

Parkway Village Elementary Annual Plan (2022 - 2023)

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[G 1] Reading/Language Arts

Parkway Village will improve literacy across grade 3 -5 from 14 % in 2022 to 18 % in 2023 on TN Ready

Parkway Village will improve literacy across grade 3 -5 from 38.17 % in 2022 to 45 % in 2023 on Mastery Connect

Parkway Village will decrease the percentage of students in the RTI program (Tier 2 and Tier 3)

Performance Measure

Performance will be measured using the following tools:

TNReady Assessment

District Formative Assessment using Mastery Connect

AimsWeb

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 Document will provide the District with data to</p>	<p>[A 1.1.1] Implement Standards Aligned Instruction Grade level teachers will deliver instruction in grade 3rd-5th daily that is aligned to the TN State Standards for English Language Arts. The teachers will utilize the Benchmark Advanced, Project Based Learning, and Ready reading daily in whole and small group instruction with 3-5 grade students. In addition, district level instructional practices will be used to support the implementation of standards aligned instruction. The first instructional practice is daily utilizing performance based instruction daily in the 3-5 classrooms. This will be implemented during the months of August and September and will be monitored during weekly informal observations, weekly lesson plan submissions and walk through observations completed by members of the ILT team. The second instructional practice is daily curriculum driven opportunities for students</p>	<p>Nadiyah McMurray, Albert Means, Camillia Moore, Shelia Carson Antionette Taylor, Jennifer McCraw, and Instructional Instruction Leadership Team</p>	<p>04/21/2023</p>		

<p>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>to determine the meaning of general and domain specific words and phrases before and after reading in the 3-5 classrooms. This will be implemented during the month of October and will be monitored during weekly informal observations, weekly lesson plan submissions, and walk through observations completed by members of the ILT team. The third instructional practice is the daily use of the gradual release of responsibility during whole group ELA instruction in the 3-5 classrooms. This will be implemented during the months of November and December. It will be monitored during weekly informal observations, weekly lesson plan submissions and walk through observations completed by members of the ILT team. The fourth instructional practice is twice weekly curriculum driven opportunities for students to compose original informational texts from sources and/or curriculum driven opportunities to compose original narratives in the 3-5 grade level classrooms. This will be implemented during the month of January and will be monitored during the weekly informal observations, weekly lesson plan submissions and walk through observations completed by members of the ILT team. We will also purchase supplemental materials to ensure that teachers have adequate resources to deliver standards aligned instruction effectively. The Instructional Leadership Team (ILT) and administrative team will monitor the delivery of instruction and provide immediate feedback to improve instructional practice through a weekly observation and feedback cycle. This will be supported by the ILT team and district protocols for a literacy rich environment will be used. A stipend will be provided for members of Instructional Leadership Team.</p>				
	<p>[A 1.1.2] Provide Weekly Professional Learning Community (PLC) Meetings Teachers and administration teams will meet in weekly Professional Learning Community meetings. In these meetings, stakeholders will</p>	<p>Nadiyah McMurray, Albert Means, Camillia Moore, Shelia</p>	<p>04/21/2023</p>		

	<p>unpack standards to make sure that teachers understand the demands of the standards. Teachers and school leaders will also discuss instructional practices, instructional planning, and assessment data. ESL teachers will meet in weekly Professional Learning Communities. ESL teachers will disaggregate assessment data for the English Language Learners that they serve. ESL teachers will look for trends in the data to determine how to best provide scaffolds for those students.</p>	<p>Carson Antionette Taylor, Jennifer McCraw, and Instructional Instruction Leadership Team</p>			
	<p>[A 1.1.3] Conduct Formal and Informal Observations The administrative team and the Instructional leadership team will work collaboratively to build the capacity of the teachers through the use of informal and formal observation. Teachers will be provided with immediate and targeted feedback. The purpose for the formal and informal observations is to determine research based instructional strategies and best practices that need implementation. The observations will take place weekly on an assigned cycle. In addition, formal observations will take place weekly based on the teacher's observation protocols of two times or four times per year. Members of the ILT team, foundations skills laureated, and administrative team will conduct the weekly informal observation cycle and the certified administrative members will conduct the formal observations. Instructional Leadership Team members will look for trends that need to be addressed within the ELA classroom including ESL and SPED. Recommendations for professional development and additional targeted support will be based on formal and informal observation results.</p>	<p>Nadiyah McMurray, Albert Means, Camillia Moore, Shelia Carson Antionette Taylor, Jennifer McCraw, and Instructional Instruction Leadership Team</p>	<p>05/19/2023</p>		
	<p>[A 1.1.4] Conduct Bi-Weekly Data Meetings Parkway Village will conduct bi-weekly data meetings in order to differentiate classroom instruction to meet the needs of students. Data meetings includes looking at student work, analyzing school data, grade level data, classroom</p>	<p>Nadiyah McMurray, Albert Means, Camillia Moore, Shelia Carson</p>	<p>05/19/2023</p>		

	data, school-wide trends, and common formative assessments.	Antionette Taylor, Jennifer McCraw, and Instructional Instruction Leadership Team			
	<p>[A 1.1.5] Utilize Support Tools for Fluency, Vocabulary, and Comprehension</p> <p>Grade level teachers in grades K-5 will utilize STAR literacy, STAR early literacy, myON and Accelerated Reader to support the development of fluency, vocabulary, and comprehension. These resources will be used in whole group, small group, and blended learning online stations. Students will complete a benchmark assessment three times during the year to track their development of fluency, vocabulary, and comprehension. Teachers will use the results of the benchmark assessments to differentiate their instructional groups and select materials appropriate for each student's instructional level. Teachers and students will track their progress in the student/teacher data binders. Students will set goals for each quarter and teachers will monitor their proficiency rate. Teachers will meet with PLC coaches to analyze the data each month.</p>	Classroom Teachers, Sheila Carson, Antoinette Taylor, Albert Means, Nadiyah McMurray, Camillia Moore, Jennifer McCraw, Zarinah Brown	05/19/2023		
	<p>[A 1.1.6] Achievement Network</p> <p>ANet provides formative interim assessments that give educators timely, actionable, and student specific data. The assessments provided will help teachers understand what students know and are able to do with respect to the standards. ANet will partner with our school to provide a bridge to the Common Core and state standards by customizing assessments to maintain rigor and high expectations.</p>	Antoinette Taylor, Jennifer McCraw, Nadiyah McMurray, Sheila Carson, Albert Means, Classroom Teachers	05/13/2023		
<p>[S 1.2] Professional Development</p> <p>Provide professional development for teachers, administrators, instructional leaders and district</p>	<p>[A 1.2.1] Provide Professional Development for Benchmark Advanced</p> <p>Teachers at Parkway Village Elementary are using</p>	Nadiyah McMurray, Albert Means,	02/24/2023		

<p>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 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</p>	<p>a district approved ELA balanced literacy program. Benchmark Advance will provide professional development for teachers on the implementation of the various components of the literacy program. One of our priority groups and focus groups for this school year is English Language Learners (ELL). This year our action plan for EL Students is as follows: ESL teachers will receive professional development each semester on how to use ELD scaffolds and explicit language development to support the access to meaning making for EL students. To support students' performance, we will purchase professional development opportunities each semester, resources, and supplies for classroom instruction.</p>	<p>Camillia Moore, Shelia Carson Antionette Taylor, Jennifer McCraw, and Instructional Instruction Leadership Team</p>			
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<p>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>[A 1.2.2] Provide Training for Project Based Learning **[A 1.2.3] Provide Training for Project Based Learning**</p> <p>** **Professional development opportunities will provide extensive, individualized coaching from experienced Project Based Learning Consultants to helps teachers and leaders gain the skills they need to confidently implement the Project Based Learning Instructional Based model each semester. The purpose of this training is to provide a foundation for developing a project based learning cycle that incorporates the state standards and implements a cycle of learning with a culminating activity. Project Based Learning provides a network of educational leaders and schools to provide support on the implementation of Project Based Learning that can be accessed to support the planning and implementation of PBL each quarter. Technology integration and blended learning will be used as students complete PBL projects to research and create. The integration of technology and blended learning will be supported by technology team offering a session each semester to support the learning needs of the teachers that are creating Project Based Learning units for their grade.</p>	<p>Nadiyah McMurray, Albert Means, Camillia Moore, Shelia Carson Antionette Taylor, Jennifer McCraw, and Instructional Instruction Leadership Team</p>	<p>05/19/2023</p>		
	<p>[A 1.2.3] Provide Professional Development for Reading Horizons Teachers at Parkway Village Elementary are using a district approved Foundational Skills phonics program. Reading Horizons will provide</p>	<p>Nadiyah McMurray, Albert Means, Camillia Moore, Shelia</p>	<p>05/19/2023</p>		

	<p>professional development for teachers on the implementation of the various components of the phonics program. One of our priority groups and focus groups for this school year is English Language Learners (ELL). This year our action plan for EL Students is as follows: ESL teachers will receive professional development each semester on how to use ELD scaffolds and explicit language development to support the access to meaning making for EL students. To support students' performance, we will purchase professional development opportunities each semester, resources, and supplies for classroom instruction.</p>	<p>Carson Antionette Taylor, Jennifer McCraw, and Instructional Instruction Leadership Team</p>			
<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>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 1.3.1] Implement Benchmark Advance Student will receive 60-120 minutes daily instruction that consists of interactive read aloud, reading lessons, small group instructions, writing , word study and vocabulary lessons. The purpose of this daily instruction is to support the mastery of the TN state standards at each grade level and closing the instructional gaps.</p>	<p>Nadiyah McMurray, Albert Means, Camillia Moore, Shelia Carson Antionette Taylor, Jennifer McCraw, and Instructional Instruction Leadership Team</p>	<p>05/24/2023</p>		
	<p>[A 1.3.2] Implement Response to Intervention Parkway Village Elementary will provide academic</p>	<p>Tomeka Sparks,</p>	<p>05/19/2023</p>		

	<p>interventions and personalized activities that are designed to meet the individual needs of the student daily. The amount of time provided to each student daily will be based on their identified Tier which will range from 30-45 minutes daily through direct instruction and computer based instruction. Interventionist will provide a learning pace and instructional approaches to meet the needs of each learner. Students will be identified as needing tier 2 and 3 intervention in ELA. Students will receive 30-45 minutes of the small group intervention on foundational skills either two days per week or three days per week based on their identified tier . One of our priority groups and focus groups for this school year is English Language Learners (ELL). This year our action plan for EL Students is as follows: The expectations for the EL students must be increased. The teacher will strategically focus on mastery of the Power Standards. ELOP tutoring will take place after school for EL students that are enrolled in the program. After-School tutoring will take place if funds are available for EL students. Extended Day tutoring will be provided for reinforce core content subject areas to help with Tier 2 and Tier 3 students to increase students' achievement.</p>	<p>Nadiyah McMurray, Albert Means, Camillia Moore, Shelia Carson Antionette Taylor, Jennifer McCraw, and Instructional Instruction Leadership Team</p>			
	<p>[A 1.3.3] Provide English Language Development Parkway Village Elementary will provide opportunities to EL students to assist with meeting the demands and challenges of the Tennessee State Standards. English Language Development (ELD), a systemic instructional model designed to develop English Language Learners we be implemented in grades K-5. ELD instruction will include the following: Direct tier 1 instruction from an ESL teacher and building vocabulary. Alternative Text Use of text with visuals Tasks will always include speaking, listening, reading and writing. The purpose of this instruction is to provide additional support to students that are newcomers to the country and support EL learners based on</p>	<p>Stephanie Catron, Alison Hutchens, Breanne Coburn, Porsche Matthews, Christina McLaughlin, Jason, Ball, Ashley Todd, Angela Lewis, Jeremy Scherer</p>	<p>05/12/2023</p>		

	their identified need. English Language Development will be provided each week for 2-3 days of the week based on the student's identified need of support.				
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[G 2] Mathematics
 Parkway Village will improve on-track/mastery percentages for 3-5 from 11% in 2022 to 15% in 2023 on TN Ready.

Parkway Village will improve on-track/mastery percentages for 3-5 from 35% in 2022 to 40% in 2023 on Mastery Connect.

Performance Measure
 Performance will be measured using the following tools:

TNReady Assessment

District Formative Assessment using Mastery Connect

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>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>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</p>	<p>[A 2.1.1] Implement Standards Aligned Instruction Grade level teachers will deliver instruction daily in grades 3rd-5th that is aligned to the TN State Standards for Mathematics. They will utilize district resources of Eureka Math and the Math Prescription. along with strategies that will support the student's mastery of the standard. We will also purchase supplemental materials each semester to ensure that teachers have adequate resources to deliver standard aligned instruction effectively. The Instructional Leadership Team (ILT) and administrative team will monitor the delivery of instruction each week and provide immediate feedback to improve instructional practice. A stipend each semester will be provided for members of Instructional Leadership Team.</p>	<p>Nadiyah McMurray, Albert Means, Camillia Moore, Shelia Carson Antionette Taylor, Jennifer McCraw, and Instructional Instruction Leadership Team</p>	<p>04/21/2023</p>		

<p>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>[A 2.1.2] Conduct Weekly Professional Learning Community (PLC) Meetings</p> <p>Teachers and administration teams will meet in weekly Professional Learning Community meetings. In these meetings, stakeholders will unpack standards to make sure that teachers understand the demands of the standards. Teachers and school leaders will also discuss instructional planning and assessment data. ESL teachers will meet in weekly Professional Learning Communities. ESL teachers will disaggregate assessment data for the English Language Learners that they serve. ESL teachers will look for trends in the data to determine how to best provide scaffolds for those students.</p>	<p>Nadiyah McMurray, Albert Means, Camillia Moore, Shelia Carson Antionette Taylor, Jennifer McCraw, and Instructional Instruction Leadership Team</p>	<p>05/19/2023</p>		
	<p>[A 2.1.3] Implement Formal and Informal Observation</p> <p>The administrative team and the Instructional leadership team will work collaboratively to build the capacity of the teachers through the use of informal and formal observation. Teachers will be provided with immediate and targeted feedback. The purpose for the formal and informal observations is to determine research based instructional strategies and best practices that need implementation. The observations will take place weekly on an assigned cycle. In addition, formal observations will take place weekly based on the</p>	<p>Nadiyah McMurray, Albert Means, Camillia Moore, Shelia Carson Antionette Taylor, Jennifer McCraw, and Instructional Instruction Leadership</p>	<p>04/21/2023</p>		

	<p>teacher's observation protocols of two times or four times per year. Members of the ILT team, foundations skills laureated, and administrative team will conduct the weekly informal observation cycle and the certified administrative members will conduct the formal observations. Instructional Leadership Team members will look for trends that need to be addressed within the ELA classroom including ESL and SPED. Recommendations for professional development and additional targeted support will be based</p>	Team			
	<p>[A 2.1.4] Conduct Bi-Weekly Data Meetings Parkway Village will conduct bi-weekly data meetings in order to differentiate classroom instruction to meet the needs of students. Data meetings includes looking at student work, analyzing school data, grade level data, classroom data, school-wide trends, and common formative assessments.</p>	<p>Nadiyah McMurray, Albert Means, Camillia Moore, Shelia Carson Antionette Taylor, Jennifer McCraw, and Instructional Instruction Leadership Team</p>	05/19/2023		
	<p>[A 2.1.5] Achievement Network ANet provides formative interim assessments that give educators timely, actionable, and student specific data. The assessments provided will help teachers understand what students know and are able to do with respect to the standards. ANet will partner with our school to provide a bridge to the Common Core and state standards by customizing assessments to maintain rigor and high expectations.</p>	<p>Nadiyah McMurray, Antoinette Taylor, Albert Means, Camillia Moore, Sheila Carson, Jennifer McCraw, Classroom Teachers</p>	05/13/2023		
<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</p>	<p>[A 2.2.1] Implement Instructional Practices Educators will be assigned to a learning path that is differentiated to meet their needs. The purpose of this learning path will be to increase the teacher's</p>	<p>Nadiyah McMurray, Albert Means, Camillia</p>	05/19/2023		

<p>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 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>ability to align instructional practices with expected learning outcomes and increase the proficiency of their instructional strategies. Teachers will be assigned learning paths based on student achievement, student academic growth, and in-class observations. Learning paths will be finalized through collaborative coaching conversations with school leaders. Once educators have been placed in a learning path, they will engage in virtual and in-person professional learning experiences intended to support the development of content knowledge and pedagogy throughout the 2021-2022 school year. Teachers will remain in the selected learning paths for the entire school year. One of our priority groups and focus groups for this school year is English Language Learners(ELL). This year our action plan for EL students is to have specialized and individualized professional development learning experiences to support language and vocabulary in the math classroom.</p>	<p>Moore, Shelia Carson Antionette Taylor, Jennifer McCraw, and Instructional Instruction Leadership Team</p>			
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<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] Provide Project Based Learning Training Professional development opportunities will provide individualized coaching from staff that have received extensive training in Project Based Learning to help teachers and leaders gain the skills they need to confidently implement the Project Based Learning Instructional Based model. These professional development opportunities will be provided during the planning cycle of the project which will take place quarterly. These learning opportunities will offer a personalized system of learning designed for Mathematics and Science (STEAM) to allow education professionals to connect and learn at their own pace, anywhere at any time, and focus on their own needs and interests. Project Based Learning provides a network of educational leaders and schools to provide support on the implementation of Project Based Learning. Technology integration will be used as students complete PBL projects to research and create.</p>	<p>Kera Jenious, Nadiyah McMurray, Albert Means, Camillia Moore, Shelia Carson Antionette Taylor, Jennifer McCraw, and Instructional Instruction Leadership Team</p>	<p>05/19/2023</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</p>	<p>[A 2.3.1] Implement Response to Intervention 2 Parkway Village Elementary will provide academic interventions and personalized 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. Students will be identified as needing tier 2 and 3 intervention in math. Students will receive 45 minutes of the small group intervention on foundation skills. One of our priority groups and focus groups for this school year is English Language Learners (ELL). This year our action plan for EL Students will include: The expectations for the EL students must be increased. The teacher</p>	<p>Tomeka Sparks, After-School Tutors, Teacher Assistants</p>	<p>05/19/2023</p>		

<p>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>will strategically focus on mastery of the Power Standards. ELOP tutoring will place after school for EL students that are enrolled in the program. After-School tutoring will take place if funds are available for EL students.</p>				
	<p>[A 2.3.2] Implement Small Group Instruction Teacher will provide small group instruction to groups of 6 students on a daily basis. The purpose of the small group instruction is to provide differentiated instruction and support for students to meet their individual learning needs. Instruction includes personalized learning for remediation or enrichment. One of our priority groups and focus groups for this school year is English Language Learners (ELL). This year our action plan for EL Students will include: The expectations for the EL students must be increased. The teacher will strategically focus on mastery of the Power Standards. The teacher will use small group instruction as needed to address the needs of EL students.</p>	<p>Nadiyah McMurray, Albert Means, Camillia Moore, Shelia Carson Antionette Taylor, Jennifer McCraw, Instructional Instruction Leadership Team, and Classroom teachers</p>	<p>05/19/2023</p>		
<p>[G 3] Safe and Healthy Students Parkway Village Elementary will reduce the percentage of chronically absent student from 43.6% to 33.6%.</p> <p>Performance Measure Interventions and supports will be measured using the following:</p> <ul style="list-style-type: none"> * PowerSchool Data * PowerBI Data * Share Point 					
<p>Strategy</p>	<p>Action Step</p>	<p>Person</p>	<p>Estimated</p>	<p>Funding</p>	<p>Notes</p>

		Responsible	Completion Date	Source	
<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 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>[A 3.1.1] Implement RTI2-B Plan RTI2 -B provides universal prevention efforts within Tier I to promote a positive school- and class-wide climate. Through a focus on strong Tier I behavior supports, Parkway Village Elementary can create a culture where all students and teachers are respected and included in their community. This takes place through weekly in-person SEL classes provided by the school counselors and weekly virtual meetings with a focus topic for the week.</p>	Rachel Walker, Albert Means, Nadiyah McMurray, Camillia Moore	05/19/2023		
	<p>[A 3.1.2] Provide Social and Emotional Learning (SEL) Support Parkway Village Elementary helps students provide effective problem-solving to self-discipline, from impulse control to emotion management and more. SEL provides a foundation for positive, long-term effects on kids, adults, and communities. This is provided through weekly classes provided by the school counselor along with weekly small group sessions.</p>	Rachel Walker, Albert Means, Nadiyah McMurray, Camillia Moore	05/19/2023		
[S 3.2] Professional Development	[A 3.2.1] Implement Safe Schools Training	Erica Ogilvie,	05/19/2023		

<p>Provide ongoing, high quality professional development at the District-level and school site for school leaders, teachers, and other instructional staff to focus on changing instructional practices that result in improved student attendance and behavior positively impacting student achievement.</p> <p>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>Professional development courses are written specifically for school staff members so the content is relevant and immediately applicable. This training is presented at during the first week of teacher training along with periodic PD sessions provided at weekly school faculty meetings.</p>	<p>Nadiyah McMurray, Albert Means, and Camillia Moore</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</p>	<p>[A 3.3.1] Implement Family Engagement Specialist Parkway Village Elementary Family Engagement Specialist helps parents become more engaged in the academic and social education of their children. The specialist provides information to parents each semester about their children's classes, standardized test requirements, school-related activities and opportunities. The family engagement specialist also identifies opportunities for and encourages parents' participation as volunteers at our school each semester. One of our priority groups and focus groups for this school year is English Language Learners (ELL). This year our action plan for EL Students is as follows: Family Engagement Specialist will contact parents concerning chronic absences each week. Family Engagement Specialist and Guidance Counselor will provide information to parents about services that may be needed. Family Engagement Specialist and guidance counselors make sure that parent notifications are sent home in Spanish each week. Home/School connections are sent home in</p>	<p>Leticia Lipsey, Nadiyah McMurray, Albert Means, Camillia Moore</p>	<p>05/19/2023</p>		

their impact on students' success by way of their contributions of resources and time.	Spanish weekly to assist parents with strategies for helping their children at home.				
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[G 4] Early Literacy
 Parkway Village school K-2 Literacy will increase from 54 %on 2022 to 60% 2023 on Mastery Connect.

Parkway Village school K-2 Literacy will increase the number of instructional reading levels for students.

Parkway Village will decrease the percentage of students in the RTI program (Tier 2 and Tier 3)

Performance Measure
 Mastery Connect

Star & Early Literacy Assessment (3 times a year)

AimsWeb

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
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<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 Literacy Quality Reviews (FLQRs) from district instructional literacy advisors on academic gap and root cause analysis to support professional</p>	<p>[A 4.1.1] Implement Foundational Skills Block (Reading Horizon) K-2 teachers will implement a daily foundation skills block to focus on foundational reading skills. The purpose of this foundational skills block is to increase students' independent reading ability. Teachers use Reading Horizons daily to teach students basic phonics skills. This program is used to systematically teach phonemic awareness, phonics, and sight words to the students. One of our priority groups and focus groups for this school year is English Language Learners (ELL). This year our action plan for EL Students is as follows: The expectations for the EL students must be increased. The teacher will strategically focus each week on mastery of vocabulary, most commonly used words, and phonic skills. To support students performance, we will provide professional development opportunities, resources, and supplies for classroom instruction each semester.</p>	<p>Nadiyah McMurray, Albert Means, Camillia Moore, Shelia Carson Antionette Taylor, Jennifer McCraw, Zarinah Brown, and Instructional Instruction Leadership Team</p>	<p>05/19/2023</p>		
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development opportunities based on measured needs					
	<p>[A 4.1.2] Training for Reading 360 A team of classroom teachers and building leaders will complete an online training course in the spring of 2021 and attend a one week training during the summer of 2021 to develop the understanding and ability to implement foundational skills instruction that is aligned with the science of reading. Each teacher will receive certification of completion of the program and it will support the development of literacy rich classroom environments and sounds first instructional protocols in the classroom.</p>	Nadiyah McMurray, Sheila Carson, Jason Ball, Porsche Matthews, Sara Melvin, Jani Williams, Alison Hutchens	05/19/2023		
	<p>[A 4.1.3] Utilize Support Tools for Fluency, Vocabulary, and Comprehension Grade level teachers in grades K-5 will utilize STAR literacy, STAR early literacy, myON and Accelerated Reader to support the development of fluency, vocabulary, and comprehension. These resources will be used in whole group, small group, and blended learning online stations. Students will complete a benchmark assessment three times during the year to track their development of fluency, vocabulary, and comprehension. Teachers will use the results of the benchmark assessments to differentiate their instructional groups and select materials appropriate for each student's instructional level. Teachers and students will track their progress in the student/teacher data binders. Students will set goals for each quarter and teachers will monitor their proficiency rate. Teachers will meet with PLC coaches to analyze the data each month.</p>	Classroom Teachers, Sheila Carson, Antoinette Taylor, Albert Means, Nadiyah McMurray, Camillia Moore, Jennifer McCraw, Zarinah Brown	05/20/2023		
<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</p>	<p>[A 4.2.1] Implementing Reading 360 During the fall and spring semester, the teachers that were trained in Reading 360 will train K-2 teachers in foundational skills instruction that aligns with Sounds First and Reading 360 initiatives. The purpose of this will be to develop the understanding and ability to implement foundational skills instruction that is aligned with the science of</p>	Nadiyah McMurray, Sheila Carson, Jason Ball, Porsche Matthews, Sara Melvin, Jennifer	05/19/2023		

<p>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>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>reading. Each teacher will receive certification of completion of the program and will support the development of literacy rich classroom environments and sounds first instructional protocols in the classroom.</p>	<p>Williams, Alison Hutchens</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</p>	<p>[A 4.3.1] Professional Development Attend monthly district professional development to develop best practices to share with building level teachers. Attend state level Reading 360 training to obtain state initiatives and researched based practices to implement at the building level.</p>	<p>Zarinah Brown and Sheila Carson</p>	<p>04/21/2023</p>		

<p>implementation of the 3 major components of a comprehensive literacy block and inform the support needs of individual Laureates</p>					
	<p>[A 4.3.2] Support in Foundational Literacy Conduct quarterly walk through observations to document instructional trends and professional development needs Conduct staff training on research based practices and district expectations Meet with ILT team to share walk through results and identify areas of additional support needed.</p>	<p>Nadiyah McMurray, Albert Means, Camillia Moore, Shelia Carson Antionette Taylor, Jennifer McCraw, Zarinah Brown and Instructional Instruction Leadership Team</p>	<p>05/19/2023</p>		