

White Station Elementary Annual Plan (2021 - 2022)

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**[G 1] Reading/Language Arts**

WSE will increase the percentage of students scoring on track or mastery from 38.5% SY 2020-2021 to 42% SY 2021-2022.

**Performance Measure**

TCAPMastery ConnectIlluminateDistrict Formative Assessment: 70% on track/mastery

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p><b>[S 1.1] Standard Aligned Core Instruction</b> 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><b>Benchmark Indicator</b> Benchmark Indicator Students should perform at or above the 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter. Daily classroom observations using the 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. District Walkthrough data will be monitored through the district's PD management system (Professional Learning Zone/PLZ) for 80% standard aligned core instructional implementation with fidelity at 2 per teacher per semester. Quarterly review of TEM observation data to monitor</p>	<p><b>[A 1.1.1] Weekly Data Meetings</b> WSE Conducts weekly data meetings in order to differentiate classroom instruction to meet the needs of students. Data meetings include looking at student work, analyzing school data, analyzing grade level data, analyzing classroom data, analyzing school-wide trends, and analyzing common formative assessment. Behavior Data will also be shared during said data meetings. Teachers will share data with parents and community on Parent Data Nights.</p>	<p>Breeden, Coleman, Craddock, Pates, West, Clark, Pratt, Miller, Williams, Eavenson, Pascal, Flory, Delmonico</p>	<p>05/27/2022</p>		

<p>educators delivery of standard aligned lessons to the TN Standards.</p>					
<p><b>[S 1.2] Professional Development</b>  Professional development will be provided to teachers, administrators, instructional leaders 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.</p> <p><b>Benchmark Indicator</b>  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 in order to plan professional development support. District Walkthrough data will be monitored through the district's PD management system (Professional Learning Zone/PLZ) and Zoho for 80% standard aligned core instructional implementation with fidelity at 2 per teacher per semester in order to provide individualized professional learning support. 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</p>	<p><b>[A 1.2.1] Collaborative Planning</b>  WSE teachers and admin will meet with grade level, content specific teams to analyze standards and assessments for the upcoming week. Teachers will engage in deliberate practice and feedback. Feedback will be utilized to enhance high-quality instruction for all students.</p>	<p>Breeden,  Coleman,  Craddock,  Pates, West,  Clark, Pratt,  Miller,  Williams,  Eavenson,  Pascal, Flory,  Delmonico</p>	<p>05/27/2022</p>		

<p>daily instructional practices that should be 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.</p>					
<p><b>[S 1.3] Targeted Intervention and Personalized Learning</b>          Provide academic interventions and personalized learning activities that are designed to meet the individual needs of the student and provide a learning pace and instructional approach to meet the needs of each learner.</p> <p><b>Benchmark Indicator</b>          Interventionist InputIlluminate/FastBridgeProgress MonitoringFidelity ChecksiReady</p>	<p><b>[A 1.3.1] Provide ELA Intervention</b>          * All students receive daily Tier I instruction during the Literacy and Math blocks. * White Station has developed and implemented a schoolwide master schedule to maximize instructional time and minimize interruptions during the Literacy and Math blocks. * The schoolwide schedule supports a dedicated 45-minute RTI2 intervention block for Tier 2 and 3 students. * Each grade level has developed an intervention schedule to facilitate the implementation of small group instruction, computer intervention, and progress monitoring of Tier 2 and Tier 3 students in accordance with the state requirements outlined in the RTI2 District Implementation Guide. * Professional development is provided by the RTI lead to support implementation of RTI2 for all grade level teams during weekly PLC meetings. * Tier 2 and Tier 3 students in all grades use i-Ready intervention for Reading and Math. * RTI2 students take the i-Ready Reading and Math Diagnostic test three times a year. All students are administered the illuminate FastBridge Universal Screener three times per year. * Students identified by the district for additional screening for academics are administered benchmark assessments by their homeroom teacher or designated interventionist to determine student tier. Students identified by the district for additional screening, including screening for dyslexia, are given the appropriate testing to assess intervention needs. Strengths: * Teachers are included in assessment decisions regarding the</p>	<p>Breeden,          Coleman,          Craddock,          Pates, West,          Clark, Pratt,          Miller,          Williams,          Eavenson,          Pascal, Flory,          Delmonic, ILD          White, Golatt,          Winterkingo</p>	<p>05/27/2022</p>		

	<p>use of assessments in improving student performance. The RTI2 team meets monthly to review student intervention plans and progress monitoring data. The data team is comprised of the School Psychologist, Instructional Facilitator, Assistant Principal, Guidance Counselors, SPED teachers, ELL teachers, and grade level teacher teams. * Parents receive timely notifications of students' Tier status and progress following each data team meeting. * The Assistant Principal, Instructional Facilitator, and Guidance Counselor conduct regular Fidelity Checks to monitor the fidelity of computer intervention, small group intervention, and Tier 1 implementation.</p>				
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**[G 2] Mathematics**  
 White Station Elementary will improve on-track/mastery percentages for grades 3-5 from 33.6% in SY 2020-2021 to 38% in SY 2021-2022.

**Performance Measure**  
 TCAP Assessment District Formative Assessment (Mastery Connect) - 70% on track/mastery for all students grades K-12

<b>Strategy</b>	<b>Action Step</b>	<b>Person Responsible</b>	<b>Estimated Completion Date</b>	<b>Funding Source</b>	<b>Notes</b>
<p><b>[S 2.1] Standard Aligned Core Instruction</b>            Teachers will plan and execute standard aligned lessons with intentionality and focus (data-informed instruction) to provide daily access to a rigorous math curriculum that will develop students' engagement in important content, build on prior knowledge (pre-requisite skills), and promote mastery of TN Standards to ensure students are career and college ready.</p> <p><b>Benchmark Indicator</b>            Students should perform at or above the 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter. Daily classroom observations using the Educational Epiphany</p>	<p><b>[A 2.1.1] Collaborative Planning</b>            WSE teachers and admin will meet with grade level, content specific teams to analyze standards and assessments for the upcoming week. Teachers will engage in deliberate practice and feedback. Feedback will be utilized to enhance high-quality instruction for all students.</p>	Breeden, Coleman, Craddock, Pates, West, Clark, Pratt, Miller, Williams, Eavenson, Pascal, Flory, Delmonico	05/27/2022		

<p>Classroom Walkthrough Protocol and Debriefing Document will provide the District with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction. District Walkthrough data will be monitored through the district's management system (Professional Learning Zone/PLZ). Data will be collected and segregated to observe trends and implementation of the instructional practices using Zoho. Data should show teachers implementing the practices at or above 70% per visit. Quarterly review of TEM observation data to monitor educators delivery of standard aligned lessons to the TN Standards.</p>					
<p><b>[S 2.2] Professional Development</b> Provide ongoing, high quality professional development for school leaders, teachers, and other instructional staff that focuses on instructional shifts and strategies that result in improved student performance.</p> <p><b>Benchmark Indicator</b> 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 in order to plan professional development support. District Walkthrough data will be monitored weekly through the district's PD management system (Professional Learning Zone/PLZ) and 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%</p>	<p><b>[A 2.2.1] Weekly Data Meeting</b> WSE Conducts weekly data meetings in order to differentiate classroom instruction to meet the needs of students. Data meetings include looking at student work, analyzing school data, analyzing grade level data, analyzing classroom data, analyzing school-wide trends, and analyzing common formative assessment. Behavior Data will also be shared during said data meetings. Teachers will share data with parents and community on Parent Data Nights.</p>	<p>Breeden, Coleman, Craddock, Pates, West, Clark, Pratt, Miller, Williams, Eavenson, Pascal, Flory, Delmonico</p>	<p>05/27/2022</p>		

<p>attendance to ensure district and school leaders are gaining and sharing knowledge of content, obtaining content support and resources through collaboration, and effectively communicating new information with school-level educators. Zone meetings and small-group ILT sessions are facilitated monthly by Instructional Leadership Directors at 85% attendance to support content lead teachers, PLC Coaches, and administrators with feedback and targeted training that should result in more effective daily instructional practices that should be observed during district walk throughs. 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><b>[S 2.3] Targeted Interventions and Personalized Learning,</b> Provide academic interventions and personalized learning activities that are designed to meet the individual needs of the student and provide a learning pace and instructional approach to meet the needs of each learner.</p> <p><b>Benchmark Indicator</b> Interventionist Inputlluminate/FastBridgeProgress MonitoringFidelity ChecksiReady</p>	<p><b>[A 2.3.1] Provide Math Intervention</b> * All students receive daily Tier I instruction during the Literacy and Math blocks. * White Station has developed and implemented a schoolwide master schedule to maximize instructional time and minimize interruptions during the Literacy and Math blocks. * The schoolwide schedule supports a dedicated 45-minute RTI2 intervention block for Tier 2 and 3 students. * Each grade level has developed an intervention schedule to facilitate the implementation of small group instruction, computer intervention, and progress monitoring of Tier 2 and Tier 3 students in accordance with the state requirements outlined in the RTI2 District Implementation Guide. * Professional development is provided by the RTI lead to support implementation of RTI2 for all grade level teams during weekly PLC meetings. * Tier 2 and Tier 3 students in all grades use i-Ready intervention for Reading and Math. * RTI2 students take the i-Ready Reading and Math Diagnostic test three</p>	<p>Breeden, Coleman, Craddock, Pates, West, Clark, Pratt, Miller, Williams, Eavenson, Pascal, Flory, Delmonico, ILD White, Golatt, Winterking</p>	<p>05/27/2022</p>		

	<p>times a year. All students are administered the illuminate FastBridge Universal Screener three times per year. * Students identified by the district for additional screening for academics are administered benchmark assessments by their homeroom teacher or designated interventionist to determine student tier. Students identified by the district for additional screening, including screening for dyslexia, are given the appropriate testing to assess intervention needs. Strengths: * Teachers are included in assessment decisions regarding the use of assessments in improving student performance. The RTI2 team meets monthly to review student intervention plans and progress monitoring data. The data team is comprised of the School Psychologist, Instructional Facilitator, Assistant Principal, Guidance Counselors, SPED teachers, ELL teachers, and grade level teacher teams. * Parents receive timely notifications of students' Tier status and progress following each data team meeting. * The Assistant Principal, Instructional Facilitator, and Guidance Counselor conduct regular Fidelity Checks to monitor the fidelity of computer intervention, small group intervention, and Tier 1 implementation.</p>				
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**[G 3] Early Literacy**

White Station Elementary will increase literacy proficiency in grades K-2 from 34% in SY 2020-2021 to 40% in SY 2021-2022.

**Performance Measure**

iReady or Mastery Connect, IFB at 70% or greater on track or masteryBy June 2022, 85% of KK-2 students will achieve Success criteria relative to the grade by the following:KK - Students must master 80% Literacy Skills per quarter on Report Card grades;1st grade - Students must earn 70 or higher in Reading per quarter on Report Card grades;2nd grade - Students must earn 8 of 12 Success Criteria\* in report card grading, district formative assessment(Mastery Connect), and universal screener (Illuminate Fastbridge) with a Lexile level of 350 in the fall to 485 by spring.\*Success Criteria potential point system: report card (4 points), DFA (3 points), screener (3 points), and TNReady (2 points) which total 12 points.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
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<p><b>[S 3.1] Pre K Program</b> WSE has adopted has had 3 PreK classes and will add 2 more for the 2021-2022 SY. The pre-k classes utilize the Big Day Curriculum. WSE also has a Deaf Hard Hearing Pre-K program</p> <p><b>Benchmark Indicator</b> WEEKLY student assessment data to monitor daily task alignment with standards; Analysis of Benchmark assessment results 3 times per year will inform the alignment of core instruction to K-2 standards at 70% on-track/mastery level; QUARTERLY review of student success criteria to measure progress toward 3rd grade proficiency to inform needed instructional changes and professional development; QUARTERLY analysis of District formative assessment (Mastery Connect); QUARTERLY Foundational Literacy Quality Reviews (FLQRs) from district instructional literacy advisors on academic gap and root cause analysis to support professional development opportunities based on measured needs</p>	<p><b>[A 3.1.1] Early Literacy Initiative</b> WSE has a designated Early Literacy Laureate who supports KK-2 ELA Teachers with resources and strategies for Foundational Skills Instruction. WSE has a designated Para-professional working with second grade students in ELA to ensure students going to 3rd grade will be reading on grade level. WSE provides after school tutoring for 2nd grade students struggling with ELA skills.</p>	<p>Denson, Trezevant, Coady, Bergsmith, Chaney, Craddock, Pates, Guilliams, M. Johnson, Cooke, Banks, Delmonico, Kelley, West, Panis, Clements, Frye, Clark, Cramer, Mattice, Baranski, BooneMiller, Eavenson</p>	<p>05/27/2022</p>		
<p><b>[S 3.2] Professional Learning</b> Provide ongoing, high quality professional development for school leaders, teachers, and other instructional staff that focuses on changing instructional practices that result in improved student performance with our KK-2 classes. Monthly PD provide by Early Literacy Laureate. 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.</p> <p><b>Benchmark Indicator</b> ON-GOING 80% attendance and completion of PD focused on foundational literacy for K-2 to gauge the transfer of knowledge into classroom instruction</p>	<p><b>[A 3.2.1] Early Literacy</b> Provide ongoing, high quality professional development for school leaders, teachers, and other instructional staff that focuses on changing instructional practices that result in improved student performance with our KK-2 classes. Monthly PD provide by Early Literacy Laureate.</p>	<p>Craddock, Pates, Guilliams, M. Johnson, Cooke, Banks, Delmonico, Kelley, West, Panis, Clements, Frye, Clark, Cramer, Mattice, Baranski, Eavenson, BooneMiller</p>	<p>05/27/2022</p>		

<p>and inform future professional learning opportunities; MONTHLY monitoring of Laureates knowledge building as measured by the pre- and post-module assessments to measure the increase content and pedagogical knowledge around foundational literacy and inform future professional learning opportunities; QUARTERLY Foundational Literacy Quality Reviews (FLQRs) from district instructional literacy advisors will monitor the academic gap and root cause analysis to support continued professional development opportunities; QUARTERLY observations of educational assistants support in K-2 classrooms to inform professional learning and resources needed to improve instruction and student achievement; MONTHLY attendance and completion review of 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.</p>					
<p><b>[S 3.3] Foundational Literacy Laureates</b>  Designate one Laureate to support K-2 teachers with implementing high quality foundational literacy instruction and strategies. WSE Foundational Literacy Laureate trains teachers and parents and engages the community.</p> <p><b>Benchmark Indicator</b>  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</p>	<p><b>[A 3.3.1] LRE</b>  WSE has a designated Literacy Rich Environment (LRE) Model classroom. Each KK-2nd grade classroom will be a LREs. LRE provide a safe environment for all students. WSE has a designated Early Literacy Laureate who supports KK-2 ELA Teachers with resources and strategies for Foundational Skills Instruction. WSE has a designated Para-professional working with second grade students in ELA to ensure students going to 3rd grade will be reading on grade level. WSE provides after school tutoring for 2nd grade students struggling with ELA skills.</p>	<p>Craddock,  Pates,  Guilliams, M.  Johnson,  Cooke, Banks,  Delmonico,  Kelley, West,  Panis,  Clements,  Frye, Clark,  Cramer,  Mattice,  Baranski,  Eavenson,  BooneMiller</p>	<p>05/27/2022</p>		

comprehensive literacy block and inform the support needs of individual Laureates					
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