

South Park Elementary Annual Plan (2022 - 2023)

Last Modified at Sep 21, 2022 07:41 PM CDT

[G 1] Reading/Language Arts

** **South Park Elementary Schools will increase Spring Mastery Connect ELA on-track and mastery proficiency rates in grades 3-5 from 38.6% in 2021-2022 to 53.6% in 2022- 2023. Grades 3 will increase ELA on-track and mastery proficiency rates from 51.2% in 2021-2022 to 61.2% in 2022-2023; Grade 4 will increase ELA on-track and mastery proficiency rates from 50% in 2021-2022 to 60% in 2022-2023;Grade 5 will increase ELA on-track and mastery proficiency rates from 13.6% in 2021-2022 to 39.5% in 2022-2023.

South Park Elementary Hispanic Subgroups will increase Mastery Connect ELA on-track and mastery proficiency rates in grades 3-5 from 45% in 2021-2022 to 55% in 2022-2023.

Students with Disabilities Subgroups will increase Mastery Connect ELA on-track and mastery proficiency rates in grades 3-5 from 42% in 2021-2022 to 52% in 2022-2023. The African American Subgroups will increase Mastery Connect ELA on-track and mastery proficiency rates in grades 3-5 from 34% in 2021-2022 to 44% in 2022-2023.

Performance Measure

Performance will be measured using the following tools:

District Formative Assessment using Mastery connect Spring 2022-2023.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 1.1] Standard Aligned Core Instruction Provide daily access to a rigorous reading/language arts curriculum that will develop students' deep understanding of the content, strengthen comprehension, and promote mastery of TN Standards to ensure students are career and college ready.</p> <p>Benchmark Indicator **Benchmark Indicator**</p> <p>Students should perform at or above the 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter.</p> <p>Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing</p>	<p>[A 1.1.1] Wonders ELA Implementation/ Ready Reading Teachers will implement the Wonders and Ready Reading curriculum. Teachers will follow the curriculum maps to plan and deliver learning experiences and strategically build fluency and problem-solving skills to improve student achievement in English Language Arts for all Subgroups. Teachers will meet weekly to collaborate and use the deliberate practice strategy. Teacher-made Tri-Weekly assessments will be given every three weeks. Data meetings in grades K-5 will be held every fourth Tuesday to analyze students' progress toward goals. The results will determine re-teaching focus and strategies.</p> <p>The Assistant Principal (Tara Edwards) takes the</p>	<p>Edwards-Assistant Principal, ELA Advisor, ILT Members, Literacy Laureate</p>	<p>05/26/2023</p>	<p>Title 1</p>	

<p>Document will provide the District with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction.</p> <p>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.</p> <p>Quarterly review of TEM observation data to monitor educators delivery of standard aligned lessons to the TN Standards.</p>	<p>Admin Lead position and implements monthly PD to strengthen instructional practice. Funds will be utilized to print teacher curriculums, student workbooks and purchase Ready Reading books and other supplies to enhance ELA instruction.</p> <p>K-5 teachers will plan and deliver engaging learning experiences that will provide a supportive learning environment build student-teacher relationships, and develop a deeper understanding of students' culture.</p> <p>K-5 teachers will engage in instructional planning for effective content delivery through collaborative planning in content areas such as math and ELA. To create and promote a positive classroom environment to build relationships, teachers will organize and implement identified practices for all students.</p>				
	<p>[A 1.1.2] Supplemental Instructional Resources South Park Elementary will provide supplemental supplies, materials, and instructional equipment to support and improve reading academic growth and achievement.</p>	<p>Principal Strickland, Assistant Principal Edwards, PLC Coach K. Jones, Instructional Facilitator Garrett</p>	<p>04/21/2023</p>		
<p>[S 1.2] Professional Development Provide professional development for teachers, administrators, instructional leaders and district advisors on how to articulate the instructional practice shifts that will improve teachers' pedagogy of the content, master of standard look fors, students' skill set, and students' proficient reading level of grade supported texts.</p> <p>Benchmark Indicator Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing</p>	<p>[A 1.2.1] Implement ELA Instructional Shifts Teachers will include the ELA instructional shifts into literacy instruction to ensure students use texts throughout the lesson. To assist us with this strategy, we will utilize our new reading curriculum, Wonders and Ready Reading, an additional component of IReady (computer initiative) already purchased by the district. The Assistant Principal (Tara Edwards) is the admin lead over ELA and will provide monthly PD to analyzing the standards and provide various teaching strategies to meet student mastery. In addition, we will host an Annual</p>	<p>Teachers, Admin Team, ILT Team, ELA Leads, ESL Lead, Literacy Laureate</p>	<p>05/26/2023</p>		

<p>Document will provide the District with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction in order to plan professional development support.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Quarterly district-level PD sessions for volunteers and parents to learn effective strategies to help students reach the district's ELA goal.</p> <p>New teacher professional learning supports are offered at various times throughout each semester for new hires. Mentor rosters are submitted at the beginning of each semester to ensure collegial support is assigned to each new hire.</p>	<p>Literacy Night which will allow teachers and staff to train parents on how to assist students with Reading and Writing strategies at home during homework. Both parents and students will participate in activities, and South Park will provide material that can be utilized at home. Additional IReady Reading Books for teachers and students will be purchased upon the completion of professional development.</p> <p>All teachers will engage in instructional planning for effective content delivery through collaborative planning in a content area such as ELA. To create and promote a positive classroom environment to build relationships, teachers will organize and implement identified practices for all students.</p>				
--	---	--	--	--	--

	<p>[A 1.2.2] Data Digs Teachers will analyze data during weekly PLC meetings to identify skills to reteach and plan intervention that addresses deficient areas. Teachers will track all data on a South Park Data Tracker containing iReady, triple-weekly assessments and Mastery Connect assessments. This will keep all data in the same location, for teachers to be able to analyze.</p>	Katena Jones-PLC Coach Edwards-Assistant Principal Garrett-Instructional Facilitator	05/26/2023		
	<p>[A 1.2.3] Attend High-Quality Professional Development South Park teachers and administrators will attend virtual, local, state, and national training (PD) to strengthen their professional knowledge about students' academic and social needs. These professional training will provide:</p> <ul style="list-style-type: none"> * Various strategies and techniques(including implementing Tennessee State Standards). * Behavior management strategies. * Assessment techniques. * Directed teaching methods. * Acting as a coach and support to teachers. * Modeling effective intervention strategies. <p>After the training, teachers, and administrators will return and pass the newly acquired knowledge or strategies to other staff members.</p>	Teachers, PLC Coach, Admin Team, ILT Team, ELA Lead, ESL lead, Literacy Laureate	05/26/2023		
<p>[S 1.3] Targeted Intervention and Personalized Learning Provide academic interventions, personalized learning activities, an individualized learning pace, and various instructional approaches designed to meet the needs of specific learners to improve student achievement.</p> <p>Benchmark Indicator Students should perform at or above 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter.</p>	<p>[A 1.3.1] Print Rich Classroom Environments South Park Elementary will have a print rich environment model room for all teachers to observe, set up by the Literacy Laureate. In addition, each ELA teacher will have a print rich classroom. This will enhance student's academic and content specific vocabulary. These print rich rooms will provide students with a welcoming environment for learning.</p>	Edwards-Assistant Principal Jones- PLC Coach Kaylin Garrett-Instructional Facilitator Shannon Ingram-Literacy Laureate	08/26/2022		

<p>Monthly progress monitoring data review of students' performance in targeted intervention (Illuminate Fastbridge) to determine next steps of intervention support in an effort to get them to grade level.</p> <p>Weekly review of grade reports for students enrolled in summer learning opportunities to monitor and adjust the effectiveness of the learning opportunity and the impact on student learning and content delivery.</p>					
	<p>[A 1.3.2] Implement RTI2 Professional Learning District and school staff will provide professional development to assist teacher sin implanting RTI2 and utilizing effective intervention strategies. Training will include RTI2 protocol, forms and needed documents, and highly effective teaching strategies for RTI. Additional school supplies and materials will be purchased to assist with RTI2 implementation and intervention strategies. Human capital will also be utilized to assist with effective RTI instruction and implementation.</p>	<p>Edwards-Assis tant Principal, ILT Leads, Literacy Laureate, ELA Advisor</p>	<p>05/26/2023</p>		
	<p>[A 1.3.3] Highly Specialized Education Assistants Teachers' and students' behaviors will align with the instructional practices and the gradual release of responsibility. Teachers will break down the standards using the Know, Understand and Show chart in collaborative planning and PLCs. Teachers will plan accordingly to determine misconceptions. Highly Specialized Educational Assistants (HSEAs) will attend PLC and work with students in a small group. Students will engage in Blended learning during station rotations.</p>	<p>Edwards- Assistant Principal, Jones- PLC Coach, HSEAs</p>	<p>05/26/2023</p>		

[G 2] Mathematics

** **South Park Elementary Schools will increase Spring Mastery Connect Math mastery rates in grades K-5 from 35.3% in 2021-2022 to 50.3% in 2022- 2023. Grade KK will increase Spring Mastery Connect Math mastery rates from 49.9% in 2021-2022 to 59.9% in 2022-2023. Grade 1 will increase Spring Mastery Connect Math mastery rates from 28.6% in 2021-2022 to 43.6% in 2022-2023. Grade 2 will increase Spring Mastery Connect Math mastery rates from 59.9% in 2021-2022 to 69.9% in 2022-2023. Grades 3 will increase Math Mastery rates from 0.0% in 2021-2022 to 30.0% in 2022-2023; Grade 4 will increase Math Mastery rates from 19.0% in 2021-2022 to 34% in 2022-2023;Grade 5 will increase Math mastery rates from 54.3% in 2021-2022 to 64.3% in 2022-2023.

South Park Elementary Hispanic Subgroups will increase Mastery Connect Math mastery rates in grades K-5 from 52% in 2021-2022 to 62% in 2022-2023.

Students with Disabilities Subgroups will increase Mastery Connect Math mastery rates in grades K-5 from 37% in 2021-2022 to 47% in 2022-2023. The African American Subgroups will increase Mastery Connect Math mastery rates in grades K-5 from 41% in 2021-2022 to 51% in 2022-2023.

****School Goal:**** The South Park schoolwide K-5 Math goal is for the EL subgroups to show growth from 20% (2021-2022) to 35% on the 2022-2023 Mastery Connect and the non-EL subgroup to growth from 25% to 35% on the 2022-2023 Mastery Connect.

Memphis-Shelby County Schools will improve on-track/mastery percentages in all grades from 7.5% in 2021 to 19.1% in 2023; 3-5 from 9.8% (2021) to 15.4% (2023); 6-8 from 7.6% (2021) to 13.4% (2023); and 9-12 from 4.8% (2021) to 10.7% (2023)

Performance Measure

Performance will be measured using the following tools:

District Formative Assessment using Mastery Connect 2022-2023

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 2.1] Standard Aligned Core Instruction Teachers will plan and execute standard aligned lessons with intentionality and focus (data-informed instruction) to provide daily access to a rigorous math curriculum that will develop students' engagement in important content, build on prior knowledge (pre-requisite skills), and promote mastery of TN Standards to ensure students are career and college ready.</p> <p>South Park Elementary will provide supplemental supplies, materials, and instructional equipment to support and improve academic growth and achievement in mathematics.</p> <p>Benchmark Indicator Students should perform at or above 70% on</p>	<p>[A 2.1.1] Eureka Math Implementation/ Ready Mathematics Teachers will implement Eureka Math and Ready Mathematics curriculum. Teachers will follow the curriculum maps to plan and deliver learning experiences that strategically build fluency and problem-solving skills to improve student achievement in mathematics. The PLC Coach (Katena Jones) takes the admin lead position and implements monthly PD to strengthen instructional practices. Funds will be used to purchase additional IReady Mathematics workbooks for students.</p> <p>Teachers will continue to use virtual manipulatives as well as hands-on materials to engage students with different needs. Teachers will utilize Great Minds to supplement the Eureka Math curriculum.</p> <p>All teachers will engage in instructional planning for</p>	<p>Strickland-Principal, Edwards-Assistant Principal, Jones-PLC Coach, Instructional Facilitator-Kayl in Garrett Math Advisor, ILT Math Lead</p>	<p>05/26/2023</p>		

<p>District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter.</p> <p>Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document will provide the District with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction.</p> <p>District Walkthrough data will be monitored through the district's management system (Professional Learning Zone/PLZ). Data will be collected and analyzed to determine trends and implementation of the instructional practices using Zoho. Data should show teachers implementing the practices at or above 80% per visit.</p> <p>Quarterly review of TEM observation data to monitor educators delivery of standard aligned lessons to the TN Standards.</p>	<p>effective content delivery through collaborative planning in a content area such as math. To create and promote a positive classroom environment to build relationships, teachers will organize and implement identified practices for all students.</p>				
<p>[S 2.2] Professional Development Provide ongoing, high quality professional development at the District and school level for school leaders, teachers, and other instructional staff that focuses on instructional shifts and strategies that result in improved student performance.</p> <p>Benchmark Indicator Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document will provide the District with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction in order to plan professional development support.</p> <p>District Walkthrough data will be monitored weekly</p>	<p>[A 2.2.1] Eureka Math Professional Development District Mathematics staff will provide professional development to assist teachers in planning and delivering engaging learning experiences that strategically build fluency and problem solving skills using Eureka Math. District Math personnel will provide professional development to support principals, professional learning coaches, instructional facilitators in monitoring the delivery of math instruction in the school building. Collaboration with instructional leaders to understanding the mathematical shifts found in the TN State Standards. Parents will also receive parent training during Family Math and Science Night. This will allow our teachers to show parents Math strategies to help them assist their children at home with homework.</p>	<p>Katena Jones-PLC Coach, Kaylin Garrett-Instructional Facilitator,ILT Math Lead, Strickland-Principal</p>	<p>05/26/2023</p>		

<p>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.</p> <p>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.</p> <p>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.</p> <p>Quarterly district-level PD sessions for volunteers and parents to learn effective strategies to help students reach the district's mathematics goal.</p> <p>New teacher professional learning supports are offered at various times throughout each semester for new hires. Mentor rosters are submitted at the beginning of each semester to ensure collegial support is assigned to each new hire.</p>					
	<p>[A 2.2.2] Attend High-Quality Professional Development South Park teachers and administrators will attend virtual, local, state, and national training (PD) to strengthen their professional knowledge about students' academic and social needs. These professional training will provide:</p> <p>* Various strategies and techniques(including implementing Tennessee State Standards).</p>	Admin Team, ILT Team, Math Lead, PLC Coach, District Math Advisor	05/26/2023		

	<ul style="list-style-type: none"> * Behavior management strategies. * Assessment techniques. * Directed teaching methods. * Acting as a coach and support to teachers. * Modeling effective intervention strategies. <p>After the training, teachers, and administrators will return and pass the newly acquired knowledge or strategies to other staff members.</p>				
<p>[S 2.3] Targeted Interventions and Personalized Learning, Provide academic interventions, personalized learning activities, an individualized learning pace, and various instructional approaches designed to meet the needs of specific learners to improve student achievement.</p> <p>** **</p> <p>** **</p> <p>Benchmark Indicator Students should perform at or above 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter.</p> <p>Monthly progress monitoring data review of students' performance in targeted intervention (Illuminate Fastbridge) to determine next steps of intervention support in an effort to get them to grade level.</p> <p>Weekly review of grade reports for students enrolled in summer learning opportunities to monitor and adjust the effectiveness of the learning opportunity and the impact on student learning and content delivery.</p>	<p>[A 2.3.1] Print Rich Math Lab South Park Elementary will have a print rich environment model room for all teachers to observe, set up by the ILT lead for Math. In addition, each math teacher will have a print rich classroom. This will enhance student's academic and content specific vocabulary. The Math lab will also be a place to house manipulatives to support student's various learning needs.</p>	Edwards-Assistant Principal, Jones-PLC Coach, Math Lead	08/26/2022		
	<p>[A 2.3.2] Highly Specialized Educational Assistants Highly Specialized Educational Assistants (HSEAs) will attend PLC and work with students in a small</p>	Edwards-Assistant Principal,	05/26/2023		

	group. Students will engage in blended learning during station rotations. These assistants will attend PLC meetings to gain the knowledge they need to effectively implement stations. They will also assist in instructional practices and learn strategies for intervention.	Jones- PLC Coach, HSEAs			
--	--	-------------------------	--	--	--

[G 3] Safe and Healthy Students

**** School Goal:**** South Park Elementary Schools will reduce chronically absent students school-wide from 25.2% in 2021-2022 to 14.2% in 2023 using Power BI school-wide Chronic absenteeism data.

South Park Elementary African American Subgroup students Chronic absenteeism will decrease from 50.0% in 2021-2022 to 40% 2022-2023.

South Park Elementary grade 1 Chronic absenteeism will decrease from 29.9% 2021-2022 to 19.9% in 2022-2023.

Grade KK Chronic absenteeism will decrease from 28.7% in 2021-2022 to 18.7% 2022-2023.

Grade 4 Chronic absenteeism will decrease from 28.9% (2021-2022) to 18.9% (2022-2023) according to Power BI Data.

Grade 5 Chronic absenteeism will decrease from 56.0% in 2021-2022 to 45% 2022-2023, Power BI Data.

Memphis-Shelby County Schools will increase school level interventions and supports (progressive discipline %) from 54% (SY21) to 62% (SY23).

Performance Measure

Interventions and supports will be measured using the following:

- * PowerSchool Data 2022-2023
- * PowerBI Data 2022-2023
- * Share Point
- * Student Perception Survey Data 2022-2023

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 3.1] Attendance and Behavior Interventions and Supports Implement targeted interventions and support programs and initiatives that address identified behavior needs and provide appropriate student supports.</p> <p>Benchmark Indicator</p>	<p>[A 3.1.1] Attendance Incentive Program South Park will recognize homerooms with 20 day perfect attendance. Students with perfect attendance (no absences and no tardies) will participate in a quarterly E-Club party. Students will get free passes to dances and will be recognized quarterly during the awards ceremony. Certificates and perfect attendance medals will be awarded.</p>	Angela Blue-Counselor, Kristal Gary-GOS, RTI-B Team Members	05/26/2023		

<p>In order to look at attendance rates and factors that cause students to be absent from school the benchmark indicators are:</p> <p>Student discipline reports - 20 day reporting period will assist in monitoring students behavior and effectiveness behavioral interventions and supports measures aimed at reducing student discipline incidents.</p> <p>Attendance and suspension data - 20 day reporting period, will assist in monitoring students' attendance and the effectiveness of behavioral interventions and supports measures aimed at improved student attendance.</p> <p>Monitoring students who have been identified as needing additional support (i.e. homeless, foster care, student involved in RTIB programs, Truancy Supports and progressive discipline supports).</p>	<p>Funds will be used for certificates, attendance pedals, and E-Party rewards.</p>				
	<p>[A 3.1.2] Student Check-in Partners South Park Elementary will have teachers volunteer to be supported for at-risk attendance and behavior students. These teachers will check in bi-weekly with their assigned students to discuss attendance and behavior with them and offer additional incentives when their attendance and behavior are improving. The teachers will also reach out to the parents of these students if the students continue to have absences or discipline issues.</p>	<p>Angela Blue-Counselor Kristal Gary-GOS, RTI-B Team Members</p>	<p>05/26/2023</p>		
<p>[S 3.2] Professional Development Provide ongoing, high quality professional development at the District-level and school site for school leaders, teachers, and other instructional staff to focus on changing instructional practices that result in improved student attendance and behavior positively impacting student achievement.</p> <p>All teachers will engage in instructional planning for effective content delivery through collaborative</p>	<p>[A 3.2.1] Implementation of RTI-B Teachers and staff will learn how to properly implement the RTI-B Plan for South Park Elementary. After the detail plan has been presented and vetted by the staff, it will be a living document at South Park Elementary. The professional development will include ACEs and SEL training for all teachers and staff. Parents will be presented the plan during Annual Title 1 Meeting in August, 2022. The plan will be reviewed</p>	<p>Angela Blue-Counselor</p>	<p>05/26/2023</p>		

<p>planning. To create and promote a positive classroom environment to build relationships, teachers will organize and implement identified practices for all students.</p> <p>Benchmark Indicator Student discipline and attendance reports 20-day reporting cycle will be used to measure impact of changed practices as a result of professional development.</p> <p>Fidelity checks of student data entry will be conducted during the 20-day reporting cycle to monitor the incidents of data entry errors and erroneous reporting.</p> <p>Quarterly Reports will be shared district-wide.</p>	<p>and discussed during monthly parent meetings and during parent-teacher conferences. Funds will be used to purchase the book *Discipline with Dignity *which will assist us as we build positive relationships with students.</p>				
<p>[S 3.3] Parent, Family, and Community Engagement Promote effective parent, family, and community engagement activities and resources that support safe schools which will improve student attendance and behavior.</p> <p>Benchmark Indicator Review 20-day student attendance reports at the end of each semester to determine the impact after engagement events.</p> <p>At the end of each semester, review the attendance and discipline 20 day report for schools that have a trained parent ambassador to determine the impact on their attendance rates.</p> <p>Evidence of parent participation in decisions relating to the education of their children and collaboration efforts on district level topics through monthly parent surveys.</p> <p>Conduct a semi-annual adopter surveys to monitor their impact on students' success by way of their contributions of resources and time.</p>	<p>[A 3.3.1] Monthly Parental Professional Development Parents of students who have attendance problems will receive letters of concern and notifications (SART Meetings) of the importance of regular school attendance. We will provide additional parental support for those students in grades 1 and 5 as they are our targeted areas we are trying to decrease. During monthly parent meetings, parents will gain professional development on the importance of students getting enough required sleep, a balanced breakfast, and the rules and expectations of the RTI-B Plan for South Park Elementary School. Additional parental involvement meetings include:</p> <ul style="list-style-type: none"> * Annual Title 1 Parent Meeting * Coffee and Conversations * Donuts for Dads * Family Literacy Night * Family Math and Science Night * ESL Curriculum Morning * Family Data Day 	<p>Strickland-Principal, Edwards-Assistant Principal, Jones-PLC Coach, Blue-Counselor</p>	<p>05/26/2023</p>		

[G 4] Early Literacy

Memphis-Shelby County Schools' early learners will be engaged for the 2022-23 year in literacy-rich environments that offer meaningful and authentic opportunities to develop the reading, writing, speaking and listening skills essential to becoming for proficient readers by the end of grade 3.

****South Park's Goal:** **South Park Elementary Schools will increase Spring Mastery Connect Early Literacy mastery proficiency rates in grades K-2 from 42.2% in 2021-2022 to 57.2% in 2022- 2023. Grade KK will increase Early Literacy mastery rates from 49.5% in 2021-2022 to 59.5% in 2022-2023; Grade 1 will increase Early Literacy mastery rates from 11.1% in 2021-2022 to 36.1 in 2022-2023; Grade 2 will increase Early Literacy mastery rates from 66.1% in 2021-2022 to 76.1% in 2022-2023.

ELA K-2 Non EL Subgroup Early Literacy will show Mastery from 17%(2021-2022) to 27% In Early Literacy 2022-2023 school year.

ELA K-2 EL Subgroup will show Mastery In Early Literacy from 34% (2021-2022) to 44% 2022-2023 in Early Literacy .

Performance Measure

Performance will be measured using the following tools:

District Formative Assessment using Mastery connect Spring 2022-2023..

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 4.1] Early Literacy Opportunities Provide opportunities for students to access early learning opportunities that appropriately support their academic, social, and emotional development and create a continuum of learning through third grade.</p> <p>Benchmark Indicator **WEEKLY **student assessment data to monitor daily task alignment with standards; Analysis of Benchmark assessment results **3 times per year** will inform the alignment of core instruction to Kindergarten standards 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</p>	<p>[A 4.1.1] Implement Workstations Foundation Skills K-2 Teachers in Grades K-2 will implement literacy workstations in foundational skills block to increase student achievement in phonics, vocabulary, comprehension and reading strategies. This will allow students to be actively engaged in the learning process.</p>	Strickland-Principal Tara Edwards-Assistant Principal Katena Jones-PLC Coach Kaylin Garrett-Instructional Facilitator Shannon Ingram-Literacy Laureate, ELA Advisor	09/16/2022		

<p>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>[A 4.1.2] Print Rich Environments South Park Elementary will have a print rich environment model room for all teachers to observe, set up by the Literacy Laureate. In addition, each ELA teacher will have a print rich classroom. This will enhance student's academic and content specific vocabulary.</p>	<p>Edwards- Assistant Principal, Katena Jones-PLC Coach, Kaylin Garrett- Instructional Facilitator Shannon Ingram- Literacy Laureate</p>	<p>08/26/2022</p>		
<p>[S 4.2] Professional Learning Build and strengthen the foundational literacy knowledge of instructional leaders, classroom teachers, and educational assistants through engagement in professional learning experiences anchored in the science of reading.</p> <p>Benchmark Indicator ON-GOING 80% attendance and completion of PD focused on foundational literacy for K-2 to gauge the transfer of knowledge into classroom instruction and inform future professional learning opportunities; MONTHLY monitoring of Laureates knowledge building as measured by the pre- and post-module assessments to measure the increase content and pedagogical knowledge around foundational literacy and inform future professional learning opportunities; QUARTERLY Foundational Literacy Quality Reviews (FLQRs) from district instructional literacy advisors will monitor the academic gap and root cause analysis to support continued professional development opportunities;</p>	<p>[A 4.2.1] ELA Instructional Shifts Teachers will include the ELA instructional shifts into literacy instruction to ensure students use texts throughout the lesson. To assist us with this strategy, we will utilize Ready Reading, an additional component of IReady (computer initiative) already purchased by the district. The Literacy Laureate (Kaylin Garrett) is the lead over K-2 literacy instructional practices and will provide quarterly PD to analyzing the standards and provide various teaching strategies to meet student mastery. In addition, we will host an Annual Literacy Night which will allow teachers and staff to train parents on how to assist students with Reading and Writing strategies at home during homework. Both parents and students will participate in activities, and South Park will provide material that can be utilized at home.</p> <p>K-2 teachers will engage in instructional planning for effective content delivery through collaborative planning in content area ELA. To create and promote a positive classroom environment to build</p>	<p>Edwards- Assistant Principal, Katena Jones- PLC Coach, Kaylin Garrett-instructional Facilitator, Shannon Ingram- Literacy Laureate</p>	<p>05/26/2023</p>		

<p>QUARTERLY observations of educational assistants support in K-2 classrooms to inform professional learning and resources needed to improve instruction and student achievement; MONTHLY attendance and completion review of specialized PD focused on foundational literacy and to inform future professional learning opportunities;</p> <p>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>relationships, teachers will organize and implement identified practices for all students.</p>				
<p>[S 4.3] Foundational Literacy Laureates Designate one Laureate in every elementary and K-8 school to support K-2 teachers with implementing high quality foundational literacy instruction and strategies.</p> <p>Benchmark Indicator MONTHLY review of Laureate support logs to measure the frequency and level of school-based support to K-2 teachers in the priority coaching areas to inform specific areas of support needed for Laureates; BI-ANNUAL Foundational Literacy Quality Reviews (FLQRs) from district instructional literacy advisors to determine Laureate’s implementation of the 3 major components of a comprehensive literacy block and inform the support needs of individual Laureates</p>	<p>[A 4.3.1] Effective Literacy Laureate South Park Elementary will provide support to K-2 teachers from the Literacy Laureate (Shannon Ingram). She will assist teachers in providing high quality foundational skills instruction through professional development, informal walkthroughs, and feedback sessions. The Literacy Laureate will conduct informal walkthroughs two days each month.</p>	<p>Edwards-Assistant Principal, Katena Jones-PLC Coach Kaylin Garrett-Instructional Facilitator, Shannon Ingram Literacy Laureate</p>	<p>05/26/2023</p>		