p>Analyze student work weekly</p> <p>Review data to plan instructional grouping of students and lessons weekly</p> <p>Effectiveness -----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p> <p>80% of teachers will implement the instruction with fidelity weekly**. **</p> <p>****Students should perform at or above the 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional</p>				
<p>[S 4.2] Professional Learning Rationale -----</p> <p>*Provide a rationale for choosing the strategy/intervention.*</p> <p>Getwell Elementary will build and strengthen the foundational literacy knowledge of instructional leaders, classroom teachers, and educational assistants through engagement in professional</p>	<p>[A 4.2.1] Data Days PD Description -----</p> <p>*Provide a brief narrative of the proposed action step.*</p> <p>Getwell Elementary Early Literacy teachers will receive training outside of school hours around how to review and analyze data and how to develop a plan of action towards meeting the Third</p>	<p>Erica Key, Tyranny Williams, Shemeka Thigpen-Phillips, Stephanie Kissell</p>	<p>05/26/2023</p>		

<p>learning experiences anchored in the science of reading.</p> <p>Supporting Data -----</p> <p>*If this is an existing strategy/intervention, provide school data to support the effective outcomes. If this is a new strategy/intervention, indicate that it is a new strategy/intervention.*</p> <p>1. The SY22 Math Mastery Connect Spring data indicates 56.4% of the students scored below, 22.2% were approaching, 14.2% were on track, and 7.2% mastered it.</p> <p>2. SY22 TCAP Math data proficiency rates indicates that 11.8% of students met or exceeded expectation.</p> <p>Benchmark Indicator Implementation -----</p> <p>*How will the turnaround strategy/intervention be monitored for implementation, including frequency?*</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>*How will the turnaround strategy/intervention be monitored for effectiveness toward increasing student achievement, including the frequency?*</p> <p>Students should perform at or above 70% on</p>	<p>Grade Commitment Plan.</p> <p>Implementation -----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <p>Analyze student work weekly</p> <p>Review data to plan instructional grouping of students and lessons weekly</p> <p>Effectiveness -----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p> <p>80% of teachers will implement the instruction with fidelity weekly.</p> <p>Students should perform at or above the 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter.</p>				
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<p>District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter.</p>					
	<p>[A 4.2.2] LETRS (Priority Schools' Plan - A4.1.4) Description -----</p> <p>*Provide a brief narrative of the proposed action step.*</p> <p>Memphis- Shelby County Schools will partner with LETRS. Through virtual model learning and follow-up onsite training and application support, LETRS provides a systematic process to educate K-2 ELA teachers about the science of reading, the development of oral and written language, and how to incorporate knowledge of language into effective reading instruction. Throughout the LETRS course of study teachers are exposed to evidence-based research on reading and explore systems of oral and written language that are critical to literacy development: Phonology, Orthography, Morphology, and Semantics.</p> <p>Implementation -----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <p>Active enrollment in assigned module</p> <p>PD agenda, sign-in</p> <p>Module unit completion certificates of participants</p> <p>Effectiveness -----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p>	<p>Erica Key, Tyranny Williams, Shemeka Thigpen-Phillips, Stephanie Kissell</p>	<p>05/26/2023</p>		

	<p>With incremental increases of 2.5% or higher per quarter, the percentage of K-2 students meeting Third Grade Commitment reading level criteria will increase from 20% in Spring of 2022 to 30% by Spring 2023.</p>				
	<p>[A 4.2.3] Monthly Redelivery of Foundational Skills-Laureate Professional Development Description -----</p> <p>*Provide a brief narrative of the proposed action step.*</p> <p>Literacy Laureate will attend monthly Foundational Skills Professional Development trainings throughout the course of the school year. Literacy Laureate will redeliver information gained from monthly Foundational Skills Professional Development to colleagues that teach ELA to K-2 students. Literacy Laureate and ELA teachers will implement strategies from monthly meetings with fidelity.</p> <p>Implementation -----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <p>Weekly PLC Meetings</p> <p>Weekly Faculty Meetings</p> <p>Monthly PD sessions</p> <p>Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document will provide the Admin and ILT with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of</p>	<p>Erica Key, Tyranny Williams, Shemeka Thigpen-Phillips, Stephanie Kissell</p>	<p>05/26/2023</p>		

	<p>standard aligned instruction.</p> <p>Weekly Walkthrough data will be monitored through Zoho for 80% standard aligned core instructional implementation with fidelity.</p> <p>Effectiveness -----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p> <p>80% of teachers will implement the instruction with fidelity weekly.</p> <p>Students should perform at or above the 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter.</p>				
	<p>[A 4.2.4] Wonders Training Description -----</p> <p>*Provide a brief narrative of the proposed action step.*</p> <p>Getwell Elementary will provide ongoing Wonders curriculum training for ELA teachers. These trainings will equip teachers with useful knowledge to provide students equity of access to rich texts and rigorous instruction.</p> <p>Implementation -----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <p>Weekly PLC Meetings</p> <p>Weekly Faculty Meetings</p>	<p>Erica Key, Tyranny Williams, Shemeka Thigpen-Phillips, Stephanie Kissell</p>	<p>05/26/2023</p>		

	<p>Monthly PD sessions</p> <p>Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document will provide the Admin and ILT with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction.</p> <p>Weekly Walkthrough data will be monitored through Zoho for 80% standard aligned core instructional implementation with fidelity.</p> <p>Effectiveness -----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p> <p>Weekly Admin meetings and biweekly ILT meetings will occur to discuss the expected trends of 80% instructional shift implementation and opportunities for professional development.</p> <p>80% of teachers will implement the instruction with fidelity weekly.</p> <p>Students should perform at or above the 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter.</p>				
	<p>[A 4.2.5] Early Literacy Focus Description -----</p> <p>*Provide a brief narrative of the proposed action step.*</p> <p>Classroom walkthroughs will include feedback on</p>	<p>Erica Key, Tyranny Williams, Shemeka Thigpen-Phillips, Stephanie Kissell</p>	<p>05/26/2023</p>		

the development of a literacy rich environment to ensure early learners engage in meaningful, authentic opportunities to develop skills that support the ability to read.

Implementation

Identify the indicator(s) used to measure implementation of the action step.

Weekly PLC Meetings

Weekly Faculty Meetings

Monthly PD sessions

Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document will provide the Admin and ILT 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.

Weekly Walkthrough data will be monitored through Zoho for 80% standard aligned core instructional implementation with fidelity.

Effectiveness

Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.

Weekly Admin meetings and biweekly ILT meetings will occur to discuss the expected trends of 80% instructional shift implementation and opportunities for professional development.

80% of teachers will implement the instruction with

	<p>fidelity weekly.</p> <p>Students should perform at or above the 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter.</p>				
	<p>[A 4.2.6] Before and After School Planning Support</p> <p>Description -----</p> <p>*Provide a brief narrative of the proposed action step.*</p> <p>We will have Open Labs available for teachers and educational assistants who need additional support around planning for Early Literacy, unpacking standards, Literacy instruction, and analyzing data. This PD support will occur after normal business hours.</p> <p>Implementation -----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <p>Weekly PLC Meetings</p> <p>Weekly Faculty Meetings</p> <p>Monthly PD sessions</p> <p>Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document will provide the Admin and ILT with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction.</p> <p>Weekly Walkthrough data will be monitored through</p>	<p>Erica Key, Tyranny Williams, Shemeka Thigpen-Phillips, Stephanie Kissell</p>	<p>05/26/2023</p>		

	<p>Zoho for 80% standard aligned core instructional implementation with fidelity.</p> <p>Effectiveness -----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p> <p>Weekly Admin meetings and biweekly ILT meetings will occur to discuss the expected trends of 80% instructional shift implementation and opportunities for professional development.</p> <p>80% of teachers will implement the instruction with fidelity weekly.</p> <p>Students should perform at or above the 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter.</p>				
	<p>[A 4.2.7] Teacher School Description -----</p> <p>*Provide a brief narrative of the proposed action step.*</p> <p>Getwell Elementary has faculty classes weekly to provide teachers with an opportunity to gain a deeper understanding of the key components of the ELA curriculum, as well as collaborate with colleagues on the ELA curriculum. During these classes, teachers review instructional strategies that promote differentiation and scaffolding.</p> <p>Implementation -----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p>	<p>Erica Key, Tyranny Williams, Shemeka Thigpen-Phillips, Stephanie Kissell</p>	<p>05/26/2023</p>		

	<p>Weekly PLC Meetings</p> <p>Weekly Faculty Meetings</p> <p>Monthly PD sessions</p> <p>Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document will provide the Admin and ILT with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction.</p> <p>Weekly Walkthrough data will be monitored through Zoho for 80% standard aligned core instructional implementation with fidelity.</p> <p>Effectiveness -----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p> <p>Weekly Admin meetings and biweekly ILT meetings will occur to discuss the expected trends of 80% instructional shift implementation and opportunities for professional development.</p> <p>80% of teachers will implement the instruction with fidelity weekly.</p> <p>Students should perform at or above the 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter.</p>				
	<p>[A 4.2.8] Educational Epiphany's Four Instructional Practices Training Description -----</p>	<p>Erica Key, Tyranny Williams, Shemeka</p>	<p>05/26/2023</p>		

	<p>*Provide a brief narrative of the proposed action step.*</p> <p>Teachers will have extensive training on Educational Epiphany's Four Instructional Practices which are as followed:1) A performance-based objective accessible to students, teachers, and observers2) Curriculum-driven opportunities for students to determine the meaning of general and domain-specific words and phrases3) Lessons characterized by gradual release of responsibilities4) Students should be required to produce original texts characterized by the use of information and content from multiple sources</p> <p>Members of Getwell Elementary' s Administration Team will provide in-house training on the four practices to ensure all teachers and staff members gain a deeper understanding of the four instructional practices.</p> <p>Implementation -----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <p>Weekly PLC Meetings</p> <p>Weekly Faculty Meetings</p> <p>Monthly PD sessions</p> <p>Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document will provide the Admin and ILT with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction.</p> <p>Weekly Walkthrough data will be monitored through</p>	<p>Thigpen-Phillips, Stephanie Kissell</p>			
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	<p>Zoho for 80% standard aligned core instructional implementation with fidelity.</p> <p>Effectiveness -----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p> <p>Weekly Admin meetings and biweekly ILT meetings will occur to discuss the expected trends of 80% instructional shift implementation and opportunities for professional development.</p> <p>80% of teachers will implement the instruction with fidelity weekly.</p> <p>Students should perform at or above the 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter.</p>				
	<p>[A 4.2.9] Highly Specialized Assistants Training Description -----</p> <p>*Provide a brief narrative of the proposed action step.*</p> <p>Ongoing support around Early Literacy and small groups instruction will be provided throughout the year.</p> <p>Implementation -----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <p>Weekly PLC Meetings</p> <p>Weekly Faculty Meetings</p>	<p>Erica Key, Tyranny Williams, Shemeka Thigpen-Phillips, Stephanie Kissell</p>	<p>05/26/2023</p>		

	<p>Monthly PD sessions</p> <p>Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document will provide the Admin and ILT with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction.</p> <p>Weekly Walkthrough data will be monitored through Zoho for 80% standard aligned core instructional implementation with fidelity.</p> <p>Effectiveness -----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p> <p>80% of teachers will implement the instruction with fidelity weekly.</p> <p>Students should perform at or above the 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter.</p>				
	<p>[A 4.2.10] The Principal's Center (Priority Schools Plan -A3.1.7)</p> <p>Description -----</p> <p>*Provide a brief narrative of the proposed action step.*</p> <p>The Principal's Center (TPC) at the Harvard Graduate School of Education is committed to the support and development of school leaders around the world. Through professional development programs and an extensive learning community,</p>	<p>Erica Key, Tyranny Williams, Shemeka Thigpen-Phillips, Stephanie Kissell</p>	<p>05/26/2023</p>		

TPC assists educational leaders in leading change to ensure all students have access to a high-quality education. TPC offers coursework and support to enrollees.

Implementation

Identify the indicator(s) used to measure implementation of the action step.

Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document will provide the Admin and ILT 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.

Weekly Walkthrough data will be monitored through Zoho for 80% standard aligned core instructional implementation with fidelity.

Effectiveness

Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.

Weekly Admin meetings and biweekly ILT meetings will occur to discuss the expected trends of 80% instructional shift implementation and opportunities for professional development.

80% of teachers will implement the instruction with fidelity weekly.

Students should perform at or above the 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter.

	<p>[A 4.2.11] National Institute for Excellence in Teaching (Priority Schools' Plan - A4.1.5 and A4.3.1)</p> <p>Description -----</p> <p>*Provide a brief narrative of the proposed action step.*</p> <p>Memphis-Shelby County Schools will partner with National Institute for Excellence in Teaching (NIET) to raise achievement levels for all students by focusing on the most powerful lever for change: teachers and the leadership that supports them. NIET's training sessions build educator excellence to give all students the opportunity for success with a focus on student engagement and standards aligned instruction. Participants will develop an understanding of tools and research-based practices that drive students towards owning their own learning and eliminating equity gaps to directly impact student success with aligned resources.</p> <p>Implementation -----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <p>Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document will provide the Admin and ILT with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction.</p> <p>Weekly Walkthrough data will be monitored through Zoho for 80% standard aligned core instructional implementation with fidelity.</p> <p>Effectiveness</p>	<p>Erica Key, Tyranny Williams, Shemeka Thigpen-Phillip s, Stephanie Kissell</p>	<p>05/26/2023</p>		
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	<p>-----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p> <p>Weekly Admin meetings and biweekly ILT meetings will occur to discuss the expected trends of 80% instructional shift implementation and opportunities for professional development.</p> <p>80% of teachers will implement the instruction with fidelity weekly.</p> <p>Students should perform at or above the 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter.</p>				
<p>[S 4.3] Foundational Literacy Laureates Rationale -----</p> <p>*Provide a rationale for choosing the strategy/intervention.*</p> <p>Designate one Laureate to support K-2 teachers with implementing high quality foundational literacy instruction and strategies.</p> <p>Supporting Data -----</p> <p>*If this is an existing strategy/intervention, provide school data to support the effective outcomes. If this is a new strategy/intervention, indicate that it is a new strategy/intervention.*</p> <p>i-Ready K-2 at 70% or above (On Track and Mastery)By June 2023, 85% of Getwell Elementary's KK-2 students will achieve Success criteria relative to the grade by the following: Getwell Elementary' s KK students must master</p>	<p>[A 4.3.1] Laureate Classroom Walkthroughs Description -----</p> <p>*Provide a brief narrative of the proposed action step.*</p> <p>Getwell Elementary' s Literacy Laureate will conduct Literacy walkthroughs, along with the ELA ILT member and Administration Team, to access effective delivery of instruction related the foundational standards. The results of the walkthroughs will be analyzed to determine effective feedback and specific professional development.</p> <p>Implementation -----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <p>Weekly PLC Meetings</p>	<p>Erica Key, Tyranny Williams, Shemeka Thigpen-Phillips, Stephanie Kissell</p>	<p>05/26/2023</p>		

<p>80% Literacy Skills per quarter on Report Card grades. Getwell Elementary' s 1st grade students must earn 70 or higher in Reading per quarter on Report Card grades. Getwell Elementary' s 2nd grade students must earn 8 of 12 Success Criteria* in report card grading, district formative</p> <p>Benchmark Indicator Implementation -----</p> <p>*How will the turnaround strategy/intervention be monitored for implementation, including frequency?*</p> <p>Weekly PLC Meetings</p> <p>Weekly Faculty Meetings</p> <p>Monthly PD sessions</p> <p>Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document will provide the Admin and ILT with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction.</p> <p>Weekly Walkthrough data will be monitored through Zoho for 80% standard aligned core instructional implementation with fidelity.</p> <p>Effectiveness -----</p> <p>*How will the turnaround strategy/intervention be monitored for effectiveness toward increasing student achievement, including the frequency?*</p> <p>Weekly Admin meetings and biweekly ILT meetings will occur to discuss the expected trends of 80%</p>	<p>Weekly Faculty Meetings</p> <p>Monthly PD sessions</p> <p>Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document will provide the Admin and ILT with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction.</p> <p>Weekly Walkthrough data will be monitored through Zoho for 80% standard aligned core instructional implementation with fidelity.</p> <p>Effectiveness -----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p> <p>Weekly Admin meetings and biweekly ILT meetings will occur to discuss the expected trends of 80% instructional shift implementation and opportunities for professional development.</p> <p>80% of teachers will implement the instruction with fidelity weekly.</p> <p>Students should perform at or above the 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter.</p>				
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<p>instructional shift implementation and opportunities for professional development.</p> <p>80% of teachers will implement the instruction with fidelity weekly.</p> <p>Students should perform at or above the 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter.</p>					
	<p>[A 4.3.2] Literacy Laureate Support</p> <p>Description</p> <p>-----</p> <p>*Provide a brief narrative of the proposed action step.*</p> <p>The Literacy Laureate will support K-2 ELA teachers by coaching, modeling, coteaching, planning side-by-side, and conducting in-house professional development with a focus of K-2 Literacy.</p> <p>Implementation</p> <p>-----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <p>Weekly PLC Meetings</p> <p>Weekly Faculty Meetings</p> <p>Monthly PD sessions</p> <p>Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document will provide the Admin and ILT with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction.</p>	<p>Erica Key, Tyranny Williams, Shemeka Thigpen-Phillips, Stephanie Kissell</p>	<p>05/26/2023</p>		

	<p>Weekly Walkthrough data will be monitored through Zoho for 80% standard aligned core instructional implementation with fidelity.</p> <p>Effectiveness -----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p> <p>Weekly Admin meetings and biweekly ILT meetings will occur to discuss the expected trends of 80% instructional shift implementation and opportunities for professional development.</p> <p>80% of teachers will implement the instruction with fidelity weekly.</p> <p>Students should perform at or above the 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter.</p>				
	<p>[A 4.3.3] Supplemental Instructional Resources for Struggling Students Description -----</p> <p>*Provide a brief narrative of the proposed action step.*</p> <p>Through research, collaboration with colleagues and the district approved vendors' list, supplemental instructional resources will be purchased to expand the instructional resources that addresses the specific need of struggling students. All resources will be proven to be researched based and aligned to the TN ELA standards. Prioritized use will be during the RTI2 period.</p>	<p>Erica Key, Tyranny Williams, Shemeka Thigpen-Phillips, Stephanie Kissell</p>	<p>05/26/2023</p>		

	<p>Implementation -----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <p>Weekly PLC Meetings</p> <p>Weekly Faculty Meetings</p> <p>Monthly PD sessions</p> <p>Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document will provide the Admin and ILT with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction.</p> <p>Weekly Walkthrough data will be monitored through Zoho for 80% standard aligned core instructional implementation with fidelity.</p> <p>Effectiveness -----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p> <p>Weekly Admin meetings and biweekly ILT meetings will occur to discuss the expected trends of 80% instructional shift implementation and opportunities for professional development.</p> <p>80% of teachers will implement the instruction with fidelity weekly.</p> <p>Students should perform at or above the 70% on District Formative Assessments (Fall, Winter and</p>				
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	Spring) which align with core instructional standards for the specific quarter.				
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