

Parkway Village Elementary Annual Plan (2021 - 2022)

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[G 1] Reading/Language Arts

School Level Goal: Parkway Village will improve literacy across grade 3 -5 from 24% in 2019 to 28.8% in 2022. Parkway Village will decrease the percentage of students in the RTI program (Tier 2 and Tier 3).

Performance Measure

Utilize TNReady Assessment and District Formative Assessment to achieve the 70% on track/mastery rate. Use Illuminate Fastbridge to achieve decreased number of students in Tier 2 and Tier 3.

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 Students should perform at or above the 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter. Daily classroom observations using the Educational Epiphany Classroom Walkthrough Protocol and Debriefing Document will provide the District with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction. District Walkthrough data will be monitored through the district's PD management system (Professional Learning Zone/PLZ) for 80% standard aligned core instructional implementation with fidelity at 2 per teacher per semester. Quarterly</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 Ready reading, Benchmark Advanced, and Project Based Learning 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 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,</p>	<p>Nadiyah McMurray, Alicia Turner, Albert Means, Camillia Moore, Shelia Carson, Raven Redmond, Instructional Leadership Team (Kayla Creedon, Martha Jackson, Antoinette Taylor, Kera Jenious, Porche Atkins, and Marilyn Flynn))</p>	<p>05/13/2022</p>		

<p>review of TEM observation data to monitor educators delivery of standard aligned lessons to the TN Standards. 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 District Informal Observation Tool Informal Walkthrough using District Informal Observation tool Unannounced and Announced Formal Observation using TEM School Equity Walks conducted monthly by District Level Leaders Project-based Learning Benchmark Advanced Curriculum for Meaning-based instruction Reading Horizon Curriculum for Foundational Skills</p>	<p>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 unpack standards to make sure that teachers understand the demands of the standards.</p>	<p>Nadiyah McMurray, Albert Means, Alicia Turner, Camillia Moore, Sheila Carson</p>	<p>05/13/2022</p>		

	<p>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>[A 1.1.3] Conduct Formal and Informal Observations</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 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, Alicia Turner, Albert Means, Camillia Moore, Shelia Carson, Raven Redmond, Instructional Leadership Team (Kayla Creedon, Martha Jackson, Antoinette Taylor, Kera Jenious, Porche Atkins, and Marilyn Flynn)</p>	05/13/2022		
	<p>[A 1.1.4] Conduct Bi-Weekly Data Meetings</p> <p>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, Alicia Turner, Albert Means, Camillia Moore, Shelia</p>	05/13/2022		

	<p>data, school-wide trends, and common formative assessments.</p>	<p>Carson, Raven Redmond, Instructional Leadership Team (Kayla Creedon, Martha Jackson, Antoinette Taylor, Kera Jenious, Porche Atkins, and Marilyn Flynn)</p>			
<p>[S 1.2] Professional Development Professional development will be provided to teachers, administrators, instructional leaders and district advisors on how to articulate the instructional practice shifts that will improve students' skill set, teachers' pedagogy of the content, mastery of standard look fors, and proficient reading levels of grade supported texts.</p> <p>Benchmark Indicator Daily classroom observations using the Educational Epiphany Classroom Walkthrough Protocol and Debriefing Document will provide the District with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction in order to plan professional development support. District Walkthrough data will be monitored through the district's PD management system (Professional Learning Zone/PLZ) and Zoho for 80% standard aligned core instructional implementation with fidelity at 2 per teacher per semester in order to provide individualized professional learning support. Instructional</p>	<p>[A 1.2.1] Provide Professional Development for Benchmark Advanced Teachers at Parkway Village Elementary are using 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>Nadiyah McMurray, Albert Means, Alicia Turner, Camillia Moore, Sheila Carson</p>	<p>05/13/2022</p>		

<p>Leadership Team (ILT) meetings are conducted twice each month at 85% attendance to ensure district and school leaders are gaining and sharing knowledge of content, obtaining content support and resources through collaboration, and effectively communicating new information with school-level educators. Zone meetings and small-group ILT sessions are facilitated monthly by Instructional Leadership Directors at 85% attendance to support content lead teachers, PLC Coaches, and administrators with feedback and targeted training that should result in more effective daily instructional practices that should be observed during district walk throughs. Quarterly district-level PD sessions for volunteers and parents to learn effective strategies to help students reach the district's ELA goal. 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. Data DigGrade-level and Content Focused PD Vertical Planning Benchmark Advanced School-Wide PD Reading Horizon School-Wide PD District-Level PD Project-Based Learning PD</p>					
	<p>[A 1.2.2] Implement Content Cadre Educators will be assigned to a learning path that is differentiated to meet their needs. Teachers will be assigned to learning paths based on student achievement, student academic growth, and in-class observations. 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</p>	<p>Nadiyah McMurray, Albert Means, Alicia Turner, Camillia Moore, Sheila Carson</p>	<p>05/13/2022</p>		

	for this school year is English Language Learners (ELL). This year our action plan for EL Students is as follows: ESL teachers will have specialized an individualized professional development learning experiences to support their content instruction.				
	<p>[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>	Nadiyah McMurray, Albert Means, Alicia Turner, Camillia Moore, Sheila Carson, Kera Jenious, Porsche Atkins	05/13/2022		
<p>[S 1.3] Targeted Intervention and Personalized Learning</p> <p>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</p>	<p>[A 1.3.1] Implement Benchmark Advance</p> <p>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>	Nadiyah McMurray, Albert Means, Alicia Turner, Camillia Moore, Sheila Carson	05/13/2022		

<p>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. 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. 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 Response to Intervention Parkway Village Elementary will provide academic 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</p>	<p>Tomeka Sparks</p>	<p>05/13/2022</p>		

	Tier 2 and Tier 3 students to increase students' achievement.				
	<p>[A 1.3.3] Provide English Language Development</p> <p>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 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.</p>	Stephanie Catron, Alison Hutchens, Breanne Coburn, Porsche Matthews, Brenda Williams	05/13/2022		
	<p>[A 1.3.4] Provide Accelerated Reading</p> <p>Accelerated Reader helps with personalized goals by helping students stay focused on the factors that matter most for reading growth. It also helps the teachers to monitor student progress and provide feedback to keep students on track. AR is an individual reading program that uses students' interests and reading levels to suggest "just-right" title or students can self-select from over 200,000 choices! AR reading" transforms into high-quality reading practice that fuels growth: Reading quizzes monitor comprehension, while literacy skills and vocabulary quizzes extend student learning and build skills mastery. Detailed reports provide insights into students' progress. Paired with Renaissance Star Reading, track students' mastery of focus skills aligned to state-specific learning</p>	Nadiyah McMurray, Camillia Moore, Alicia Turner, Albert Means, Sheila Carson	05/13/2022		

	standards.This program will be used daily as a part of small group instruction in the ELA classrooms. The students will complete the STAR assessment to determine their initial reading level and track their growth three times a year.				
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[G 2] Mathematics
 Shelby County Schools will improve on-track/mastery percentages for grade 2 from 34% in 2019 to 38% in 2022; 3-5 from 34.1% in 2019 to 38.2% in 2022; grades 6-8 from 22.2% in 2019 to 27.1 in 2022; grades 9-12 from 12.7% in 2019 to 18.2% in 2022.School Level Goal:Parkway Village will improve on-track/mastery percentages for grade 2 from 34% in 2019 to 38% in 2022 and 3-5 from 34.1% in 2019 to 38.2% in 2022.

Performance Measure
 Students will complete the TCAP Assessment once during the spring of the school year. The goal is to achieve on-track/mastery percentages for grade 2 from 34% in 2019 to 38% in 2022 and 3-5 from 34.1% in 2019 to 38.2% in 2022.Students will complete three formative assessments through the district testing with Mastery Connect. The goals for the District Formative Assessment (Mastery Connect) are 70% on track/mastery for all students grades K-12

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 the 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter.Daily classroom observations using the Educational Epiphany Classroom Walkthrough Protocol and Debriefing Document will provide the District with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of</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>	Nadiyah McMurray, Alicia Turner, Albert Means, Camillia Moore, Shelia Carson, Raven Redmond, Instructional Leadership Team (Kayla Creedon, Martha Jackson, Antoinette Taylor, Kera Jenious, Porche Atkins, and Marilyn Flynn)	05/13/2022		

<p>standard aligned instruction. District Walkthrough data will be monitored through the district's management system (Professional Learning Zone/PLZ). Data will be collected and segregated to observe trends and implementation of the instructional practices using Zoho. Data should show teachers implementing the practices at or above 70% per visit. Quarterly review of TEM observation data to monitor educators delivery of standard aligned lessons to the TN Standards.</p>					
	<p>[A 2.1.2] Conduct Weekly Professional Learning Community(PLC) Meetings 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, Alicia Turner, Camillia Moore, Sheila Carson, Raven Redmond</p>	<p>05/13/2022</p>		
	<p>[A 2.1.3] Implement Formal and Informal Observation 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</p>	<p>Nadiyah McMurray, Alicia Turner, Albert Means, Camillia Moore, Shelia Carson, Raven Redmond, Instructional Leadership Team (Kayla Creedon, Martha Jackson,</p>	<p>05/13/2022</p>		

	<p>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>Antoinette Taylor, Kera Jenious, Porche Atkins, and Marilyn Flynn)</p>			
	<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, Alicia Turner, Albert Means, Camillia Moore, Shelia Carson, Raven Redmond, Instructional Leadership Team (Kayla Creedon, Martha Jackson, Antoinette Taylor, Kera Jenious, Porche Atkins, and Marilyn Flynn)</p>	<p>05/13/2022</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>[A 2.2.1] Implement Content Cadre 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 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</p>	<p>Nadiyah McMurray, Albert Means, Alicia Turner, Sheila Carson, Camillia Moore, and</p>	<p>05/13/2022</p>		

<p>Benchmark Indicator</p> <p>Daily classroom observations using the Educational Epiphany Classroom Walkthrough Protocol and Debriefing Document will provide the District with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction in order to plan professional development support. District Walkthrough data will be monitored weekly through the district's PD management system (Professional Learning Zone/PLZ) and Zoho for 80% standard aligned core instructional implementation with fidelity in order to provide individualized professional learning support. Instructional Leadership Team (ILT) meetings are conducted twice each month at 85% attendance to ensure district and school leaders are gaining and sharing knowledge of content, obtaining content support and resources through collaboration, and effectively communicating new information with school-level educators. Zone meetings and small-group ILT sessions are facilitated monthly by Instructional Leadership Directors at 85% attendance to support content lead teachers, PLC Coaches, and administrators with feedback and targeted training that should result in more effective daily instructional practices that should be observed during district walk throughs. Quarterly district-level PD sessions for volunteers and parents to learn effective strategies to help students reach the district's mathematics goal. 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. Data DigGrade-level and Content Focused PD Vertical Planning Project-Based Learning</p>	<p>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>Raven Redmond</p>			
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<p>PDEureka PDBenchmark Advance PDDistrict-Level PD</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, Porsche Atkins, Nadiyah McMurray, Albert Means, Alicia Turner, Sheila Carson, Camillia Moore, Raven Redmond</p>	<p>05/13/2022</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>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. Monthly progress monitoring data review of students' performance in targeted intervention (Illuminate Fastbridge) to</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 will strategically focus on mastery of the Power</p>	<p>Tomeka Sparks, After-School Tutors</p>	<p>05/13/2022</p>		

determine next steps of intervention support in an effort to get them to grade level. 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.	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.				
	[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.	Nadiyah McMurray, Albert Means, Alicia Turner, Sheila Carson, Camillia Moore, Raven Redmond, Classroom teachers	05/13/2022		

[G 3] Safe and Healthy Students

Shelby County Schools will reduce the percentage of chronically absent students from 18.4% in 2019 to 17.3% in 2022. School Level Goal: Parkway Village Elementary will reduce the percentage of chronically absent student from

Performance Measure

Power BI data PowerSchool data SART documentation for at-risk students

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 3.1] Attendance and Behavior Interventions and Supports Implement targeted interventions, initiatives and support programs that address chronic absenteeism and behavioral needs for all students. Benchmark Indicator	[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	Porsche Atkins, Rachel Walker, Albert Means, Nadiyah McMurray, Alicia Turner	05/13/2022		

<p>Monitor 20 day reports for behavior outputs, effectiveness of behavioral interventions and supports aimed at reducing student discipline incidents.. Monitor 20 day reports to identify students at risk of high chronic absenteeism Monitor 20 day reports to assess the impact of suspensions on daily attendance. Monitor students every 20 days who have been identified as needing additional support (i.e. homeless, foster care, student involved in RTIB programs).</p>	<p>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>				
	<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>	<p>Porsche Atkins, Rachel Walker, Albert Means, Nadiyah McMurray, Alicia Turner</p>	<p>05/13/2022</p>		
<p>[S 3.2] Professional Development Provide ongoing, high quality professional development for school leaders and other staff that focuses on classroom/behavior management and social emotional learning to improve student behavior and attendance.</p> <p>Benchmark Indicator Monitor the number of student referrals to the reset room and ISS quarterly and/or prior to professional development session Monitor behavior plans per semester to determine the implementation and effectiveness of the strategies and resources shared during PD</p>	<p>[A 3.2.1] Implement Safe Schools Training 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>Stephanie Gibson</p>	<p>05/13/2022</p>		
<p>[S 3.3] Parent, Family, and Community Engagement Promote effective parent, family, and community engagement activities that support safe schools</p>	<p>[A 3.3.1] Implement Family Engagement Specialist Parkway Village Elementary Family Engagement Specialist helps parents become more engaged in</p>	<p>Soledad Duenas, Nadiyah McMurray,</p>	<p>05/13/2022</p>		

<p>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. 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. Evidence of parent participation in decisions relating to the education of their children and collaboration efforts on district level topics through monthly parent surveys. Conduct a semi-annual adopter surveys to monitor their impact on students' success by way of their contributions of resources and time. -Annual Title I meetings-Curriculum Night-School Newsletter-Monthly P.T.O meeting-Parent Teacher Conferences-Family engagement activities through literacy, PBL, science, and math-Data Nights for Parents-Understanding the Curriculum Training for Parents-Preventing Chronic Absences Parent Training-Multicultural Celebration-Hispanic Heritage Celebration-PTO</p>	<p>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 Spanish weekly to assist parents with strategies for helping their children at home.</p>	<p>Alicia Turner, Albert Means</p>			
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[G 4] Early Literacy

Shelby County Schools' early learners will be engaged for the 2021-22 year in literacy-rich environments that offer meaningful and authentic opportunities to develop the reading, writing, speaking and listening skills essential to becoming college and career ready.

Performance Measure

By June 2022, 85% of KK-2 students will achieve Success criteria relative to the grade by the following: KK - Students must master 80% Literacy Skills per quarter on Report Card grades; 1st grade - Students must earn 70 or higher in Reading per quarter on Report Card grades; 2nd grade - Students must earn 8 of 12 Success Criteria* in report card grading, district formative assessment (Mastery Connect), and universal screener (Illuminate Fastbridge) with a Lexile level of 350 in the fall to 485 by spring. *Success Criteria potential point system: report card (4 points), DFA (3 points), screener (3 points), and TNReady (2 points) which total 12 points. Parkway Village school K-2 Literacy will increase from 58.1% (Goodlett and Knight Road combined) on 2019-20 grade Spring Mastery Connect Assessment to 72.4% on Spring Mastery Connect Assessment for 2021-2022 academic school year.

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 K-2 standards at 70% on-track/mastery level; QUARTERLY review of student success criteria to measure progress toward 3rd grade proficiency to inform needed instructional changes and professional development; QUARTERLY analysis of District formative assessment (Mastery Connect); QUARTERLY Foundational Literacy Quality Reviews (FLQRs) from district instructional literacy advisors on academic gap and root cause analysis to support professional development opportunities based on measured needs</p>	<p>[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, Alicia Turner, Sheila Carson, Camillia Moore, Raven Redmond</p>	<p>05/13/2022</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</p>	<p>[A 4.2.1] 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>	<p>Nadiyah McMurray, Sheila Carson, Jason Ball, Porsche Matthews, Sara Melvin, Jennifer Williams, Alison Hutchens</p>	<p>06/05/2013</p>		

<p>opportunities; MONTHLY monitoring of Laureates knowledge building as measured by the pre- and post-module assessments to measure the increase content and pedagogical knowledge around foundational literacy and inform future professional learning opportunities; QUARTERLY Foundational Literacy Quality Reviews (FLQRs) from district instructional literacy advisors will monitor the academic gap and root cause analysis to support continued professional development opportunities;QUARTERLY observations of educational assistants support in K-2 classrooms to inform professional learning and resources needed to improve instruction and student achievement; MONTHLY attendance and completion review of specialized PD focused on foundational literacy and to inform future professional learning opportunities;Once a semester DECHS will review the Fall pre-post teacher survey supporting the cohort session to provide feedback, additional PD opportunities, and individualized coaching to K-2 sped teachers.</p>					
	<p>[A 4.2.2] 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 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>Nadiyah McMurray, Sheila Carson, Jason Ball, Porsche Matthews, Sara Melvin, Jennifer Williams, Alison Hutchens</p>	<p>05/13/2022</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</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</p>	<p>Marilyn Flynn</p>	<p>05/13/2022</p>		

<p>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>obtain state initiatives and researched based practices to implement at the building level.</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, Alicia Turner, Albert Means, Camillia Moore, Shelia Carson, Raven Redmond, Instructional Leadership Team (Kayla Creedon, Martha Jackson, Antoinette Taylor, Kera Jenious, Porche Atkins, and Marilyn Flynn)</p>	<p>05/13/2022</p>		