Winchester Elementary Annual Plan (2024 - 2025)

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[G 1] Reading/Language Arts - Winchester Elementary School will increase RLA on-track and mastery proficiency rates for grades 3-5 from 48.8% in 2023 -2024 SY to 50% in 2024-2025 SY on TCAP Achievement.
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 3] Build teacher capacity and content knowledge so that instruction reflects the District's four Instructional Practices from 46.3% in Spring 2024 to a minimum of 70% in 2025.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 1.1] Standard Aligned Core Instruction - Support implementation of standards aligned curricula Rationale --------- *Provide a rationale for choosing the strategy/intervention.* 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. Supporting Data -------------- 23-24 Mastery Connect Data Third-grade students showed an increase of 6.2%	**[A 1.1.1] Implement Standards Aligned Instruction Utilizing Small Group Instruction** Description ----------- *Provide a brief narrative of the proposed action step.* We will provide standard-aligned instruction in ELA by implementing the district Reading curricula using the small group model. The curriculum meets the challenges of ensuring all learners are reached and embodies foundational literacy and meaning-based instructional standards. Student laptops (ELA) will be used to access ANET (ELA) interim assessments, along with other software and digital programs, to monitor student growth and achievement that will provide additional support for instruction and data collection. Small group ELA instruction will use comprehension of non-fiction practice card to provide more differentiated instruction providing students with manipulatives,	Principal, James Patton & L. Cole AP•PLC - Lois Crump •Instructional Facilitator - Angela Jones •Literacy ELA - Sherice Hobson •ILT RLA - Thierno Anne •ILT Math – Denise Wilson •ILT Science - Valerie Brown • ILT Social Studies - Allison Collins	05/30/2025	TAG 4.0 SSIG 2.0	

from SY22-23 to SY23-24.

The schoolwide on track/mastery rate decreased by 2.1% from SY22-23 to SY23-24.

Benchmark Indicator
Implementation

How will the turnaround strategy/intervention be monitored for implementation, including frequency.?

Weekly informal instructional practice walk-through tool

Weekly Collaborative Planning Sessions with agendas, sign-in sheets and minutes

Bi-weekly CWA implementation check

Use of daily online standards-aligned student tasks.

Effectiveness

How will the turnaround strategy/intervention be monitored for effectiveness toward increasing student achievement, including the frequency?

Weekly instructional walk-throughs observing 80% or more teachers fully implementing Instructional Practices 1-4 from the district curriculum guide as planned during collaborative planning with 30% of students showing a 5% increase in student achievement on district quarterly assessments (Fall to Winter and Winter to Spring).

technology, and online digital programs.

We will provide standard-aligned instruction in ELA by implementing the district curriculum. The curriculum meets the challenges of ensuring all learners are reached. The curriculum embodies foundational literacy and meaning-based instructional standards and provides students with equity of access to rich texts and rigorous instruction. The ELA curriculum also differentiates instruction and teachers will use additional technology, software, and manipulatives to provide scaffolded differentiated whole and small-group instruction to meet students where they are and promote growth and achievement. A Reading Interventionist will be used to assist and support teachers in K-5 classrooms with implementing best practices, co-teaching, small group instruction, and planning to increase student performance on formative and summative assessments.

Implementation

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

Weekly collaborative planning sessions with teachers (sign-in and agenda with minutes).

Weekly Informal Instructional Practice walk-through tool

 Effectiveness

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

90% of teachers will participate in collaborative planning with coaches and content leads leading to

50% or more of students will score 75% or above on Bi-weekly common assessments. 90% of students will log in daily to complete online standard-aligned assignments resulting in an increase of 5% achievement OT/M I-Ready Quarterly assessment in 30% of students.	delivery of core instructional implementation with fidelity resulting in 30% of students showing a 5% increase in meeting/exceeding expectations on yearly summative and quarterly formative assessments. Weekly classroom walkthroughs will show that 90% of teachers are on pace and in alignment with the curriculum resulting in 30% of students demonstrating a 5% increase on common weekly assessments. T7760 TN:MU TAC:ELA:Level C SE 9781609798406 60 1 $14.95 $13.46 $807.60 T7761 TN:MU TAC:ELA:Level C TE 9781609798468 2 1 $32.95 $0 $0 T7763 TN:MU TAC:ELA:Level D SE 9781609798413 50 1 $14.95 $13.46 $673.00 T7764 TN:MU TAC:ELA:Level D TE 9781609798475 2 1 $32.95 $0 $0 T7765 TN:MU TAC:ELA:Level E SE 9781609798420 40 1 $14.95 $13.46 $538.40 T7766 TN:MU TAC:ELA:Level E TE 9781609798482 2 1 $32.95 $0 $0 **Total $2,019.00** **Shipping 653.65** **Grand Total 2673.65**				
	[A 1.1.2] Collaborative Planning and Weekly PLCs Description -----------	James Patton, Lajuana Cole, Lois Crump,	05/30/2025		

		Angela Jones, Zone Coaches			
	Provide a brief narrative of the proposed action step.				

Provide a brief narrative of the proposed action step.

Winchester teachers will meet on grade level and with the admin team content lead to analyze standards and assessments for the upcoming week. Teachers will engage in deliberate practice to receive feedback around enhancing instructional practice to provide high-quality instruction for all students.

Implementation

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

Weekly collaborative planning to address standards and instructional strategies

Weekly use of the Districtwide PLC Protocol tool used for lesson planning.

Bi-weekly deliberate practice with content leads addressing areas of strength and weakness.

Effectiveness

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

Weekly PLCs will show that 90% of teachers will provide standard aligned instructional implementation with fidelity resulting in at least 30% of students with a 5% increase on common weekly assessments.

90% of teachers will implement districtwide PLC protocol (lesson plans) daily.

	90% of teachers will be able to model the requirement of the daily walkthrough tool. As a result, at least 30% of students will have a 5% increase on common formative assessments (CFA).				
	[A 1.1.3] Provide Print Rich Learning Environments Description ---------- *Provide a brief narrative of the proposed action step.* Winchester will secure supplies, materials, equipment, and resources to support and increase student achievement in reading. Implementation ------------- *Identify the indicator(s) used to measure implementation of the action step.* Classroom environment check-list walk-through weekly Effectiveness ------------ *Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.* Weekly classroom walk-throughs 95% of classrooms meeting environmental expectations as outlined on the classroom environment checklist supporting students' instruction resulting in 50% of students showing a 10% increase in meets/exceeds mastery on	James Patton-Principal, Lajuana Cole-Assistant Principal, Lois Crump-PLC, Angela Jones-Facilitator, classroom teachers	05/30/2025		

[S 1.2] Professional Development - Provide support to ensure that an effective instructional model is implemented Rationale --------- *Provide a rationale for choosing the strategy/intervention.* Professional development will be provided to teachers on how to articulate the instructional practice shifts that will improve students' skill set, teachers' pedagogy of the content, mastery of standard look fors, and proficient reading levels of grade-supported texts. 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.* 80% of Winchester teachers performed at a level 3 or above in SY23-24. **Benchmark Indicator** Implementation ------------- *How will the turnaround strategy/intervention be monitored for implementation, including frequency.?* Daily classroom observations Biweekly ILT meetings Data Driven PD Monthly informal walkthroughs Monthly or bi-weekly district PD	**[A 1.2.1] Collaborative Planning and Weekly PLCs** Description ----------- *Provide a brief narrative of the proposed action step.* Winchester teachers will meet on grade level and with the admin team content lead to analyze standards and assessments for the upcoming week. Teachers will engage in deliberate practice to receive feedback around enhancing instructional practice to provide high-quality instruction for all students. Implementation ------------- *Identify the indicator(s) used to measure implementation of the action step.* Weekly collaborative planning to address standards and instructional strategies Weekly use of the Districtwide PLC Protocol tool used for lesson planning. Bi-weekly deliberate practice with content leads addressing areas of strength and weakness. Effectiveness ------------- *Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.* Weekly PLCs will show that 90% of teachers will provide standard aligned instructional implementation with fidelity resulting in at least 30% of students with a 5% increase on common	James Patton, Lajuana Cole, Lois Crump, Angela Jones, Zone Coaches	05/30/2024		

Effectiveness ------------ *How will the turnaround strategy/intervention be monitored for effectiveness toward increasing student achievement, including the frequency?* 100% of teachers will be utilizing instructional practices 1-3 daily. Monthly informal observation data will be monitored through the district's PD management system (Professional Learning Zone/PLZ) and Microsoft Forms for 80% standard-aligned core instructional implementation with fidelity at 2 per teacher per semester to provide individualized professional learning support. Instructional Leadership Team (ILT) will be able to assist teachers with disaggregating data and planning data driven lessons each week at a rate of 80%. Monthly or bi-weekly district-level PD sessions for teachers to learn effective strategies to help students reach the district's ELA goal with 85% met/exceeding expectations on TCAP.	weekly assessments. 90% of teachers will implement districtwide PLC protocol (lesson plans) daily. 90% of teachers will be able to model the requirement of the daily walkthrough tool. As a result, at least 30% of students will have a 5% increase on common formative assessments (CFA).				
	[A 1.2.2] Differentiated Professional Development Description ---------- *Provide a brief narrative of the proposed action step.* Teachers and ILT receive PD on topics to include student achievement strategies, Performance-Based Instructional Objectives and General, Content Specific Vocabulary, Gradual Release of Responsibility, and Writing. The implementation of these strategies will increase	Lois Crump, Angela Jones, Zone Coaches, James Patton, Principal and Lajuana Cole Assistant Principal	05/30/2024	SSIG 2.0	

	academic achievement. ILT team will closely monitor to ensure strategies are implemented inside of classrooms with fidelity and integrity. PD will be conducted according to individual teacher's needs and trends. Implementation ------------- *Identify the indicator(s) used to measure implementation of the action step.* Weekly teacher needs assessment forms (Forms/sign-up sheets) Bi-weekly PD (with sign-ins and agendas) Effectiveness ------------ *Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.* 90% of teachers will complete a PD needs assessment based on their self-identified PD needs, weekly. 95% to attend, participate, and implement strategies gleaned from the bi-weekly PD sessions resulting in at least 30% of students demonstrating a 5% increase on bi-weekly assessments.				
	[A 1.2.3] Parent Training Description ----------- *Provide a brief narrative of the proposed action step.* Winchester will hold monthly parent training which focuses on strategies parents can use at home to encourage and support student growth and	Trudy Hill-Jones, Counselor, Lois Crump, Angela Jones	05/30/2024		

	achievement. Implementation ------------- *Identify the indicator(s) used to measure implementation of the action step.* Monthly parent meetings to provide parents with resources and activities to support students' needs (with agendas and sign-in sheets) Weekly newsletters which include a weekly strategy for supporting students at home Daily parent updates in ClassDojo Daily Student Homework planners Effectiveness ------------ *Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.* 50% of parents will attend parent meetings each month which will lead to an increase in students who score 70% or better on common weekly assessments 100% of teachers will provide newsletters to families each week that include a strategy that has been taught during parent meetings.				
[S 1.3] Targeted Intervention and Personalized Learning - Provide additional support for students who are failing to make academic progress Rationale --------- *Provide a rationale for choosing the	**[A 1.3.1] Provide RTI Instruction for Struggling Students** Description ----------- *Provide a brief narrative of the proposed action step.*	Angela Jones, classroom teachers, SEAs	05/30/2024		

strategy/intervention.* 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. 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.* The number of 3rd-grade students performing at mid or above-grade level increased from 4.8% in SY23 to 6.6% in SY24. 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. **Benchmark Indicator** Implementation -------------- *How will the turnaround strategy/intervention be monitored for implementation, including frequency.?* Monthly data team meetings (with agendas and sign-in sheets) Bi-weekly review of progress monitoring reports for students enrolled in RTI2 with a focus on deficit skill areas Effectiveness	RTI Interventionists will provide small group instruction for identified students based on their current cognitive levels of understanding. According to data, these students fall into two categories Tier 2 and Tier 3, which require the intense intervention of 30 to 45 minutes daily. Implementation -------------- *Identify the indicator(s) used to measure implementation of the action step.* Weekly fidelity checks Interventionists and teachers will progress monitor students bi-weekly Effectiveness ------------- *Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.* Weekly fidelity checks will show 100% of teachers implementing RTI2 instruction, resulting in 30% of students showing a 15% increase in growth. 50% of students will progress to the next deficit area and/or move from Tier III to Tier II or Tier II to Tier I monthly.			

------------- *How will the turnaround strategy/intervention be monitored for effectiveness toward increasing student achievement, including the frequency?* Data Team meetings will show that 50% of students enrolled in RTI2 will move to the next deficit skill monthly. Bi-weekly progress monitoring will show 80% of identified RTI students scoring 75% or better on progress monitoring assessments.					
	[A 1.3.2] Provide Daily Small Group Instruction Description ----------- *Provide a brief narrative of the proposed action step.* K-5 teachers will determine students' instructional levels through reading benchmarks and tier students according to their microphases. Once tiered, teachers will align instruction to student needs during small group instruction. Implementation -------------- *Identify the indicator(s) used to measure implementation of the action step.* Quarterly analysis of and use of student diagnostic and benchmark data Daily use of instructional strategies and resources to support student tiers Biweekly assessment of student progress using common assessments **Effectiveness**	ach - Lois Crump • Instructional Facilitator - Angela Jones • CLASSROOM TEACHERS	05/30/2024	TAG [$6100.75]	

	Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement. **				
	[A 1.3.3] Extended Learning Opportunities Description ----------- *Provide a brief narrative of the proposed action step.* Winchester will offer extended learning opportunities (before or after school and/or on Saturdays) to K-5 students who have deficits in reading to support their academic needs and accelerate learning. Implementation -------------- *Identify the indicator(s) used to measure implementation of the action step.* Daily students will participate in after-school tutoring sessions. Bi-weekly, teachers will analyze and monitor student progress Bi-weekly tutoring teachers will analyze various data sources to determine student deficit areas Effectiveness ------------ *Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.* 60% of students will demonstrate growth from the	James Patton, Principal Lujuana Cole, Assistant Principal, Lois Crump, Angela Jones, Trudy Hill-Jones, Counselor, Classroom Teachers, SEAs	05/30/2024		

	diagnostic to the summative assessment weekly. 100% of teachers will use data to drive instruction daily. 100% of teachers will use data to determine student deficit areas bi-weekly.				

[G 2] Winchester Elementary will improve on-track /mastery percentages on Math Mastery Connect Achievement scores by 19.2% from 39.8% to 50% proficient in 2025.
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 3] Build teacher capacity and content knowledge so that instruction reflects the District's four Instructional Practices from 46.3% in Spring 2024 to a minimum of 70% in 2025.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 2.1] Support implementation of standards aligned curricula Rationale --------- *Provide a rationale for choosing the strategy/intervention.* Teachers will plan and execute standard aligned lessons with intentionality and focus (data-informed instruction) to provide daily access to a rigorous math curriculum that will develop students' engagement in important content, build on prior knowledge (pre-requisite skills), and promote mastery of TN Standards to ensure students are career and college ready. Teachers at Winchester Elementary will plan,	**[A 2.1.1] Implement Standards Aligned Instruction Utilizing the Envision Curriculum** 1. Description *Provide a brief narrative of the proposed action step.* We will provide standard-aligned instruction in Math by implementing the district Math curricula using the small group model. The curriculum meets the challenges of ensuring all learners are reached and embodies foundational literacy and meaning-based instructional standards. Student laptop (math and ELA) will be used to access ANET (math) that will provide additional support for instruction and data collection. We will provide standard-aligned instruction in Math by implementing the Envision curriculum. The	•Principal - Dr. James Patton •Assistant Principal - Lajuana Cole •PLC Coach - Lois Crump • Instructional Facilitator - Angela Jones • Literacy Laureate – Sherice Hobson • ILT •ILT Math –	05/30/2024	TAG 4.0 [$6100.75] SSIG 2.0	

		Denise Wilson •ILT Science - Valerie Brown Allison Collins, Social			

prepare for, and execute rigorous grade-level lessons and engage students by allowing them to do the heavy lifting and engage with the content in a manner that strengthens their understanding of the content. Teachers will effectively use district-mandated curriculums and approved resources to enhance students' educational experiences to help reach our goal.

Envision curriculum meets the challenges of ensuring all learners are reached. The curriculum embodies foundational skills and meaning-based instructional standards. Envision provides students with equity of access to multiple strategies, best practices, and rigorous instruction. The Envision curriculum also differentiates instruction.

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.

3rd graders meeting/exceeding expectations decreased from 60% in SY23 to 10.2% in SY24.

1st graders meeting/exceeding expectations decreased from 81.01% in SY23 to 54.7% in SY24.

Benchmark Indicator
Implementation

How will the turnaround strategy/intervention be monitored for implementation, including frequency.?

Weekly informal instructional practice walk-throughs tools

Weekly Collaborative Planning meetings with sign-in sheets and minutes

Bi-weekly CWA implementation check

Use of daily online standards-aligned student tasks.

Implementation

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

Weekly collaborative planning sessions with teachers (sign-in and agenda with minutes).

Weekly lesson plan checks with lesson plan feedback (school lesson plan feedback form)

Effectiveness

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

90% of teachers will participate in collaborative planning with coaches and content leads resulting in instruction that will lead to 30% of students showing a 5% increase in growth on weekly assignments and assessments.

90% of teachers will be on pace with and aligned with the district pacing guides and curriculum each week resulting in 30% of students showing a 5%

Effectiveness ------------- *How will the turnaround strategy/intervention be monitored for effectiveness toward increasing student achievement, including the frequency?* Weekly instructional walk-throughs observing 80% or more teachers fully implementing Instructional Practices 1-4 from the district curriculum guides resulting in 30% of students showing a 5% increase in achievement. 50% or more of students will score 75% or above on monthly common assessments. 90% of students will log in daily to complete online standard-aligned assignments resulting in an increase of 5% achievement on I-Ready Quarterly assessment in 75% of students. 90% or above teacher attendance at weekly PLC meetings with sign-in documentation resulting in 50% of students showing a 5% increase in mastery of weekly standards.	increase in achievement on weekly assignments ### **Perfection Learning** Item # Description ISBIN QTY YEARS List Price Sales Price Price Amount T7729 TN: MU TAC Math C SE 2E 9798887111353 60 1 $14.95 $13.46 $807.60 T7730 TN:MU TAC 2nd ED:Math C TE 97988871113 60 2 $32.95 $32.95 $65.90 T7731 TN:MCTAC Math D SE 2E 9798887111377 50 1 $14.95 $13.46 $673.00 T7732 TN: MU TAC 2nd ED Math D TE 9798887111384 2 1 $32.95 $32.95 $65.90 T7733 TN:MCTAC Math E SE 2E 9798887111391 40 1 $14.95 $13.46 $538.40 T7734 TN: MU TAC 2nd ED Math E TE 9798887111407 2 1 $32.95 $32.95 $65.90 T6790 MU NAT:Science Level D SE 9781640900981 50 1 $14.95 $13.46 $673.00 T6791 MU NAT:Science Level D TE 9781640901018 2 1 $32.95 $0 $0 T6793 MU NAT:Science Level E SE 9781640900998 40 1 $14.95 $13.46 $538.40 T6794 MU NAT:Science Level E TE 9781640901025 2 1 $32.95 $0 $0 **Total: $3,427.6**				

| | [A 2.1.2] Provide Hands on and Manipulative Rich Learning Environments
Description

Provide a brief narrative of the proposed action step.

Winchester will secure supplies, materials, equipment, and resources to support and increase student achievement in reading.

Implementation

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

Classroom environment check-list walk-through weekly

Quarterly needs assessment for classroom materials (form)

Effectiveness

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

Weekly classroom walk-throughs 95% of classrooms meeting environmental expectations to support instruction as outlined on the classroom environment checklist resulting in a 50% increase of students scoring 70% and above on weekly assessments.

95% of teachers will complete a needs assessment each quarter needed classroom materials and resources. | Principal - Lajuana Cole
•PLC Coach - Lois Crump •

Instructional Facilitator - Angela Jones •

Literacy Laureate – Sherice Hobson •
       ILT
•ILT Math – Denise Wilson
•ILT Science - Valerie Brown Allison Collins, Social Studies ILT | 05/30/2024 | | |

| | | **[A 2.1.3] Engage in Collaborative Planning and Weekly PLC**
Description

Provide a brief narrative of the proposed action step.

Winchester teachers will meet on grade level and with the admin team content lead to analyze standards and assessments for the upcoming week. Teachers will engage in deliberate practice to receive feedback around enhancing instructional practice to provide high-quality instruction for all students.

 Implementation

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

Weekly collaborative planning to address standards and instructional strategies with sign-in sheets and agendas

Weekly use of the Districtwide PLC Protocol format used for lesson planning.

Bi-weekly deliberate practice with content leads addressing areas of strength and weakness

Effectiveness

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

90% of teachers will attend and participate in collaborative planning with content leads weekly. | James Patton, Lujuana Cole, Lois Crump, Angela Jones, ILT members, classroom teachers | 05/30/2024 | | |

	90% of teachers will implement districtwide PLC protocol (lesson plans) daily delivering instruction that will result in 50% of students showing a 5% increase in bi-weekly assessments. 90% of teachers will deliver deliberate practice to the admin team and content lead and receive feedback to strengthen instructional practices weekly.				
[S 2.2] Provide support to ensure that an effective instructional model is implemented Rationale --------- *Provide a rationale for choosing the strategy/intervention.* Provide ongoing, high-quality professional development for teachers, and other instructional staff that focuses on instructional shifts and strategies that result in improved student performance. Winchester Elementary will offer professional development based on our 90-day plan, on trends, and on individual teacher needs. The hope is to improve instruction that will directly impact student achievement. 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.* Math overall on track/exceeding expectations decreased from 48.3% in SY23 to 39.8% in SY24. ELA overall on track/exceeding expectations decreased from 50.9% in 22-23 to 48.8% in 23-24.	**[A 2.2.1] Provide Professional Development on Standard-Aligned Lesson Planning** Description ----------- *Provide a brief narrative of the proposed action step.* Zone Math Coaches and WES in-house Math Instructional Facilitators will provide professional development to assist teachers in planning and delivering engaging learning experiences that strategically build fluency and problem-solving. Coaches will provide professional development to support the administrative team in monitoring the delivery of math instruction and understanding the common core state standards and math shifts. The Administrative team will conduct differentiated weekly professional development sessions for teachers based on student and observation data. Winchester teachers will meet on grade level and with the admin team content lead to analyze standards and assessments for the upcoming week. Teachers will engage in deliberate practice to receive feedback around enhancing instructional practice to provide high-quality instruction for all students. Implementation --------------	•Principal - Dr. James Patton •Assistant Principal - Lajuana Cole •PLC Coach - Lois Crump • Instructional Facilitator - Angela Jones • Literacy Laureate - Sherice Hobson • ILT RLA - •ILT Math – Denise Wilson •ILT Science - Valerie Brown	05/30/2024		

85% of Winchester teachers achieved a 3 or higher on observations during SY23-24. **Benchmark Indicator** Provide ongoing, high-quality professional development for teachers, and other instructional staff that focuses on instructional shifts and strategies that result in improved student performance. Winchester Elementary will offer professional development based on our 90-day plan, on trends, and on individual teacher needs. The hope is to improve instruction that will directly impact student achievement. Daily classroom observations using the Educational Epiphany Classroom Walkthrough Protocol and Debriefing Document will provide the District with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction to plan professional development support. District Walkthrough data will be monitored weekly through the district's PD management system (Professional Learning Zone/PLZ) and Zoho for 80% standard-aligned core instructional implementation with fidelity in order to provide individualized professional learning support. Instructional Leadership Team (ILT) meetings are conducted twice each month at 85% attendance to ensure district and school leaders are gaining and sharing knowledge of content, obtaining content support and resources through collaboration, and effectively communicating new information with school-level educators. Zone meetings and small-group ILT sessions are facilitated monthly by Instructional Leadership Directors at 85% attendance to support content lead teachers, PLC Coaches, and administrators with feedback and targeted training that should result in more effective daily instructional practices that should be	*Identify the indicator(s) used to measure implementation of the action step.* Weekly collaborative planning to address standards and instructional strategies Weekly use of the Districtwide PLC Protocol tool for teacher lesson planning. Effectiveness ------------- *Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.* Student daily exit slips will show an 80% mastery of the delivered strategy Teacher lesson plans will show at least 85% of instructional time is focused on the identified standard alignment.				

observed during district walk-throughs. 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. Implementation: Weekly ILD Coaching Support Calendar Bi-weekly classroom walkthrough data reports Bi-Weekly Classroom walkthrough reports Quarterly Collaborative Planning Session agenda and sign-in Quarterly Professional Development agenda and sign-in Effectiveness: Increase Math formative assessments on track and mastery to 70% or above in 2024. Implementation ------------- *How will the turnaround strategy/intervention be monitored for implementation, including frequency.?* Daily classroom observations Weekly informal walkthroughs Monthly or bi-weekly district PD Effectiveness ------------ *How will the turnaround strategy/intervention be monitored for effectiveness toward increasing student achievement, including the frequency?* 100% of teachers will be implementing instructional practices 1-3 daily. Walkthrough data will be monitored weekly through district portals for 80% standard-aligned core instructional implementation with fidelity in order to provide individualized professional learning				

support. Monthly or bi-weekly district-level PD sessions for teachers to learn effective strategies to help students reach the district's Math goal with 16.3% meeting/exceeding expectations on TCAP.					
	[A 2.2.2] Differentiated Professional Development Description ----------- *Provide a brief narrative of the proposed action step.* Teachers and ILT receive PD on topics such as, but not limited to, student achievement strategies, Performance-Based Instructional Objectives and General, Content Specific Vocabulary, Gradual Release of Responsibility, and Writing. The implementation of these strategies will increase academic achievement. ILT team will closely monitor to ensure strategies are implemented inside of classrooms with fidelity and integrity. PD will be conducted according to individual teacher needs and trends. Implementation -------------- *Identify the indicator(s) used to measure implementation of the action step.* Weekly teacher needs assessment forms (Forms/sign-up sheets) Bi-weekly PD (with sign-ins and agendas) Effectiveness ------------- *Identify the benchmark(s) to be used to measure effectiveness toward increasing student	•Principal - Dr. James Patton •Assistant Principal - Lajuana Cole •PLC Coach - Lois Crump • Instructional Facilitator - Angela Jones • Literacy Laureate - Sherice Hobson • ILT RLA - •ILT Math – Denise Wilson •ILT Science - Valerie Brown	05/30/2024		

	achievement.* 90% of teachers will complete a PD needs assessment based on their self-identified PD needs, weekly. 95% to attend, participate, and implement strategies gleaned from the bi-weekly PD sessions resulting in at least 30% of students demonstrating a 5% increase on bi-weekly assessments.				
	[A 2.2.3] Parent Training Description ----------- *Provide a brief narrative of the proposed action step.* Winchester will hold monthly parent training which focuses on strategies parents can use at home to encourage and support student growth and achievement. Implementation -------------- *Identify the indicator(s) used to measure implementation of the action step.* Monthly parent meetings to provide parents with resources and activities to support students' needs (with agendas and sign-in sheets) Weekly newsletters which include a weekly strategy for supporting students at home Effectiveness ------------ *Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*	•Principal - Dr. James Patton •Assistant Principal - Lajuana Cole •PLC Coach - Lois Crump • Instructional Facilitator - Angela Jones • Literacy Laureate - Sherice Hobson • ILT RLA - •ILT Math – Denise Wilson •ILT Science - Valerie Brown Trudy Hill-Jones	05/30/2024		

	50% of parents will attend parent meetings each month which will lead to an increase in students who score 70% or better on common weekly assessments 100% of teachers will provide newsletters to families each week that include a strategy that has been taught during parent meetings.				
[S 2.3] Provide additional support for students who are failing to make academic progress Rationale --------- *Provide a rationale for choosing the strategy/intervention.* 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. Provide academic interventions and personalized learning activities that are designed to meet the individual needs of the student and to provide a learning pace and instructional approaches that meet the needs of each learner. 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.* *Overall math scores decreased by 8.5% from SY22-23 to SY23-24.* **Benchmark Indicator** Implementation	**[A 2.3.1] Provide RTI Instruction for Struggling Students** Description ----------- *Provide a brief narrative of the proposed action step.* RTI Interventionists will provide small group instruction for identified students based on their current cognitive levels of understanding. According to data, these students fall into two categories Tier 2 and Tier 3, which require the intense intervention of 30 to 45 minutes daily. Implementation -------------- *Identify the indicator(s) used to measure implementation of the action step.* Daily interventionists will provide and document small-group interventions based on students' tiers. Bi-weekly interventionists will progress monitor students Weekly the RTI Lead will conduct fidelity checks Effectiveness -------------	Classroom teachers, Angela Jones, Teacher assistants and SEAs	05/30/2024		

-------------- *How will the turnaround strategy/intervention be monitored for implementation, including frequency.?* Bi-weekly review of progress monitoring reports for students enrolled in RTI2 with a focus on deficit skill areas Semesterly iReady benchmark data reporting to identify students who need to be targeted for RTI Monthly data team meetings (with agendas and sign-in sheets) Effectiveness ------------ *How will the turnaround strategy/intervention be monitored for effectiveness toward increasing student achievement, including the frequency?* 50% of students enrolled in RTI2 will move to the next deficit skill monthly. Student data is used to monitor students who were targeted for RTI2 and the number of students tiered will decrease by 25% from the first to the second semester. Data teams meet monthly to review 100% of student data to determine whether students will move up, move out, or remediate a tier or deficit skill.	*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.* 75% of students will complete daily interventions. 50% of students will show progress bi-weekly to move to the next skill area. 85% of students will attend RTI lessons with a rate of 95% attendance each day.				
	[A 2.3.2] Provide Daily Small Group Instruction Description ----------- *Provide a brief narrative of the proposed action step.*	Angela Jones, Classroom Teachers, SEAs, Teacher Assistants	05/30/2024		

	K-5 teachers will determine students' instructional levels through reading benchmarks and tier students according to their microphases. Once tiered, teachers will align instruction to student needs during small group instruction. Implementation -------------- *Identify the indicator(s) used to measure implementation of the action step.* Quarterly analysis of and use of student diagnostic and benchmark data Daily use of instructional strategies and resources to support student tiers Biweekly assessment of student progress using common assessments Effectiveness ------------- *Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.* 100 % of teachers will disaggregate data to scaffold lessons and instruction and tier and group students quarterly 100 % of teachers will use the district curriculum and best practices to deliver tiered instruction in teacher-led groups daily. 50% of students will show mastery of standards on common assessments bi-weekly.				
	[A 2.3.3] Extended Learning Opportunities Description -----------	Principal - Dr. James Patton • Assistant	05/30/2024		

	Provide a brief narrative of the proposed action step.	Principal - Lajuana Cole • PLC Coach - Lois Crump • Instructional Facilitator - Angela Jones			
	Winchester will offer extended learning opportunities (before or after school and on Saturdays) to K-5 students who have deficits in reading to support their academic needs and accelerate learning.				
	Implementation --------------				
	Identify the indicator(s) used to measure implementation of the action step.				
	Daily students will participate in after-school tutoring sessions.				
	Weekly assessments for students enrolled in tutoring.				
	Monthly teachers will analyze various data sources to determine student deficit areas				
	Effectiveness ------------				
	Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.				
	90% of students will attend after-school tutoring daily				
	80% of students will score at met or exceeding on weekly assessments				
	80% of students will show an increase in overall math grades by 10%.				

[G 3] Winchester will reduce the percentage of chronically absent students from 45.8% in 2023-24 SY to 20% in 2024-2025 SY.
Additional Supports

A positive school culture and climate creates an environment that promotes a safe, nurturing environment and promotes effective teaching and learning. Schools with a positive culture and climate support the emotional, physical, mental, cognitive, and social development of all students and staff. Additionally, a dedicated organizational infrastructure accelerates rapid school turnaround by providing on-going, tailored, and strategic support for all stakeholders.

District Turnaround Plan Goal
[G 1] CSI schools will reduce chronic absenteeism rates from approximately 36% in 2024 to approximately 26% in 2025 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
[S 3.1] Provide support in developing a positive school culture and maintaining a school environment that is conducive to effective instruction **Attendance and Behavior Interventions and Supports** Interventions and supports will be measured using the following: * PowerSchool Data * PowerBI Data * Share Point * Student Support and Services * Best for All Strategic Plan Alignment: Student Readiness * SEL Program Implementation Rationale ------------------------------------- *Provide a rationale for choosing the strategy/intervention.* Implementing a Social and Emotional Learning (SEL) program in schools is essential for fostering holistic student development beyond academic	**[A 3.1.1] Monitor Student Behavior** Description ----------- *Provide a brief narrative of the proposed action step.* Implement targeted interventions, initiatives and support programs that address chronic absenteeism and behavioral needs for all students. Implementation -------------- *Identify the indicator(s) used to measure implementation of the action step.* * Quarterly parent workshop agendas and sign-in sheets * Bi-weekly School Attendance Team meeting agendas and sign-in sheets * Weekly attendance reports * Quarterly School Attendance Team Collaboration meeting agenda and sign-in * Monthly SART and/or SARB meeting agenda and sign-in	Trudy Hill-Jones, Counselor	05/30/2024		

achievement. SEL equips students with critical skills such as emotional regulation, empathy, decision-making, and interpersonal communication, which are vital for their success both in school and in life. Research consistently shows that SEL programs lead to improved academic performance, better classroom behavior, and reduced emotional distress. By integrating SEL into the curriculum, schools can create a supportive learning environment that nurtures students' mental health, builds positive relationships, and prepares them to navigate the complexities of the modern world with resilience and empathy.

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.

Winchester Elementary had an average attendance rate of 88.4% in SY23-24.

Benchmark Indicator
Implementation

How will the turnaround strategy/intervention be monitored for implementation, including frequency.?

Daily attendance will be monitored every 20 days

Quarterly interventions and incentives will be initiated to increase student attendance

Weekly Increase in parent engagement and awareness of attendance policies

 * Quarterly monitoring of student intervention plans with specific supports

Effectiveness

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

* Quarterly Chronically out of school rates decrease by 5% or more in 2023-2024 by 2%

*Biweekly school attendance team meetings will reflect a 2% increase in student attendance

 *Weekly checks of attendance reports will reflect a decrease of 10% in student truancy

 *Quarterly monitoring will show an increase of 2% on 20-day reports for attendance rates from 89.6% to 96% SY23-24 for students on intervention plans

 *Monthly SART/SARB meetings will result in a 90% decrease in student absences

 *Quarterly updates of Power BI data will reflect a 60% increase in positive student behaviors and attendance for students with intervention plans and behavior supports

Effectiveness ------------ *How will the turnaround strategy/intervention be monitored for effectiveness toward increasing student achievement, including the frequency?* Monthly increase of 90% of student attendance for chronically absent students 96% of students' daily attendance will increase by 90% 96% of students will achieve perfect attendance quarterly 96% of parents of chronically absent students will actively ensure students are in school weekly					
	[A 3.1.2] Implement Culture Team Monitoring Attendance and Discipline Description ---------- *Provide a brief narrative of the proposed action step.* The Culture Team will meet every 20 days to disaggregate attendance and suspension data. Chronically absent and at-risk students' parents will be contacted via the Attendance Secretary. Implementation ------------- *Identify the indicator(s) used to measure implementation of the action step.* Weekly, chronically absent students will receive a letter indicating the number of absences and a date for parent conferences.	Trudy Hill-Jones, Counselor	05/30/2024		

	Monthly incentives for perfect attendance Effectiveness ------------ *Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.* 100% of Students' attendance and behavior will be closely monitored and tracked for a 90% increase in attendance. Monthly celebration for students with 100% perfect attendance will result in a 5% increase in students with perfect attendance.				
	[A 3.1.3] SART Meetings and Intervention Plans Description ---------- *Provide a brief narrative of the proposed action step.* Flagged students will have their SART meetings conducted and intervention plans developed within 3 days of being flagged. Implementation ------------- *Identify the indicator(s) used to measure implementation of the action step.* Weekly Chronically absent students will be flagged for SART meetings Monthly Intervention plans will be implemented Daily Truancy policies will be followed up by the Counselor and Attendance Secretary Effectiveness	Trudy Hill-Jones, counselor	05/30/2024		

	------------ *Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.* 96% of parents of chronically absent students will attend the required SART meetings and result in a 5% increase of students' attendance rate. 100% of the intervention plans will result in a 5% increase in attendance 100% of chronically absent students will be submitted to the truancy office and result in 96% of students of chronically absent students meeting attendance requirements				
	[A 3.1.4] Thoughtful Learning Social Emotional Learning Curriculum Description ----------- *Provide a brief narrative of the proposed action step.* 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. Implementation --------------- *Identify the indicator(s) used to measure implementation of the action step.*	James Patton, principal; Trudy Hill-Jones, counselor	05/30/2024		

	Quarterly teachers will be trained and reviewed on the SEL curriculum. Weekly teachers will deliver the district SEL curriculum to students Daily students will internalize and utilize components of the SEL curriculum Effectiveness ------------ *Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.* Weekly 100% of teachers will deliver the SEL curriculum resulting in a 20% decrease in student referrals. Quarterly 100% of teachers will use SEL for conflict resolution and student emotional support resulting in a 20% decrease in student suspensions Daily 80% of students will improve their conflict resolution skills resulting in 50% decrease in classroom disruptions				
[S 3.2] Provide support in developing a positive school culture and maintaining a school environment that is conducive to effective instruction **Support students in overcoming barriers related to student behavior** --- --- Rationale --------- *Provide a rationale for choosing the strategy/intervention.*	[A 3.2.1] Implement or Provide SEL and ACE Professional Development Description ----------- *Provide a brief narrative of the proposed action step.* September 2024, the Culture Team (RTI2-B) will provide training for the faculty and staff on Social Emotional Learning and Adverse Childhood Experiences. A refresher training will be scheduled for January 2025. A series of classroom management training will be provided for faculty	Principal - Dr. James Patton • Assistant Principal - Lajuana Cole • Dean of Culture - Anthony Parks • Counselor - Trudy Hill-Jones	05/30/2024		

	based on data and trends from PowerBi.				
Provide ongoing, high-quality professional development for school leaders and other staff that focuses on classroom/behavior management and social-emotional learning to improve student behavior and attendance. 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. 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.* Winchester had an attendance rate of 88.4% during SY23-24. **Benchmark Indicator** Implementation ------------- *How will the turnaround strategy/intervention be monitored for implementation, including frequency.?* Monitor the number of student referrals to the reset room and ISS quarterly and/or before professional development sessions Monitor behavior plans per semester to determine the implementation and effectiveness of the strategies and resources shared during PD. Effectiveness -------------	Implementation --------------- *Identify the indicator(s) used to measure implementation of the action step.* Teachers will utilize the progressive discipline (RTI2-B) model during daily classroom instruction. Teachers and staff will receive quarterly updates and training on the progressive discipline model. Monthly citizenship incentives, recognitions, and celebrations. Effectiveness ------------- *Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.* Teachers will use the progressive discipline model daily to reduce and eliminate classroom behavior issues which will result in a 5% decrease in discipline referrals per 20-day reporting period. Monthly student recognition will increase by at least 5 students per month being recognized for positive behavior and good citizenship.				

How will the turnaround strategy/intervention be monitored for effectiveness toward increasing student achievement, including the frequency? * Bi-Weekly school attendance reports * Monthly SART and SARB meeting agendas and sign-in					
	[A 3.2.2] Conduct Chronic Absenteeism Professional Development Description ----------- *Provide a brief narrative of the proposed action step.* Conduct Chronic Absenteeism Professional Development** The School Counselor will train and provide a refresher to school staff to identify, consistently monitor, and track at-risk students for chronic absenteeism. Implementation -------------- *Identify the indicator(s) used to measure implementation of the action step.* Daily teachers will utilize the progressive discipline model Teachers and staff will receive quarterly updates and training on the progressive discipline model. Effectiveness ------------- *Identify the benchmark(s) to be used to measure effectiveness toward increasing student	Trudy Hill-Jones	05/30/2024		

	achievement.* Daily 100% of teachers will use the progressive discipline model to reduce and eliminate classroom behavior issues by at least 3% referrals to the office. Quarterly walkthroughs will show evidence that 100% of teachers will understand and utilize the components of progressive discipline to eliminate classroom disruptions resulting in a 30% increase of progressive discipline measures being implemented which can lead to a 5% increase in student academic growth overall.				
	[A 3.2.3] S.E.E.D Training Description ----------- *Provide a brief narrative of the proposed action step.* Provide Parental Training on Reducing Chronic Absenteeism and Increasing Parental Involvement Opportunities Implementation -------------- *Identify the indicator(s) used to measure implementation of the action step.* * Weekly Attendance Reports * Quarterly PD agenda and sign-in sheets * Monthly Attendance Team meeting and sign-in sheets Effectiveness -------------	•Counselor - Trudy Hill-Jones •Principal - Dr. James Patton • Assistant Principal - Lajuana Cole • PLC Coach - Lois Crump • Instructional Facilitator - Angela Jones, FACE, SEED	05/30/2024		

	Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement. * 85% of processes and procedures for tracking attendance will yield a 90% accuracy rate for entering attendance by the end of the first quarter, 95% by the end of the second quarter and 100% accuracy rate by the end of the third quarter. * Chronically out of school rates will decrease from 45.8% in 2024 to 20% or below in 2025 by decreasing 1.25% or more per quarter. * Incremental increase of 2% on 20 day reports for attendance rates leading to an overall attendance rate increase from 88.4% in 2024 to 96% or higher in 2025. * 80% of Priority Schools will meet or exceed their individual site-based CA goals for 2024-2025.				
[S 3.3] Provide opportunities to meaningfully engage families to support their child's learning Rationale --------- *Provide a rationale for choosing the strategy/intervention.* Promote effective parent, family, and community engagement activities that support safe schools which will improve student attendance and behavior. 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.*	**[A 3.3.1] Conduct On-Going Parent and Family Engagement Events** Description ---------- *Provide a brief narrative of the proposed action step.* Increase parental involvement through educating and training parents on school culture policies and procedures and on the importance of parent and family engagement within the school and the effect on student growth and achievement. For example, host Open houses, Annual Parent Meetings, school festivals, Donuts with Dad, Family Math & Science Night, Literacy Night, Muffins with Mom, parent-teacher conferences, and holiday celebrations ways to connect parents with the school community. Involve parents in the planning process to invest them in classroom activities, and	James Patton, Lajuana Cole, Trudy Hill-Jones, Angela Jones, Teachers, FACE	05/30/2025	TAG 4.0 SSIG 2.0	

Winchester had an attendance rate of 88.4% during SY23-24 which negatively affected student growth and achievement.

Promote effective parent, family, and community engagement activities that support safe schools which will improve student attendance and behavior and academic growth and achievement.

Benchmark Indicator
Implementation

How will the turnaround strategy/intervention be monitored for implementation, including frequency?

Review of student attendance and grade reports to identify student progress or regression at the end of each semester.

Monthly reviews of the attendance and discipline 20-day reports and SART/SRB meetings

Quarterly parent surveys and activities and meetings with sign-in sheets.

Effectiveness

How will the turnaround strategy/intervention be monitored for effectiveness toward increasing student achievement, including the frequency?

96% of students will have demonstrated perfect attendance semesterly resulting in 85% of chronically absent students showing a 2.5% increase in achievement on semesterly assessments.

96% of chronically absent students will show a

other activities like award ceremonies class celebrations, after-school clubs, talent shows, math and science fairs, movie nights, data nights, etc.

Implementation

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

Monthly SART/SRB parent meetings

Parent Training with agenda and sign-in

20-Day Attendance Report

Effectiveness

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

100% of parents of chronically absent students will participate in monthly SART meeting with a 96% increase in attendance resulting in a 15% increase in student achievement on bi-weekly/monthly assessments.

90of parents will attend parent training each month leading a 15% decrease in chronically absents students per 20-day reporting period.

10% improved quarterly attendance resulting in a 2.5% increase in student achievement on quarterly assessments. 100% of parents of chronically absent students will participate in monthly SART meetings with a 96% increase in attendance resulting a 15% increase in student achievement on bi-weekly and monthly assessments.					

[G 4] Winchester ES will increase the number of students performing on grade level for Early Literacy (K-2) by 4.2% from 78.8% 2023-2024SY to 90% in 2024-2025 SY on the Mastery Connect District assessment.
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 3] Build teacher capacity and content knowledge so that instruction reflects the District's four Instructional Practices from 46.3% in Spring 2024 to a minimum of 70% in 2025.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 4.1] Support implementation of standards aligned curricula Rationale --------- *Provide a rationale for choosing the strategy/intervention.* ****Winchester Elementary will provide opportunities to build and strengthen the foundational literacy knowledge of instructional leaders, classroom teachers, and educational assistants through engagement in professional learning experiences anchored in the science of reading.	**[A 4.1.1] Implement Foundational Skills Block** Description ----------- *Provide a brief narrative of the proposed action step.* Teachers will utilize K-2 Specialized Ed Assistants (SEA) will support whole group, small group instruction, workstations, and RTI during the literacy block. During whole groups, they will support by doing the following: Circulate among students and monitor assignments as students work. Support instruction by reinforcing skills and concepts.	Mernetha Anderson, Sherice Hobson, Crystal Jackson, Lashevia Banks Thomas, Erin Stricklen	05/30/2024		

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.* *Early Literacy scores decreased from 91.8% in SY22-23 to 78.8% in SY23-24.* **Benchmark Indicator** ON-GOING 80% attendance and completion of PD focused on foundational literacy for K-2 to gauge the transfer of knowledge into classroom instruction and inform future professional learning opportunities; MONTHLY monitoring of Laureates knowledge building as measured by the pre- and post-module assessments to measure the increased content and pedagogical knowledge around foundational literacy and inform future professional learning opportunities; QUARTERLY Foundational Literacy Quality Reviews (FLQRs) from district instructional literacy advisors will monitor the academic gap and root cause analysis to support continued professional development opportunities; QUARTERLY observations of educational assistants support in K-2 classrooms to inform professional learning and resources needed to improve instruction and student achievement; MONTHLY attendance and completion review of specialized PD focused on foundational literacy and to inform future professional learning opportunities; Once a semester DECHS will review the Fall pre-post teacher survey supporting the cohort session to provide feedback, additional PD opportunities, and individualized coaching to K-2 sped teachers.	Implementation ------------- *Identify the indicator(s) used to measure implementation of the action step.* Daily engage students in standards-aligned, grade-appropriate activities. Implement lessons with integrity, following the gradual release of responsibility. Weekly support instruction by reinforcing skills and concepts. Bi-Weekly deliver standards-aligned, grade-appropriate assessments. Effectiveness ------------- *Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.* 100% of students will receive best practices daily showing a 70% increase in meeting/exceeding expectations on weekly assignments, 80% of students will show an increase of 50% in early foundational skills on daily class assignments. 80% of students will demonstrate bi-weekly mastery of 50% of K-2 TN state standards.				

Implementation *How will the turnaround strategy/intervention be monitored for implementation, including frequency.?* Weekly collaborative planning to address standards and instructional strategies with sign-in sheets and agendas Weekly use of the Districtwide PLC Protocol format used for lesson planning. Bi-weekly deliberate practice with content leads addressing areas of strength and weakness Effectiveness ------------ *How will the turnaround strategy/intervention be monitored for effectiveness toward increasing student achievement, including the frequency?* 90% of teachers will attend and participate in collaborative planning with content leads weekly. 90% of teachers will implement districtwide PLC protocol (lesson plans) daily. 90% of teachers will deliver deliberate practice to the admin team and content lead and receive feedback to strengthen instructional practices weekly.					
	[A 4.1.2] Improve Student Academic Growth And Achievement By Supporting Print Rich Learning Environments. Description ----------- *Provide a brief narrative of the proposed action step.*	Sherice Hobson, Literacy Laureate; Lois Crump, PLC; Angela Jones, Facilitator;	05/30/2024		

	Winchester will secure supplies, materials, equipment, and resources to support and increase student achievement in reading. Implementation -------------- *Identify the indicator(s) used to measure implementation of the action step.* Classroom environment check-list walk-through weekly Quarterly needs assessment for classroom materials (form) Effectiveness ------------ *Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.* Weekly classroom walk-throughs 95% of classrooms meeting 100% of environmental expectations as outlined on the classroom environment checklist. 95% of teachers will complete a needs assessment each quarter for 100% of classroom materials and resources needed to deliver instruction.	James Patton, Principal			
	[A 4.1.3] Provide Small Group Intervention Description ----------- *Provide a brief narrative of the proposed action step.* Winchester K-2 teachers will utilize one-on-one tutoring and online assessment tools, daily, as a tiered intervention method for Pre-K-2 students.	Jacqueline Anderson, Sherice Hobson, Anthony Parks, Olivia Fitzpatrick, Carlisha Swims, Terri Jackson, Erin	05/30/2024		

Implementation ------------- *Identify the indicator(s) used to measure implementation of the action step.* Quarterly analysis of and use of student diagnostic and benchmark data Daily use of instructional strategies and resources to support student tiers Biweekly assessment of student progress using common assessments Effectiveness ------------ *Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.* 100 % of teachers will disaggregate quarterly data to scaffold lessons and instruction and group students showing a 5% increase in student growth. 100 % of teachers will use the district curriculum and best practices daily to deliver tiered instruction in teacher-led groups showing a 50% decrease in students achieving below or approaching on assessments. 50% more students will show 80% mastery of standards on bi-weekly common assessments.	Otey, Jada Reed, Winter Wicks			
[A 4.1.4] Extended Learning Opportunities Description ----------- *Provide a brief narrative of the proposed action step.*	James Patton, principal; Lois Crump, PLC Coach, Trudy Hill-Jones	05/30/2024		

	Winchester will offer extended learning opportunities (before or after school and on Saturdays) to K-2 students who have deficits in reading to support their academic needs and accelerate learning. Implementation ------------- *Identify the indicator(s) used to measure implementation of the action step.* Daily students will participate in after-school tutoring sessions. Weekly assessments for students enrolled in tutoring. Monthly teachers will analyze various data sources to determine student deficit areas Effectiveness ------------ *Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.* 90% of students will attend after-school tutoring daily 80% of students will score at met or exceeding on weekly assessments 80% of students will show an increase in overall ELA grades by 10%.				
[S 4.2] Provide support to ensure that an effective instructional model is implemented Rationale	**[A 4.2.1] Collaborative Planning and Weekly PLCs** Description	Principal - Dr. James Patton • Assistant	05/30/2024		

--------- *Provide a rationale for choosing the strategy/intervention.* Build and strengthen the foundational literacy knowledge of instructional leaders, classroom teachers, and educational assistants through engagement in professional learning experiences anchored in the science of reading. ON-GOING 80% attendance and completion of PD focused on foundational literacy for K-2 to gauge the transfer of knowledge into classroom instruction and inform future professional learning opportunities; MONTHLY monitoring of Laureates knowledge building as measured by the pre- and post-module assessments to measure the increased content and pedagogical knowledge around foundational literacy and inform future professional learning opportunities; QUARTERLY Foundational Literacy Quality Reviews (FLQRs) from district instructional literacy advisors will monitor the academic gap and root cause analysis to support continued professional development opportunities; QUARTERLY observations of educational assistants support in K-2 classrooms to inform professional learning and resources needed to improve instruction and student achievement; MONTHLY attendance and completion review of specialized PD focused on foundational literacy and to inform future professional learning opportunities; Once a semester DECHS will review the Fall pre-post teacher survey supporting the cohort session to provide feedback, additional PD opportunities, and individualized coaching to K-2 sped teachers. Supporting Data --------------	----------- *Provide a brief narrative of the proposed action step.* Winchester teachers will meet on grade level and with the admin team content lead to analyze standards and assessments for the upcoming week. Teachers will engage in deliberate practice to receive feedback around enhancing instructional practice to provide high-quality instruction for all students. Implementation -------------- *Identify the indicator(s) used to measure implementation of the action step.* Weekly collaborative planning to address standards and instructional strategies with sign-in sheets and agendas Daily use of the Districtwide PLC Protocol format used for lesson planning. Bi-weekly deliberate practice with content leads addressing areas of strength and weakness Effectiveness ------------ *Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.* 90% of teachers will attend and participate in collaborative planning with content leads weekly.	Principal - Lajuana Cole • PLC Coach - Lois Crump • Instructional Facilitator - Angela Jones • Literacy Laureate - Sharice Hobson

	90% of teachers will implement districtwide PLC protocol (lesson plans) daily resulting in 50% increase in student mastery. 90% of teachers will deliver deliberate practice to the admin team and content lead and receive feedback to strengthen instructional practices bi-weekly.				
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. *Overall scores for the 23-24 SY were 78.8% a decrease from 91.8% in SY22-23.* **Benchmark Indicator** Implementation ------------- *How will the turnaround strategy/intervention be monitored for implementation, including frequency.?* 1. Quarterly district assessments 2. Weekly Collaborative Planning Session agenda and sign-in 3. Monthly Professional Development agenda and sign-in Effectiveness ------------ *How will the turnaround strategy/intervention be monitored for effectiveness toward increasing student achievement, including the frequency?* 1. Increase quarterly ELA assessment scores to met/exceeds expectations to 70% or above for 80% of students in 2023-2024 2. 100% of K-2 teachers will deliver direct instruction following district curricula and protocols resulting in a 50% increase in student mastery of standards. 3. MONTHLY review of Laureate support logs to measure the frequency and level of school-based support to K-2 teachers in the priority coaching					

areas to inform specific areas of support needed for Laureates for 100% of K-2 teachers.					
	[A 4.2.2] Differentiated Professional Development Description ----------- *Provide a brief narrative of the proposed action step.* Teachers and ILT receive PD on topics such as, but not limited to, student achievement strategies, Performance-Based Instructional Objectives and General, Content Specific Vocabulary, Gradual Release of Responsibility, and Writing. The implementation of these strategies will increase academic achievement. ILT team will closely monitor to ensure strategies are implemented inside of classrooms with fidelity and integrity. PD will be conducted according to individual teacher needs and trends. Implementation -------------- *Identify the indicator(s) used to measure implementation of the action step.* Bi-weekly teacher needs assessment forms (Forms/sign-up sheets) Bi-weekly(K-2) and quarterly (3-5) PD (with sign-ins and agendas) Daily informal walkthrough tool (uploaded) Quarterly CFAs Effectiveness	Sherice Hobson, Lois Crump, Angela Jones - coaches	05/30/2024		

	------------- *Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.* 90% of teachers will receive PD based on their self-identified PD needs, bi-weekly for K-2 teachers and quarterly for 3-5 teachers. 95% of teachers will be able to implement strategies gleaned from the bi-weekly/quarterly PD sessions per weekly walkthroughs. 90% of teachers will be able to model the requirements of the daily walkthrough tool. As a result, at least 30% of students will have a 5% increase on district quarterly CFAs.				
[S 4.3] Support implementation of high-quality instructional materials Rationale --------- *Provide a rationale for choosing the strategy/intervention.* Designate one lead to support K-2 teachers with implementing high-quality foundational literacy instruction and strategies. 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.* ** **Benchmark Indicator**	**[A 4.3.1] Foundational Literacy Lead** Description ----------- *Provide a brief narrative of the proposed action step.* The Laureate will support K-2 foundational skills teachers and Specialized Ed Assistants in the following ways: provide professional development opportunities, observe foundational skills instruction and provide feedback, supports the ILT team, provide planning support, coaching, modeling, and co-teach as needed. Implementation -------------- *Identify the indicator(s) used to measure implementation of the action step.*	Sherice Hobson, Literacy Lead	05/30/2024		

Implementation ------------- *How will the turnaround strategy/intervention be monitored for implementation, including frequency.?* Monthly review of Laureate support logs to measure the frequency and level of school-based support to K-2 teachers in the priority coaching areas to inform specific areas of support needed for Laureates; BI-ANNUAL Foundational Literacy Quality Reviews (FLQRs) from district instructional literacy advisors to determine Laureate's implementation of the 3 major components of a comprehensive literacy block and inform the support needs of individual Laureates Effectiveness ------------ *How will the turnaround strategy/intervention be monitored for effectiveness toward increasing student achievement, including the frequency?*	Bi-weekly trainings with K-2 teachers K-2 informal walkthroughs (walkthrough tool) Effectiveness ------------ *Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.* 100% of K-2 teachers will be trained by the Laureate on effective delivery of the LIteracy Block resulting in a 50% increase in students' mastery of literacy skills. 90% of teachers will be able to demonstrate effective delivery of the components of the literacy walkthrough tool.				
	[A 4.3.2] Engage in LETRS Professional Development Description ----------- *Provide a brief narrative of the proposed action step.* LETRS will equip childhood educators with literacy PD focused on the science of reading to teach the foundational skills young students Pre-K - K need before learning to read and write. Training will provide depth of knowledge, language and literacy skills, and practice to successfully address struggling students. K-2 educators will complete 5modules online and implement new learning with	Sherice Hobson, Literacy Lead	05/30/2024		

	their students.				
	Implementation -------------				
	Identify the indicator(s) used to measure implementation of the action step.				
	Quarterly teachers will receive LETRS training PD				
	Weekly the Laureate will conduct informal observations				
	Biweekly teachers will deliver deliberate practice modeling portions of the Literacy Block				
	Effectiveness ------------				
	Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.				
	100% of teachers will be trained in using literacy instruction based on the LETRS model quarterly				
	80% of teachers will master the requirements of the Literacy walkthrough tool weekly				
	80% of teachers will correctly model portions of the Literacy Block based on training, planning, and feedback bi-weekly				