

Ford Road Elementary Annual Plan (2022 - 2023)

Last Modified at Sep 26, 2022 12:55 PM CDT

[G 1] Reading/Language Arts

Ford Road Elementary will increase ELA on-track and mastery proficiency rates for grades 3-5 (including the TSI identified subgroup of B, BHN, and ED) from 8.9% in 2022 to 27.0% in 2023 on the Spring Mastery Connect Benchmark.

School- Level: Ford Road Elementary will improve literacy across grades 3 through 5. Implementation of the reading language arts curriculum will continue to improve developing students' (including the TSI identified subgroup of B, BHN, and ED) deep understanding of the content and mastery of the standards to ensure students (including the TSI identified subgroup of B, BHN, and ED) are career and college ready. This will be done through weekly PLCs, Collaborative Planning (Practice Clinics), Faculty Meetings, and professional development.

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Performance Measure

District Formative Assessment: 70% on track/mastery District Formative Assessment: The TSI identified subgroup of B, BHN, and ED will perform at 70% on track/mastery

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' (including the TSI identified subgroup of B, BHN, and ED) deep understanding of the content, strengthen comprehension, and promote mastery of TN Standards to ensure students (including the TSI identified subgroup of B, BHN, and ED) are career and college ready.</p> <p>Benchmark Indicator Benchmark Indicator Students (including the TSI identified subgroup of B, BHN, and ED) 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 MSCS Classroom Walkthrough Protocol (Zoho) and Debriefing Document will provide the District</p>	<p>[A 1.1.1] Provide Learning Rich Environments for Students Supplemental instructional materials will be secured such as Ready Reading, Tennessee Performance Coach, and Measuring Up To The Tennessee Academic State Standards (English Language Arts). Additional supplies will be purchased to ensure that students (including the TSI identified subgroup of B, BHN, and ED) receive a high quality education in the learning environment such as student computer carts with computers and headphones. Supplies will be secured such as composition notebooks, notebook paper, pencils, markers, dry erase markers, folders, and dry erase erasers to ensure that instruction continues on a daily basis in the instructional environment. A poster maker and laminator will be utilized to create anchor charts to support instruction and to move the scholars (including the</p>	<p>Michelle Turner, Dikettie Jordan</p>	<p>12/30/2022</p>		

<p>with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction. District Walkthrough data will be monitored through the district's PD management system (Professional Learning Zone/PLZ) for 80% standard aligned core instructional implementation with fidelity at 2 per teacher per semester. Quarterly review of TEM observation data to monitor educators delivery of standard aligned lessons to the TN Standards.</p> <p>School level: Weekly lesson plans, weekly (teachers), triweekly (admin) Assessments, District Assessments, Walkthroughs Formal, and Informal Observations</p>	<p>TSI identified subgroup of B, BHN, and ED) toward achieving success with lessons taught in class.</p>				
	<p>[A 1.1.2] Implement Wonders Curriculum Teachers will follow the SCS Curriculum Map to ensure that they are providing standards-aligned instruction. The Wonders curriculum will be implemented with fidelity to ensure that all students (including the TSI identified subgroup of B, BHN, and ED) are receiving a high quality education. IReady will be utilized to reinforce deficit areas. Ready Reading will be used in conjunction with the Wonders curriculum as a supplemental resource. Implementation of Educational Epiphany to strengthen instruction and to ensure continuity across grade bands. Implementation of Educational Epiphany in order to maximize opportunities that will lead to student (including the TSI identified subgroup of B, BHN, and ED) success. Implementation of Educational Epiphany to promote rigorous and robust instruction.</p>	<p>Dr. Anniece Gentry, Mrs. Dikettie Jordan, Mrs. Michelle Turner</p>	<p>05/26/2023</p>		
	<p>[A 1.1.3] Implement Book Nook Implementation of Book Nook, an on-line reading program, which encourages student-to-student (including the TSI identified subgroup of B, BHN, and ED) and student-to-adult (including the TSI identified subgroup of B, BHN, and ED) interaction with prebuilt, personalized, rigorous,</p>	<p>Mrs. Michelle Turner, Mrs. Dikettie Jordan</p>	<p>05/26/2023</p>		

	standards-aligned E/LA lessons through technology innovation.				
	<p>[A 1.1.4] Implement Education Galaxy Education Galaxy is an online educational platform that provides engaging ELA lessons for developing learners (including the TSI identified subgroup of B, BHN, and ED).</p>	Mrs. Michelle Turner, Mrs. Dikettie Jordan	05/26/2023		
	<p>[A 1.1.5] Conduct Collaborative Planning Teachers will meet on grade-level and with the admin team to analyze standards and assessments for the upcoming week. Teachers will engage in Practice Clinics to receive feedback around enhancing instructional practices to provide high-quality instruction for all students (including the TSI identified subgroup of B, BHN, and ED). Teachers will also engage in vertical planning once a month during Faculty Meetings with content specific grade members teaching and planning for the same subject.</p>	Mrs. Dikettie Jordan, Mrs. Michelle Turner, Dr. Anniece Gentry, Mr. Corey Anderson	05/26/2023		
<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</p>	<p>[A 1.2.1] Prescriptive Professional Development Provide teachers with prescriptive PD aligned to instructional and climate practices to improve student outcomes in all tested subjects and decrease chronic absenteeism. SUGGESTED PD 2022-23 SY 4 Instructional Practices Planning for Success, How to Listen to the Data, Planning Gradual Release and Pacing Intervention vs. Enrichment Importance of Student Discourse Student Engagement Strategies Aligning Instructional Tasks with State Standards Differentiating Instructional Tasks Understanding the State Standard and Student Performance Levels Planning for Your Planning Period-Prioritizing Tasks, Teach Like a Champion</p>	Dr. Anniece Gentry, Mr. Corey Anderson, Mrs. Michelle Turner, Mrs. Dikettie Jordan	05/26/2023		

<p>fidelity at 2 per teacher per semester in order to provide individualized professional learning support. Instructional Leadership Team (ILT) meetings are conducted twice each month at 85% attendance to ensure district and school leaders are gaining and sharing knowledge of content, obtaining content support and resources through collaboration, and effectively communicating new information with school-level educators. Zone meetings and small-group ILT sessions are facilitated monthly by Instructional Leadership Directors at 85% attendance to support content lead teachers, PLC Coaches, and administrators with feedback and targeted training that should result in more effective 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.</p> <p>School Level: lesson plans, biweekly assessments, quarterly district assessments, walkthroughs, PLC Meetings, Collaborative Planning Meetings, and ILT Meetings</p>					
	<p>[A 1.2.2] Provide Parental Trainings for State Standards Ford Road Elementary will provide parental training that will be geared toward helping them understand the demands of the TN state standards so that they can best support their children in their learning. Title 1 parental involvement funds will be used to secure supplies, materials, equipment, and support to engage students in classroom learning.</p>	Dr. Anniece Gentry, Mr. Corey Anderson, Mrs. Michelle Turner, Mrs. Dikettie Jordan	05/26/2023		
	<p>[A 1.2.3] Develop Leadership and Teaching Provide opportunities for participation in Professional Development for best practices and</p>	Dr. Anniece Gentry, Mr. Corey	05/26/2023		

	TN Ready Common Core Shifts. In-house professional development for the new curriculum expectations.	Anderson, Mrs. Michelle Turner, Mrs. Dikettie Jordan			
<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>** **</p> <p>** **</p> <p>Benchmark Indicator</p> <p>Students should perform at or above 70% on District Formative Assessments (Fall, Winter and Spring Mastery Connect) which align with core instructional standards for the specific quarter. Monthly progress monitoring data review of students' performance in targeted intervention (iReady) 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 1.3.1] Engage Student in Learning by use of Teachnology</p> <p>Upgrade and add technology for student use in the classroom. Title 1 funds will be used to secure supplies, materials, equipment, and support to engage students in classroom learning.</p>	Dr. Anniece Gentry, Mr. Corey Anderson, Mrs. Michelle Turner	12/30/2022		
	<p>[A 1.3.2] Additional Resources for Struggling Students</p> <p>Students needing intervention will use iReady, Aimsweb, and Mastery Connect programs for progress monitoring. Teachers will also provide after-school tutoring twice a week for those students needing extra help in subjects. Title 1 funds will be used to secure supplies (pencils, pens, highlighters, dry erase markers, erasers, copy paper, colored paper, composition notebooks, etc.) materials, equipment (lap tops, laptop carts,</p>	Dr. Anniece Gentry, Mr. Corey Anderson, Mrs. Michelle Turner	12/30/2023		

	and portable charging stations), and support to engage students in classroom learning.				
	<p>[A 1.3.3] Providing Supports for Students with Disabilities</p> <p>The special education department will provide professional development opportunities in the areas of reading and math to assist both special education and general education teachers to improve special education students' performances on district assessments. The special education department provided tutoring services for the special education students in an effort to improve their district assessment scores in the area of Language Arts and Math.</p>	Dr. Anniece Gentry, Mr. Corey Anderson, Mrs. Stephanie Rabetsky	05/26/2023		

[G 2] Mathematics

Ford Road Elementary will improve on-track/mastery percentages for grades K-5 (including the TSI identified subgroup of B, BHN, and ED) from 57.2% in 2022 to 60.0% in 2023 on Spring Mastery Connect.

SCHOOL LEVEL: Ford Road Elementary will improve K-5 mathematics with a continued instructional shift that will align with an increase focus on content, coherence of student (including the TSI identified subgroup of B, BHN, and ED) understanding, and rigorous instruction that requires students (including the TSI identified subgroup of B, BHN, and ED) to apply all shifts to real world applications. School-based Mastery Connect Tri-Weekly Assessments, District Formative Assessments -27% on-track/mastery TNReady Assessment, School-based Mastery Connect Tri-Weekly Assessments, District Formative Assessments -27% on-track/mastery TNReady Assessment for the TSI identified subgroup of B, BHN, and ED

Performance Measure

TNReady Assessment (27%), District Formative Assessment (Mastery Connect) - 60% on track/mastery for all students (including the TSI identified subgroup of B, BHN, and ED) grades K-5

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 2.1] Standard Aligned Core Instruction</p> <p>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' (including the TSI identified subgroup of B, BHN, and ED) engagement in important content, build on prior knowledge (pre-requisite skills), and promote mastery of TN Standards to ensure students (including the TSI identified subgroup of B, BHN,</p>	<p>[A 2.1.1] Provide Rich Learning Environments for Students</p> <p>Supplemental instructional materials will be secured such as Ready Math, Tennessee Performance Coach, and Measuring Up To The Tennessee Academic State Standards (Math). Additional supplies will be purchased to ensure that students (including the TSI identified subgroup of B, BHN, and ED) receive a high quality education such as student (including the TSI identified</p>	Dr. Anniece Gentry, Mrs. Michelle Turner	04/28/2023		

<p>and ED) are career and college ready.</p> <p>Benchmark Indicator Provide access to rigorous curriculum, quality core instruction, and assessments aligned with the State's academic content standards. Students (including the TSI identified subgroup of B, BHN, and ED) 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 management system (Professional Learning Zone/PLZ). Data will be collected and segregated to observe trends and implementation of the instructional practices. 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>School Level: Weekly lesson plans, Triweekly Assessments, District Assessments, Walkthroughs, Formal and Informal Observations</p>	<p>subgroup of B, BHN, and ED) computer carts and headphones. Supplies will be secured such as composition notebooks, notebook paper, pencils, markers, and dry erase markers, and erasers to ensure that instruction continues throughout the instructional day. Materials for a poster maker and laminator will be utilized to create anchor charts to support instruction and to move the scholars (including the TSI identified subgroup of B, BHN, and ED) toward achieving success with lessons taught in class.</p>				
	<p>[A 2.1.2] Implement Eureka Math with Fidelity Teachers will follow the SCS Curriculum Map to ensure that they are providing standards-aligned instruction. The Eureka curriculum will be implemented with fidelity to ensure that all students (including the TSI identified subgroup of B, BHN, and ED) are receiving a high quality education. IReady will be utilized to reinforce deficit areas. Implementation of Educational Epiphany Guides to strengthen instruction and to ensure continuity across grade bands. Implementation of Educational</p>	<p>Dr. Anniece Gentry, Mrs. Michelle Turner, Ms. Marion Woods, Ms. Baylee Newcomb</p>	<p>04/28/2023</p>		

	Epiphany Interpretation Guides in order to maximize opportunities that will lead to student (including the TSI identified subgroup of B, BHN, and ED) success. Implementation of MSCS Four Instructional Practices to promote rigorous and robust instruction. Ensure teachers are using manipulatives				
	<p>[A 2.1.3] Conduct Collaborative Planning Practice Clinics</p> <p>Teachers will meet on grade-level and with the admin team to analyze standards and assessments for the upcoming week. Teachers will engage in deliberate practice clinics to receive feedback around enhancing instructional practice to provide high-quality instruction for all students (including the TSI identified subgroup of B, BHN, and ED). Teachers will also engage in vertical planning.</p>	Dr. Anniece Gentry, Mr. Corey Anderson, Mrs. Michelle Turner, Mrs. Dikettie Jordan, Ms. Marion Woods	04/28/2023		
	<p>[A 2.1.4] Curriculum Implementation, Lesson Plans, Blended Learning and Instructional Practices</p> <p>Ford Road Elementary leadership team and district advisors will monitor lesson plans and conduct informal/ formal classroom observations to ensure that teachers are implementing the curriculum with fidelity. The leadership staff will use the Instructional Practice Guide/ PLC Protocol to provide teachers with quality feedback. Teachers will also conduct targeted instructional rounds to provide peer feedback and identify instructional areas of focus. Additionally, teachers will give common assessments that are aligned to the state's standards. Teachers will plan and deliver engaging learning experiences that strategically build fluency and problem-solving skills. Teachers will create engagement opportunities for students (including the TSI identified subgroup of B, BHN, and ED) through intentional planning for the incorporation of blended learning station rotations. Title 1 funds will be used to secure supplies, materials, equipment, and support to engage</p>	Dr. Anniece Gentry, Mr. Corey Anderson, Mrs. Michelle Turner	04/28/2023		

	students (including the TSI identified subgroup of B, BHN, and ED) in classroom learning				
<p>[S 2.2] Professional Development Provide ongoing, high quality professional development at the District and school level for school leaders, teachers, and other instructional staff that focuses on instructional shifts and strategies that result in improved student performance.</p> <p>Benchmark Indicator Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document will provide the District with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction in order to plan professional development support.</p> <p>District Walkthrough data will be monitored weekly 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</p>	<p>[A 2.2.1] Attend District-Required Professional Development The district will provide teachers with the opportunity to study, practice, and receive critical feedback. All classroom teachers throughout the district are required to earn professional development hours throughout the year. Teachers will need a district-set number professional learning hours for the 22-23 school year. These hours are broken down into four components: District Learning Days, School-Based, Zone, and Choice. These PD opportunities can include but are not limited to training on understanding math standards, Eureka curriculum training, differentiated instruction, and zone-specific training.</p>	<p>Dr. Anniece Gentry, Mrs. Michelle Turner, Ms. Marion Woods</p>	<p>04/28/2023</p>		

<p>throughs.</p> <p>Quarterly district-level PD sessions for volunteers and parents to learn effective strategies to help students reach the district's mathematics goal.</p> <p>New teacher professional learning supports are offered at various times throughout each semester for new hires. Mentor rosters are submitted at the beginning of each semester to ensure collegial support is assigned to each new hire.</p>					
	<p>[A 2.2.2] Conduct Collaborative Planning Teachers will meet on grade-level and with the admin team to analyze standards and assessments for the upcoming week. Teachers will engage in deliberate practice to receive feedback around enhancing instructional practice to provide high-quality instruction for all students.</p>	<p>Dr. Anniece Gentry, Mrs. Michelle Turner, Ms. Marion Woods</p>	<p>04/28/2023</p>		
	<p>[A 2.2.3] Parent Trainings for Understanding State Standards Ford Road Elementary will provide parental training through the TSI Math State Representatives, PLC Coach, content lead teacher, and IF to help parents understand the demands of the TN math standards so that they are equipped to best support their children in their learning. Title 1 parental involvement funds will be used to support to engage students in classroom learning.</p>	<p>Dr. Anniece Gentry, Mrs. Michelle Turner, Ms. Marion Woods</p>	<p>04/28/2023</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</p>	<p>[A 2.3.1] Implement RTI2 Daily RTI2 has proven to be an effective model for improving student achievement. Response to Instruction and Intervention, or RTI2, is a teaching system that uses data to identify students' specific needs and match those needs with appropriate instructional strategies. We will use AimsWeb to identify Tier II and Tier III students by ranking the bottom 24% of students to receive intervention. Monitoring is ongoing and student progress is benchmarked as prescribed. Student interventions will be adjusted based on student mastery. Implementation will include: Providing daily</p>	<p>Dr. Anniece Gentry, Ms. Demetria Johnson</p>	<p>05/26/2023</p>		

<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.</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>targeted intervention for Tier 1, 2 and 3 students on the students' instructional level, conducting monthly RTI2 meetings to discuss newly identified RTI2 students, parent letters, and individual data reports for students. The master schedule will reflect the allotted 45 minutes a day as required for RTI2. Teachers, Administration, and the School Psychologist will meet monthly to discuss the intervention process, progress monitoring, and fidelity checks.</p>				
	<p>[A 2.3.2] Implement Blended Learning Instruction</p> <p>In order to meet the individual needs of all students, differentiated learning will take place in all classes. Classroom teachers, the ILT team and Admin team, will use student data to determine areas of strength and areas in need of improvement. Teachers will then be able to make informed decisions as to how to reteach skills and determine strategies/resources best suited for all students. This may include re-teaching, one-on-one instruction, small group, manipulatives, and online resources. In order to determine needs , we will analyze student work and School-wide data. Title One funds will be used to purchase IReady and Measure Up books for supplemental instruction</p>	<p>Dr. Anniece Gentry, Mr. Corey Anderson, Mrs. Michelle Turner, Ms. Dikettie Jordan, Ms. Marion Woods</p>	<p>05/26/2023</p>		
<p>[G 3] Safe and Healthy Students</p> <p>Ford Road Elementary will reduce the percentage of chronically absent students from 58.6% in 2022 to less than 20% in 2023.</p> <p>Performance Measure</p> <p>Ford Road will use Power BI data, PowerSchool data, and SART documentation for at-risk students</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] Attendance and Behavior Interventions and Supports Implement targeted interventions, initiatives and support programs that address chronic absenteeism and behavioral needs for all students</p> <p>Benchmark Indicator 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>School Level: Attendance rate, chronic absenteeism rate, suspension and expulsion rate, RTI2B monitoring, Brightbytes, biweekly teacher referrals to guidance counselor, and weekly discipline and attendance reports from PowerBI.</p>	<p>[A 3.1.1] RTI2B Implementation This year we will implement our school-wide RTI2B behavior plan. This plan will focus on improving student behavior, decrease suspensions, developing relationships between students and school staff, creating a culture where all students and teachers are respected and included in their community. Furthermore, student and staff contributions to the school create a positive and proactive way to acknowledge, engage, and respect all stakeholders. The purpose of RTI2B is to empower educators to equip all students with the opportunity to meet high expectations regarding behavior and the support to reach every student. This is a three-tier model. Also, students, families, and educators can work together to develop and contribute to a shared school vision. Under our new plan, we have incorporated: Major/minor incident referrals, online resources, lesson plans for expected behaviors, monthly committee meetings to discuss challenges and successes, incentives for exemplary behavior, and parent workshops/training.</p>	<p>Mrs. Cassandra Hunter, Ms. Demetria Johnson, Mr. Corey Anderson, Dr. Anniece Gentry, Mrs. Dikettie Jordan</p>	<p>05/26/2023</p>		
	<p>[A 3.1.2] Implement Behavioral Referral Tracking This year we implemented a major/minor referral system. Teachers will now monitor student behavior and follow guidelines to determine if behaviors are classroom managed or office -managed. The RTI2B team created minor and major referral forms to track individual student behaviors. Once a student accumulates 3 minor referrals, parents are contacted and required to conference with the principal and the RTIB2 advisor. A plan is created to address and monitor behavior. The RTIB2 will check on identified students weekly.</p>	<p>Mrs. Cassandra Hunter, Mr. Corey Anderson, Dr. Anniece Gentry, Ms. Demetria Johnson</p>	<p>05/26/2023</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</p>	<p>[A 3.2.1] Conduct RTI2B Training and Monitoring The RTI2B team will provide training to all staff members on the components of RTI2B. Initial</p>	<p>Mrs. Cassandra Hunter, Ms. Demetria</p>	<p>05/26/2023</p>		

<p>social emotional learning to improve student behavior and attendance.</p> <p>** **</p> <p>** **</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>Fidelity checks of students data entry will be conducted during the 20-day reporting cycle to monitor the incidents of data entry errors and erroneous reporting.</p> <p>School Level: Insight Survey, Walkthroughs, Informal and Formal Observations, Discipline Referrals</p>	<p>training will take place at the beginning of the school year. The RTI2B team will use PowerPoint presentations, posters, school-wide matrices and lesson plans to deliver the plan. Teachers and staff will be trained on the following: School-wide behavioral matrix, School-wide expectations, and RTI2B lesson plans and implementation. Monthly meetings, mid-year refresher, and Re-teaching Expectation Lesson Plans to Students in All Settings will take place. The RTI2B team will attend additional training provided by the district.</p>	<p>Johnson, Mr. Corey Anderson, Dr. Anniece Gentry</p>			
	<p>[A 3.2.2] Conduct BrightBytes Training All teachers and admin will attend BrightBytes training to ensure that they know how to effectively enter and track student behavior data.</p>	<p>Mrs. Cassandra Hunter, Mr. Corey Anderson, Ms. Demetria Johnson, Dr. Anniece Gentry</p>	<p>05/26/2023</p>		
	<p>[A 3.2.3] Prescriptive Professional Development Provide teachers with prescriptive PD aligned to instructional and climate practices to improve student outcomes in all tested subjects and decrease chronic absenteeism. SUGGESTED PD 2022-23 SY 4 Instructional Practices, Teach Like a Champion, Planning Gradual Release and Pacing Intervention vs. Enrichment Importance of Student Discourse Student Engagement Strategies Aligning</p>	<p>Mrs. Cassandra Hunter, Mr. Corey Anderson, Ms. Demetria Johnson, Dr. Anniece Gentry, Mrs.</p>	<p>05/26/2023</p>		

	Instructional Tasks with State Standards Differentiating Instructional Tasks Understanding the State Standard and Student Performance Levels Planning for Your Planning Period-Prioritizing Tasks	Michelle Turner, Mrs. Dikettie Jordan			
<p>[S 3.3] Parent, Family, and Community Engagement Promote effective parent, family, and community engagement activities and resources that support safe schools which will improve student attendance and behavior.</p> <p>Benchmark Indicator Review 20-day student attendance reports at the end of each semester to determine the impact after engagement events.</p> <p>At the end of each semester, review the attendance and discipline 20 day report for schools that have a trained parent ambassador to determine the impact on their attendance rates.</p> <p>Evidence of parent participation in decisions relating to the education of their children and collaboration efforts on district level topics through monthly parent surveys.</p> <p>Conduct a semi-annual adopter surveys to monitor their impact on students' success by way of their contributions of resources and time.</p>	<p>[A 3.3.1] Parent Resource Center We will utilize a Parent Resource Center at Ford Road Elementary. It will be equipped with computers, a printer, and Smart Board . Parents may use these resources to access websites and resources to use with their children (students). In addition, trainings are held throughout the year for all parents . The center will also have free supplies, community information, and resources that parents are encouraged to take. Brochures will be provided to assist with delivering pertinent information. These are a few family and community activities provided: RTI2B Parent Training: Core features and expectations of the school-wide plan will be discussed, P.T.O. meetings, reading and math strategies to use at home, job training and placement, and dealing with behavior issues</p>	Dr. Anniece Gentry, Mr. Corey Anderson, Mrs. Cassandra Hunter, Mrs. Michelle Turner, Mrs. Dikettie Jordan	05/26/2023		
	<p>[A 3.3.2] Parent Teacher Organization Strengthen the Parent Teacher Organization to inform and involve families on important topics (curriculum, attendance, safe schools, etc)</p>	Dr. Anniece Gentry, Mr. Corey Anderson, Mrs. Cassandra Hunter	05/26/2023		
	<p>[A 3.3.3] Expand Community Resources Expand the school adopter program to connect with other businesses and/or organizations with community resources that can support teaching and learning at FRE</p>	Dr. Anniece Gentry, Mr. Corey Anderson, Mrs. Cassandra	05/26/2023		

		Hunter, Mrs. Dikettie Jordan, Mrs. Michelle Turner			
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[G 4] Early Literacy

Early learners at Ford Road Elementary will be engaged in literacy-rich environments that offer meaningful, authentic opportunities to develop reading, writing, speaking, and listening skills essential to becoming career and college ready.

School Level: The TSI identified subgroup of B, BHN, and ED early learners at Ford Road Elementary will be engaged in literacy-rich environments that offer meaningful, authentic opportunities to develop reading, writing, speaking, and listening skills essential to becoming career and college ready.

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Performance Measure

According to the data in Power BI, early literacy grades, Kindergarten through second at Ford Road Elementary increased in score from Fall 2021 to Spring 2022 on Mastery Connect in Reading. The overall percentage of children on track and mastered for Fall 2021 was 26.3% in grades Kindergarten through second on Mastery Connect in Reading. According to the data in Power BI, the overall percentage of children on track and mastery for Spring 2022 was 43.9 in grades Kindergarten through second on Mastery Connect in Reading. The early literacy grades Kindergarten through second grade showed an increase of 17.6% from Fall 2021 Mastery Connect assessment in Reading to Spring 2022. Kindergarten had 29.5% of students on track and mastered on the Fall 2021 Mastery Connect assessment in Reading. Kindergarten increased to 47.6% on students on track and Mastered on the Spring 2022 Mastery Connect Reading assessment. Kindergarten had an overall increase of 18.1% from Fall 2021 to Spring 2022 on Mastery Connect in Reading. First Grade had 34.2% of students on track and mastered on the Fall 2021 Mastery Connect assessment in Reading. According to the data, first grade had 47.3% of students on track and mastered on the Spring 2022 Mastery Connect Reading assessment. Overall, first grade had an increase of 13.1% of students on track and mastered from Fall 2021 to Spring 2022 on Mastery Connect in Reading. Second grade had 16.6% of students on track and mastered on the Fall 2021 Mastery Connect Reading assessment in Reading. Second grade had 37.6% of students on track and mastered on the Spring 2022 Mastery Connect test in Reading. According to the data, second grade had an overall increase of 21.0% from Fall 2021 to Spring 2022 on Mastery Connect in Reading.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 4.1] Early Literacy Opportunities Provide opportunities for students (including the TSI identified subgroup of B, BHN, and ED) to access early learning opportunities that appropriately support their academic, social, and emotional development and create a continuum of learning through third grade. Performance Measure Memphis Shelby County Schools K-2 Literacy will increase from 43.9% on Spring 2022 Mastery	[A 4.1.1] Continued Implementation K-2 Educational Assistants Data has indicated a gap as students (including the TSI identified subgroup of B, BHN, and ED) leave 2nd grade. This trend was also recognized throughout the district. In order to bridge the gap between 2nd and 3rd grade, our K-2 Educational Assistants will primarily support K-2 students (including the TSI identified subgroup of B, BHN,	Dr. Anniece Gentry, Mrs. Dikettie Jordan, Mrs. Michelle Turner	05/26/2023		

<p>Connect assessment to 50.0% on Spring Mastery Connect Assessment for the 2022-2023 academic school year. The TSI identified subgroup of B, BHN, and ED K-2 Literacy will increase from ____\% on Spring Mastery Connect Assessment to ____\% on Spring Mastery Connect Assessment for the 2022-2023 academic school year. Ford Road Elementary early learners will be engaged in literacy-rich environments that offer meaningful, authentic opportunities to develop the reading, writing, speaking and listening skills essential to becoming college and career ready. The TSI identified subgroup of B, BHN, and ED early learners will be engaged in literacy-rich environments that offer meaningful, authentic opportunities to develop the reading, writing, speaking and listening skills essential to becoming college and career ready.</p> <p>SCHOOL LEVEL: Memphis Shelby County Schools K-2 Literacy will increase from 37.6% on second grade 2022 Spring Mastery Connect Assessment to 50.0% on second grade 2023 Spring Mastery Connect Assessment 2023 academic school year. The TSI identified subgroup of B, BHN, and ED K-2 Literacy will increase from ________\% on 2022 Spring Mastery Connect Assessment to ____\% on 2023 Spring Mastery Connect Assessment.</p> <p>** **</p> <p>** **</p> <p>Benchmark Indicator **WEEKLY** student (including the TSI identified subgroup of B, BHN, and ED) 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</p>	<p>and ED) in Tier 2 and/or Tier 3. However, Educational Assistants may also support students (including the TSI identified subgroup of B, BHN, and ED) in Tier 1 (as needed)— particularly during whole group and station rotations. The Paraprofessional will also assist with online testing and progress monitoring. The Educational Assistants adheres to the framework for small group instruction. The admin team, ILT members, and Laureate will monitor the instructional support rendered by K-2 Educational Assistants. They will also support the work by offering feedback and ensure the Educational Assistants has a schedule that details which teachers and students (including the TSI identified subgroup of B, BHN, and ED) are supported, including the day and time of support. In addition a space will be provided for the paraprofessional to provide pull-out support to small groups of students (including the TSI identified subgroup of B, BHN, and ED).</p>				
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<p>student (including the TSI identified subgroup of B, BHN, and ED) 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, Discipline Data, Feedback from RTI2B specialist, Teacher Feedback, Formal and Informal Walkthroughs</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. Provide support to K-2 all teachers through job-embedded professional development activities.</p> <p>Benchmark Indicator **ON-GOING **80% attendance and completion of PD focused on foundational literacy for K-2 to gauge the transfer of knowledge into classroom instruction and inform future professional learning opportunities; **MONTHLY** monitoring of Laureates knowledge building as measured by the pre- and post-module assessments to measure the increase content and pedagogical knowledge around foundational literacy and inform future professional learning opportunities; **QUARTERLY **Foundational Literacy Quality Reviews (FLQRs) from district instructional literacy advisors will monitor the academic gap and root cause analysis to support continued professional development opportunities; **QUARTERLY **observations of educational assistants support in K-2 classrooms to inform professional learning and resources needed to improve instruction and student (including the TSI identified subgroup of B, BHN, and ED)</p>	<p>[A 4.2.1] Professional Development Provide opportunities for participation in Professional Development for best practices and TN Ready Common Core Shifts. In-house professional development for the new curriculum expectations.</p>	<p>Dr. Anniece Gentry, Mr.Corey Anderson, Mrs. Michelle Turner, Mrs. Dikettie Jordan</p>	<p>05/26/2023</p>		

<p>achievement; **MONTHLY** attendance and completion review of specialized PD focused on foundational literacy and to inform future professional learning opportunities; Once a semester FRES 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. Insight Survey Feedback, TEM observations, ILT walkthroughs</p>					
<p>[S 4.3] Foundational Literacy Laureates Designate one Laureate in every elementary and K-8 school to support K-2 teachers with implementing high quality foundational literacy instruction and strategies.</p> <p>Benchmark Indicator **MONTHLY** review of Laureate support logs to measure the frequency and level of school-based support to K-2 teachers in the priority coaching areas to inform specific areas of support needed for Laureates; **BI-ANNUAL** Foundational Literacy Quality Reviews (FLQRs) from district instructional literacy advisors to determine Laureate’s implementation of the 3 major components of a comprehensive literacy block and inform the support needs of individual Laureates. iReady diagnostic, Education Epiphany Walkthrough forms, Review laureate support log to measure student (including the TSI identified subgroup of B, BHN, and ED) performance ILT meeting trends, Informal observations</p>	<p>[A 4.3.1] Reading Foundational Laureate The foundational laureate will help K-2 teachers with implementing high quality foundational literacy instruction. The Reading Foundational Laureate will provide ongoing professional development related to the alphabet, the concept of print, phonological awareness, phonics, high frequency words, and fluency.</p>	<p>Dr. Anniece Gentry, Mrs. Tammy Sims</p>	<p>05/26/2023</p>		