

Sharpe Elementary Annual Plan (2020 - 2021)

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<p>[G 1] Reading/Language Arts By spring 2021, we will improve K-5 literacy Mastery Connect score by 10% from 40% to 50% , with a particular emphasis on grades 3-5 literacy. We believe improvement in this area can be achieved through the implementation of the new Wonders reading curriculum, continued departmentalization of Grades 3-5 , the development of rigorous professional development to support reading, and additional instruction by a full time interventionist.Common Formative Assessment/Mastery Connect on-track/mastery at 70%</p> <p>Performance Measure Common Formative Assessment/Mastery Connect on-track/mastery at 70%</p>					
Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 1.1] Standards-Aligned Core Instruction Provide access to rigorous curriculum, quality core instruction, and assessments aligned with the State's academic content standards.</p> <p>Benchmark Indicator Performance levels at 70% on-track/mastery on District Formative Assessments (Fall, Winter and Spring) will demonstrate the alignment of core instruction being taught to standards for the specific quarter.</p>	<p>[A 1.1.1] Provide resources and material Secure supplies, materials, equipment and support for classroom academic instruction. Utilize Florida online curriculum and Ephiphany's supplemental resources.</p>	Denise Kelly, Pamela Cleaves	06/18/2021		
	<p>[A 1.1.2] Implement PLC's and Collaborative Planning Teachers will engage in professional learning communities to support collaborative planning, safe practice, standards and task alignment, data analysis, evaluation of student work, share effective instructional strategies and best practices used to improve student performance. Teachers will use standards driven collaboration tool to support prework.</p>	Denise Kelly, Pamela Cleaves	06/18/2021		
	<p>[A 1.1.3] School Wide Data Digs K-5 Teachers, PLC Coach, and Administration will analyze data results from formative common assessments. Weekly intervention results (I-Ready</p>	Denise Kelly and Pamela Cleaves	06/18/2021		

	<p>Reading), District Formative assessments from Mastery Connect and Fast Bridges. From these data sources, teachers develop plans of action to ensure that non mastered skills are re-delivered, reassessed and mastered. Teachers will have discussions concerning data with students data tracked in Teacher's Data notebook. Students will utilize data binders to track their own data. Parents are communicated information concerning their child's data via progress reports, weekly Eagle Folders, teacher-parent conferences, report cards, and parent monthly meetings.</p>				
<p>[S 1.2] 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 changing instructional practices that result in improved student performance.</p> <p>Benchmark Indicator Instructional Leadership Team (ILT) meetings – MONTHLY at 85% attendance to ensure district and school leaders are attending and obtaining the knowledge shared during meetings. Zone meetings, and small-group ILT sessions - MONTHLY at 85% overall attendance rate. IPG and walk-through observation data - WEEKLY at 80% fidelity implementation of practices that were presented during ILT and Zone meetings and sessions. District Formative Assessment data - QUARTERLY student performance levels at 70% on track/mastery. Professional Learning Zone (PLZ) transcript data - ONGOING at 85% overall attendance rate. School based Volunteer logs to show volunteers are participating in PD sessions to support the needs of the district and assigned schools - QUARTERLY. School Equity Walks conducted MONTHLY by District cross-functional teams will monitor fidelity of implementation. New hire rosters and mentor list, submitted each SEMESTER ensuring new teachers are assigned</p>	<p>[A 1.2.1] Incorporate the Use of our Literacy Laureate Literacy Laureate will work one on one with teachers needing further assistance.</p>	<p>Pamela Cleaves, Shari Suggs, Denise Kelly</p>	<p>06/18/2021</p>		

<p>and attending new teacher professional support. Teacher applications and transcripts participating in district sponsored university course work per SEMESTER.</p>					
	<p>[A 1.2.2] Implementation of PLCs and Collaborative Planning Teachers will be actively engaged in the new wonders curriculum. Teachers will build capacity for fostering growth and student achievement by continuing to align rigorous tasks to the standards using the Student Work Analysis Protocol, unpacking standards for students, providing appropriate scaffolds and utilizing a variety of student engagement strategies.</p>	<p>Denise Kelly and Pamela Cleaves</p>	<p>06/18/2021</p>		
	<p>[A 1.2.3] Implement Family Reading Night Teachers will incorporate Reading activities with the students and their families.</p>	<p>Denise Kelly and Pamela Cleaves</p>	<p>06/16/2021</p>		
	<p>[A 1.2.4] TEAMS training for virtual teaching Teachers will be trained on the TEAMS platform to instruct students in reading virtually.</p>	<p>Denise Kelly, Pamela Cleaves, Amber Perry, Bethany Harmon</p>	<p>06/18/2021</p>		
<p>[S 1.3] Targeted Intervention and Personalized Learning 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 approaches to meet the needs of each learner.</p> <p>Benchmark Indicator District Formative Assessment data review to show effectiveness of targeted intervention and personalized learning in alignment of standards and performance measure. QUARTERLY student performance outcome 70% on-track/mastery. Progress monitoring from the universal screener/FastBridge will provide feedback data on the impact of targeted</p>	<p>[A 1.3.1] Extended Learning Opportunities After school tutoring will be provided to K-5 students for enrichment and intervention.</p>	<p>Lydia Green</p>	<p>06/18/2021</p>		

<p>intervention and personalized learning. QUARTERLY student performance outcome 70% on-track/mastery. (Illuminate/Fast Bridge and Edgenuity My Path Reading (9-12)) RTI2 instructional tool data review – WEEKLY student performance outcome 70% on-track/mastery. TN Ready Assessment and End of Course (EOC) - ANNUALLY meeting AMOs for identified targeted subgroups. Weekly grade reports for students enrolled in summer learning opportunities to demonstrate mastery of content presented.</p>					
	<p>[A 1.3.2] Implementation of RTI2 with Tier 2 and Tier 3 Students Teachers analyze and use data from intervention support of RTI2. Instructional strategies utilizing Ready Curriculum Program were implemented for TNReady prescriptions after each Formative Assessment. Teachers implemented small group instruction to deliver targeted instruction to help student make progress or meet performance in areas of deficiency.</p>	<p>Cynthia Mayfield (Computer Tech) Denise Kelly and Pamela Cleaves</p>	<p>06/18/2021</p>		
	<p>[A 1.3.3] Implementation of 2nd grade Reading Interventionist Interventionist works with 2nd grade Tier 3 students.</p>	<p>Denise Kelly and Pamela Cleaves</p>	<p>06/18/2021</p>		
	<p>[A 1.3.4] Eagle Academy The Eagle Academy will be implemented to work on assisting students in areas of reading they are experiencing trouble in.</p>	<p>Denise Kelly and Pamela Cleaves</p>	<p>06/18/2021</p>		
<p>[G 2] Mathematics By spring 2021, we will improve K-12 mathematics Mastery Connect score by 10% from 49% to 59% of students who are proficient or basic in math. We believe improvement in this area can be achieved by the continued implementation of Eureka math curriculum , the execution of rigorous professional development to support math, and departmentalization of Grades 3 -5 classes.</p> <p>Performance Measure -Mastery Connect on track/Mastery at 70%</p>					
<p>Strategy</p>	<p>Action Step</p>	<p>Person Responsible</p>	<p>Estimated Completion Date</p>	<p>Funding Source</p>	<p>Notes</p>

<p>[S 2.1] Standards-Aligned Core Instruction Provide access to rigorous curriculum, quality core instruction, and assessments aligned with the State's academic content standards.</p> <p>Benchmark Indicator Performance levels at 70% on-track/mastery on District Formative Assessments (Fall, Winter and Spring) will demonstrate the alignment of core instruction being taught to standards for the specific quarter. Instructional Practice Guides (IPGs) will provide an informal observation rubric to district academic leaders to gauge the implementation of standard aligned instruction. IPGs 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. TEM rubric for formal observations - for each observation at 3 or better; Eureka curriculum for informal observations to benchmark the implementation of the curriculum and resources - quarterly at 80% fidelity; TN Ready State Standards - annually meeting AMO's. School Equity Walks conducted monthly by District Cross-functional teams.</p>	<p>[A 2.1.1] School Wide Data Digs K-5 teachers, PLC Coach, and Administration will analyze data results from formative common assessments. Weekly intervention results (I-Ready Math), District Formative assessments from Mastery Connect, and Fast Bridges. From these data sources, teachers develop plans of action to ensure that non-mastered skills are redelivered, reassessed and mastered. Teachers will have discussions concerning data with students data tracked in Teachers Data notebook. Students will utilize Data Binders to track their own data. Parents are communicated information concerning their child's data via progress reports, weekly Nick Folders, teacher-parent conferences, report cards, and parent monthly meetings.</p>	<p>Hattie Lott, Felicia Alexander, Denise Kelly and Pamela Cleaves</p>	<p>06/18/2021</p>		
	<p>[A 2.1.2] Resources and Materials Secure supplies, materials, equipment and support for classroom academic instruction. Utilize Florida online curriculum and Epiphany supplemental resources.</p>	<p>Denise Kelly</p>	<p>06/18/2021</p>		
	<p>[A 2.1.3] PLC's and Collaborative Planning Teachers will engage in professional learning communities to support collaborative planning, safe practice, standards and task alignment, data analysis, evaluation of student work, share effective instructional strategies and best practices used to improve student performance. Teachers will use standards driven collaboration tool to support prework.</p>	<p>Pamela Cleaves, Denise Kelly</p>	<p>06/18/2021</p>		

	<p>[A 2.1.4] Implement Family Math Night Teachers will share math strategies with students and their families.</p>	<p>Hattie Lott, Felicia Alexander, Margaret Holton, Denise Kelly and Pamela Cleaves</p>	<p>06/18/2021</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 changing instructional practices that result in improved student performance.</p> <p>Benchmark Indicator Instructional Leadership Team (ILT) meetings – MONTHLY at 85% attendance to ensure district and school leaders are attending and obtaining the knowledge shared during meetings. Zone meetings, and small-group ILT sessions - MONTHLY at 85% overall attendance rate. IPG and walk-through observation data - WEEKLY at 80% fidelity implementation of practices that were presented during ILT and Zone meetings and sessions. District Formative Assessment data - QUARTERLY student performance levels at 70% on track/mastery. Professional Learning Zone (PLZ) transcript data - ONGOING at 85% overall attendance rate. School based Volunteer logs to show volunteers are participating in PD sessions to support the needs of the district and assigned schools - QUARTERLY. School Equity Walks conducted MONTHLY by District cross-functional teams. New hire rosters and mentor list, submitted each SEMESTER ensuring new teachers are assigned and attending new teacher professional support. Applications and Transcripts for teachers participating in District sponsored course work, each SEMESTER.</p>	<p>[A 2.2.1] Math Lead Teacher Conducts Professional Development Teachers will be actively engaged in the Eureka math curriculum. Teachers will build capacity for fostering growth and student achievement by continuing to align rigorous tasks to the standards using the Student Work Analysis Protocol, unpacking the standards for students, providing appropriate scaffolds and utilizing a variety of student engagement strategies.</p>	<p>Hattie Lott, Pamela Cleaves</p>	<p>06/18/2021</p>		

	<p>[A 2.2.2] Implementation of PLCs and Collaborative Planning Teachers will be actively engaged in the Eureka curriculum. Teachers will build capacity for fostering growth and student achievement by continuing to align rigorous tasks to the standards using the Student Work Analysis Protocol, unpacking standards for students, providing appropriate scaffolds and utilizing a variety of student engagement strategies.</p>	Denise Kelly and Pamela Cleaves	06/18/2021		
	<p>[A 2.2.3] TEAMS Training for Virtual Instruction Teachers will be trained on the TEAMS platform on how to instruct math virtually.</p>	Amber Perry, Bethany Harmon, Denise Kelly, Pamela Cleaves	06/18/2021		
	<p>[A 2.2.4] Family Math Night Teachers will incorporate math activities for students and their families.</p>	Hattie Lott, Felicia Alexander, Margaret Holton Pamela Cleaves	06/18/2021		
<p>[S 2.3] Targeted Interventions and Personalized Learning, 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.</p> <p>Benchmark Indicator District Formative Assessment data review to show effectiveness of targeted intervention and personalized learning in alignment of standards and performance measure. QUARTERLY student performance outcome 70% on-track/mastery. Progress monitoring from the universal screener/ Illuminate/Fast Bridge and iReady will provide feedback data on the impact of targeted intervention and personalized learning. QUARTERLY student performance outcome 70%</p>	<p>[A 2.3.1] RTI2 interventions in Math Students will be provided with additional resources as a result of RTI2 Intervention Block for Tier 2 and Tier 3 students to receive support in the lowest skill deficit area. Tier 1 students will be provided on level and/or enrichment during this time in Math.</p>	Margaret Holton, Felicia Alexander, Hattie Lott, Denise Kelly	06/18/2021		

<p>on-track/mastery. RTI2 instructional tool data review – WEEKLY student performance outcome 70% on-track/mastery. TN Ready Assessment and End of Course (EOC) - ANNUALLY meeting AMOs for identified targeted subgroups. Weekly grade reports for students enrolled in summer learning opportunities to demonstrate mastery of content presented.</p>					
	<p>[A 2.3.2] Eagle Academy The Eagle Academy will be implemented after school to address deficit areas students needed extra assistance in.</p>	<p>Edith Street, Denise Kelly, Pamela Cleaves</p>	<p>06/18/2021</p>		
	<p>[A 2.3.3] Extended Learning Opportunities After school tutoring will be provided to K-5 students for enrichment and intervention.</p>	<p>Lydia Green</p>	<p>06/18/2021</p>		
<p>[G 3] Safe and Healthy Students Students will have equal access to a safe learning environment. Based on gains made by the District in the area of discipline and attendance that continued focus on attendance will continue to move us towards our goal.</p> <p>Performance Measure For 2020 - 21, Sharpe will reduce the chronically out of school students from 19.9 % to 9.9 %.</p>					
<p>Strategy</p>	<p>Action Step</p>	<p>Person Responsible</p>	<p>Estimated Completion Date</p>	<p>Funding Source</p>	<p>Notes</p>
<p>[S 3.1] Behavioral 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 In order to look at attendance rates and factors that cause students to be absent from school the benchmark indicators are: Reviewing student discipline reports monthly Attendance and suspension data - 20 day reporting period, will assist in monitoring students attendance and the effectiveness of behavioral interventions and support measures aimed at improved student</p>	<p>[A 3.1.1] Behavioral Interventions and Supports Implement targeted interventions and support programs and initiatives that address identified behavior needs and provide appropriate student supports. Benchmark Indicator Formative Observations, SART Meeting Minutes, Attendance data, Report card data (Power BI); Bright Bytes data, RTI2 B Data, District Behavior Specialist Documentation</p>	<p>Edith Street, Pamela Cleaves, , Doris Kearney, Beatrice King, Luz Gomez</p>	<p>06/18/2021</p>		

attendance. Monitoring students who have been identified as needing additional support (i.e. homeless, foster care, student involved in RTIB programs) monthly					
	[A 3.1.2] Post Student Handbook on School Website Handbook will be posted on website for parents to see School wide rules as well as Attendance Guidelines	Perry, Green, District trained professionals	06/18/2021		
	[A 3.1.3] Eagle Bucks Store Eagle Bucks store was implemented and provided an incentive for students when they behaved positively.	Edith Street, Chandra Taylor	06/18/2021		
	[A 3.1.4] Fun Fridays Fun Friday was implemented as an incentive for students who behaved positively.	Edith Street, Carol Hans	06/18/2021		
[S 3.2] Professional Development Provide ongoing, high quality professional development at the District level and school site for school leaders, teachers, and other instructional staff to focus on changing instructional practices that result in improved student attendance and behavior positively impacting student achievement. Benchmark Indicator Student discipline and attendance reports 20-day reporting cycle will be used to measure impact of changed practices as a result of professional development. Fidelity checks of student data entry will be conducted during the 20-day reporting cycle to monitor the incidents of data entry errors and erroneous reporting.	[A 3.2.1] RTI2B behavior Intervention and Supports The RTI2 B Plan is the school wide Behavior Plan that ensures a safe and healthy environment for all students. It also addresses chronic absenteeism and school wide guidance supports that provide a proactive stance for addressing students that display a trends that has the potential to lead to disruptive behavior within the learning environment at Sharpe Elementary.	Edith Street, Pamela Cleaves, Yvette Robertson, Carol Hans	06/18/2021		
	[A 3.2.2] Annual Title I Parent Meeting Parents are made aware of our school status and their Parents Right to Know	Denise Kelly and Pamela Cleaves	06/18/2021		
	[A 3.2.3] Parent Data Night Parents will be made aware of out school data as well as their child's data	Denise Kelly ,Pamela Cleaves, Hattie	06/18/2021		

		Lott, Esmeralda Henderson, Yvette Robertson, Shari Suggs, Sara Doughty			
<p>[S 3.3] Parent, Family, and Community Engagement Promote effective parent, family, and community engagement activities that support safe schools with increasing student attendance positively impacting the overall academic success of students.</p> <p>Benchmark Indicator Discipline reports - reviewed 20 day reporting cycle; attendance reports - reviewed 20 day reporting cycle; number of school adopters surveyed annually; number of parent ambassadors named each semester.</p>	<p>[A 3.3.1] Conversations with Cleaves Parents will meet in the mornings with Principal Cleaves to discuss concerns and/or suggestions.</p>	Pamela Cleaves, Denise Kelly, Luz Gomez	06/18/2021		
	<p>[A 3.3.2] Cultural Heritage Program This Program helps students show an appreciation of other backgrounds.</p>	Hattie Lott , Annie Grays, Luz Gomez	06/18/2021		
	<p>[A 3.3.3] Implement Girls on the Run Sharpe has a girls team of runners who meet twice weekly to run.</p>	Bethany Harman	06/18/2021		
	<p>[A 3.3.4] Implement Sharpe's Virtual Dance Team Sharpe has a dance team where boys and girls are instructed in dance and perform at various functions in the community.</p>	Sara Doughty	06/18/2021		
	<p>[A 3.3.5] Implement Virtual Good News Club Students go to after school program developed by First Presbyterian Church.</p>	Edith Street	06/18/2021		
	<p>[A 3.3.6] Implement DARE Program The DARE program is implemented at Sharpe for 5th grade students.</p>	Pamela Cleaves and Hattie Lott	06/18/2021		

[G 4] Early Literacy

By spring 2021, we will improve K-2 literacy Mastery Connect Scores from 31% to 41%. We will continue to implement a rigorous phonics curriculum using the Wonders reading curriculum to ensure a strong foundation in literacy.

Performance Measure

Mastery Connect on track/Mastery at 70%

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 4.1] Early Learning 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 District Formative Assessments (including grade 2- Fall, Winter and Spring) will demonstrate the alignment of core instruction to K-2 standards at 70% on-track/mastery level; WEEKLY student assessment data to monitor daily task alignment with standardsMONTHLY equity walks by district team leaders to determine the fidelity of implementation of phonics program; QUARTERLY foundation skills review from district literacy coaches on academic gap and root cause analysis to support professional development opportunities based on measured needs; ON-GOING 85% attendance and completion of PD focused on foundational literacy for K-2.</p>	<p>[A 4.1.1] Early Learning Opportunities ARISE to Read program will implemented for students in Grade 2 to increase reading levels of grade readers.</p>	Denise Kelly, Chandra Taylor	06/18/2021		
	<p>[A 4.1.2] Tutoring by Paraprofessional Paraprofessionals will support second grade students during the 60-minute foundational skills block. This includes supporting students during whole group and/or small group. Paraprofessionals may also support students outside of the 60-minute block in a “pull out” setting. In small group workstations, paraprofessionals may do one or</p>	Pamela Cleaves, Chandra Taylor, Shari Suggs	06/18/2021	District Funded	

	both of the following: (1) conduct a teacher-led station providing small group instruction to groups of students on the targeted foundational skills and/or (2) circulate among the stations assisting and supporting students as needed. In a “pull-out” setting, paraprofessionals will provide instructional support to small groups of students with similar needs.				
<p>[S 4.2] Effective Transitions into Kindergarten Provide programs and initiatives designed to prepare students and teachers for the smooth and positive transition between specific grade levels and educational placements.</p> <p>Benchmark Indicator District-wide curriculum maps assure seamless articulation and spiraling of content from one grade level or grade band to the next, ensuring that students have been appropriately exposed to skills and standards that will allow them to achieve at increasingly higher levels; Weekly informal observations by ILT and principals to monitor the implementation of the curriculum maps will allow our district to monitor the implementation of curriculum along with the impact of instructional best practice on grade-to-grade transitions.</p>	<p>[A 4.2.1] Transitional Parent Meeting Pre kindergarten students are supported by PreK teachers and kindergarten teachers in making the transition by rotating students into kindergarten classes and hosting a parent meeting to support the parents in the effective transition. Parents are provided with information concerning kindergarten skills and curriculum.</p>	PreK teachers and Ms. Cleaves	06/18/2021		
<p>[S 4.3] Professional Development Provide support to K-2 all teachers through job-embedded professional development activities.</p> <p>Benchmark Indicator Student assessment data in the form of quarterly formative assessment and quarterly district CFAs will demonstrate effective professional development as improved pedagogy will yield increasingly positive student results; completion of foundational skills module studies will provide evidence of effective professional development as participants demonstrate concept mastery by completing module assessments before returning to school sites to implement practices. School</p>	<p>[A 4.3.1] Implementation of Literacy Laureate The Foundational Laureate will provided support for foundational skills instruction, and develop capacity to support K-2 colleagues with instruction, strategies, and resources. This support will be implemented via collaborative planning sessions, strategy demonstration lessons, co-teaching, classroom observations and feedback, professional development, and one-on-one coaching conversations.</p>	Shari Suggs, Denise Kelly , Pamela Cleaves	06/18/2021		

Equity Walks conducted monthly by District Cross-functional teams.					
	<p>[A 4.3.2] Paraprofessional Support K-3 Commitment The paraprofessional will provide support for foundational skills instruction and develop capacity to support K-2 colleagues with instruction, strategies and resources in collaboration with the Literacy Laureate. This support will be implemented via collaborative planning sessions, co teaching and strategy demonstration lessons.</p>	Shari Suggs, Chandra Taylor, Pamela Cleaves	06/18/2021		