

Oakhaven Elementary Annual Plan (2023 - 2024)

Last Modified at Sep 25, 2023 04:05 PM CDT

[G 1] Reading/Language Arts

Oakhaven Elementary will increase the percentage of students with proficiency rates of meeting and/or exceeding expectations on the TCAP assessment in grades 3-5 from 11.0% in 2021-22 to 15.9% during the 2023-24 school year.

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 1.1] Standard Aligned Core Instruction Oakhaven Elementary will 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 administrative team with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction.</p>	<p>[A 1.1.1] Weekly PLC & Collaborative Planning PLC Teams will utilize weekly data to guide re-teaching differentiated instruction and interventions for reading/language arts addressing specific individual student deficiencies. Teachers will share strategies to increase student achievement. ELL And Sped teachers will attend PLC meetings to collaborate on student data.</p>	<p>G.Davis(Principal), S. Elion (Assistant Principal), C. Gray(PLC Coach), K. Ward (RTI-B Lead) Karen Haynes(Laureate)</p>	<p>05/24/2024</p>		

<p>Instructional Leadership Team 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>[A 1.1.2] Provide Supplemental Resources to Improve Student Achievement Students and teachers will be provided with additional resources such as reading subscriptions, online resources(NEWSLEA); classroom materials for literacy centers, including books for classroom libraries, hands on manipulatives and games for centers; educational technology (computers, interactive boards, headphones, mics, etc.);and classroom/student supplies(pencils, paper, tablets, folders, agenda folders, agenda books, glue, tape, etc...) to enhance classroom instruction and improve student achievement.</p>	<p>Clarinda Gray, PLC Coach , G. Davis (Principal), Sheretta Elion(Assistant Principal)</p>	<p>04/25/2024</p>		
<p>[S 1.2] Professional Development Provide professional development for teachers, administrators, and highly specialized support staff 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 Classroom Walkthrough Protocol and Debriefing Document will provide the Administrative Team 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>Instructional Leadership Team (ILT) meetings are conducted twice each month at 85% attendance to ensure district and school leaders are gaining and</p>	<p>[A 1.2.1] Unpacking Standards and Wonders Training Classroom and Instructional Resource teachers will participate in various school, zone, and district level professional development sessions. They will have to complete a certain number of professional development hours based on the district's expectations. The members of the Instructional Leadership Team will conduct professional development sessions throughout the school year based on teacher and school needs. Title One funds will be used to secure supplies, materials, equipment, and support for academic instruction.</p>	<p>G. Davis(ELA Planning), S. Elion (ELA Planning), C. Gray (Weekly PLC's)</p>	<p>05/24/2024</p>		

<p>sharing knowledge of content, obtaining content support and resources through collaboration, and effectively communicating new information with school-level educators.</p> <p>Schoolwide Administrative meetings are facilitated bimonthly to review data to determine schoolwide instructional trends.</p>					
	<p>[A 1.2.2] Supplemental resources to improve student achievement. ###</p> <p>Oakhaven Elementary will secure supplies, materials, equipment and resources to support academic growth and achievement through professional development.</p>	Clarinda Gray	04/25/2024		
<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>Students should perform at or above 70% on School Biweekly Common Assessments which align with core instructional standards for the specific quarter.</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 (i-Ready) to determine next steps of intervention support in an effort to get them to grade level.</p>	<p>[A 1.3.1] Attending High Quality Professional Development</p> <p>Teachers and administrators will participate in, local, state, and national conferences based on the social and academic needs of Oakhaven Elementary students to increase their professional knowledge to become more effective teachers and administrators, Teachers and administrators will learn a variety of strategies and techniques to use in the classroom to enhance the curriculum and increase student achievement. Teachers and administrators will return after the PD and provide ongoing research-based professional development for teachers and staff through various activities including implementing TN Common Core Standards, behavior strategies, assessment techniques, and directed methods; acting as a coach and support to teachers, Teachers and administrators will also model effective strategies.</p>	G. Davis, S. Elion, K. Ward, Clarinda Gray	07/24/2024		
	<p>[A 1.3.2] Instructional Interventionist</p> <p>Oakhaven Elementary will provide an</p>	G. Davis, S. Elion, K. Ward,	05/31/2024		

	interventionist that will provide academic intervention and personalized learning activities that will be designed to meet the individual needs of the students and provide a learning pace and instructional approaches to meet the needs of each learner. The interventionist will provide small group instruction to identified students.	L. Wright			
	[A 1.3.3] Improve student achievement and growth by supporting rich learning environments. Oakhaven Elementary will secure supplies, materials, equipment, and resources to support academic growth and achievement in reading /language arts.	Clarinda Gray	04/25/2024		

[G 2] Mathematics

Oakhaven Elementary will increase the percentage of students with proficiency rates of meeting and/or exceeding expectations on the TCAP assessment in grades 3-5 from 8.4% in 2021-22 to 19.1% during the 2023-24 school year.

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
[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. Benchmark Indicator Oakhaven students should perform at or above 70% on School Biweekly Common Assessments	[A 2.1.1] Professional Learning Communities PLC teams will break down the standards and utilize weekly data to guide re-teaching, differentiated instruction and intervention for math addressing specific deficiencies. Teachers will share strategies to increase student achievement ESL and Sped Teachers will attend PLC meetings to collaborate on data.	C. Gray (PLC Coach), G. Davis(Principal), S. Elion (Assistant Principal)	05/24/2024		

<p>which align with core instructional standards.</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>Daily classroom observations using the Classroom Walkthrough Protocol and Debriefing Document will provide the Instructional Leadership Team with data to determine trends in teachers' ability to effectively implement the identified instructional shifts</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 Microsoft Teams. 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] Agenda Books/Communication Folders Agendas/ Communication folders will be used to organize student's homework and important school information as well as a communication tool for parents.</p>	Clarinda Gray	04/25/2024		
	<p>[A 2.1.3] Parental Trainings Parental Training will be offered for parents in all grades virtually or in person to help their child succeed in math. Parents will learn grade specific strategies to use at home and to help their child improve in math.</p>	M. Moore, Clarinda Gray	05/24/2024		
<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] High-Quality Professional Development Teachers and staff will participate in ongoing, research-based professional development through</p>	G. Davis (principal), K. Ward (RTI-Lead), S. Elion	05/24/2024		

<p>staff that focuses on instructional shifts and strategies that result in improved student performance.</p> <p>Benchmark Indicator Daily classroom observations using the Classroom Walkthrough Protocol and Debriefing Document will provide the Administrative team with data to determine trends in teachers' ability to effectively implement the identified instructional shifts 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 Microsoft Teams 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 walkthroughs.</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>various activities including modeling effective instructional practices (including implementing TN State Standards), behavior management strategies, assessment techniques, and directed teaching methods, acting as a coach and support to teachers and modeling effective intervention strategies. Teachers will be trained on i-Ready and RTI, but not limited to those topics.</p>	<p>(Assistant Principal), C. Gray(PLC Coach)</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] Math Professional Development/Collaborative Planning ###</p> <p>Teachers will receive ongoing professional development on Eureka Math Curriculum during faculty meetings and Collaborative Planning/PLC Meetings.</p>	<p>C. Gray (PLC Coach), G. Davis(Principal), S. Elion (Assistant Principal)</p>	<p>05/24/2024</p>		
	<p>[A 2.2.3] Improve student achievement and growth by supporting rich learning environments.</p> <p>Oakhaven Elementary will provide supplemental supplies and materials, instructional equipment/technology, and manipulatives to support and improve math academic growth and achievement, TCAP Coach workbooks will be used with Tier I students during intervention/small group to address areas of enrichment.</p>	<p>Clarinda Gray(PLC Coach),</p>	<p>04/25/2024</p>		
<p>[S 2.3] Targeted Interventions 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) which align with core instructional standards for the specific quarter.</p>	<p>[A 2.3.1] Attending High Quality Professional Development</p> <p>Teachers and administrators will participate in, local, state, and national conferences based on the social and academic needs of Oakhaven Elementary students to increase their professional knowledge to become more effective teachers and administrators, Teachers and administrators will learn a variety of strategies and techniques to use in the classroom to enhance the curriculum and increase student achievement. Teachers and administrators will return after the PD and provide ongoing research-based professional development for teachers and staff through various activities including implementing TN Common Core Standards, behavior strategies, assessment techniques, and directed methods; acting as a coach and support to teachers, Teachers and</p>	<p>C. Gray, G. Davis</p>	<p>06/21/2024</p>		

<p>Monthly progress monitoring data review of students' performance in targeted intervention (i-Ready) 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>administrators will also model effective strategies.</p>				
	<p>[A 2.3.2] Provide Supplemental Resources to Improve Student Achievement Students and teachers will be provided with additional resources such as online resources (Reflex Math, IXL); hands on manipulatives, and games for stations, educational technology (computer, interactive boards, headphones, etc...) and classroom/student supplies (pencils, paper, tablets, dry erasers, folders, glue, tape, etc..) to enhance classroom instruction and improve student achievement.</p>	<p>D. Robinson, C. Gray</p>	<p>04/25/2024</p>		
	<p>[A 2.3.3] Family Math Night Parents and students will participate in Family Math Night. Math activities will be planned for families in every grade level Pre-K - 5 to participate together to strengthen math proficiency in a fun and engaging environment. Community organizations will partner with the school to promote math career opportunities. Make and take sessions will be utilized to provide parents with materials to use at home to enhance their engagement with the children as well as to reinforce the skills taught in the classroom.</p>	<p>Clarinda Gray, (PLC Coach), G. Davis (School Principal), Michell Richards (Math Lead Teacher)</p>	<p>03/29/2024</p>		

[G 3] Safe and Healthy Students

Oakhaven Elementary will decrease its chronic absence rate from 43.3% in 2023 to 20% in 2024.

Performance Measure

Interventions and supports will be measured using the following:

* PowerSchool Data

* PowerBI Data

* Share Point
 * 20 Day - attendance reports

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 3.1] Attendance and Behavior Interventions and Supports Implement targeted interventions and support programs and initiatives that address identified behavior needs and provide appropriate student supports.</p> <p>Benchmark Indicator 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] Behavior Interventionist Oakhaven will provide academic interventions and personalized learning activities that are designed to meet the individual needs of the student and provide a learning pace and instructional approaches to meet the needs of each learner. We will provide extra support during small group instruction. The instructional support will be in their lowest deficit area.</p>	<p>T. Ray (behavior interventionist), K. Ward (Guidance)</p>	<p>05/24/2024</p>		
	<p>[A 3.1.2] Parent Communication and Support Counselor and behavior specialist will communicate with parents weekly of chronically absent students to stress the importance of students being in attendance and develop plans to increase attendance.</p>	<p>G. Davis(Principal), S. Elion (assistant principal), K. Ward (Professional</p>	<p>05/24/2024</p>		

	SART meetings will be held with parents after 5 days absent to work with parents on ways to improve students' school attendance. After 10 days of absence, the district will conduct a SART meeting with parents to hold them accountable for students' attendance and plans for attendance improvement.	School Counselor)			
<p>[S 3.2] Professional Development Provide ongoing, high quality professional development at Oakhaven Elementary 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>[A 3.2.1] RTI-B Teachers and staff are participating in ongoing training on the RTI-B process. The training includes covering all aspects of our RTI-B Manual and how to carry out the procedures outlined in the manual. The procedures are designed to encourage positive behavior and deescalate any negative behavior effectively. Title 1 funds will be used to secure supplies, materials, equipment, and support for academic instruction.</p>	G. Davis (principal), K. Ward (RTI-B), C. Gray (PLC Coach)	05/24/2024		
<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>[A 3.3.1] Monthly SART Meetings The Professional School Counselors will hold SART meetings with the parents of students with 5 or more unexcused absences. During these meetings, parents are encouraged to send students to school daily. If students need to be absent, parents should send in written documentation when the child returns to school. Title One funds will be used to secure supplies, materials, equipment, and support for academic instruction.</p>	K. Ward, T. Ray	05/31/2024		

<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>					
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[G 4] Early Literacy
 Oakhaven Elementary School's early learners will be engaged for the 2023-24 year in scientifically based reading instruction that provides meaningful and authentic opportunities to develop the early literacy skills essential to becoming proficient readers by the end of grade 3.

Performance Measure
 By June 2024, 85% of KK-1 students will achieve success criteria relative to the grade by the following: Kindergarten 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.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 4.1] Professional Learning Build and strengthen the foundational literacy knowledge of instructional leaders, classroom teachers, and educational assistants through engagement in professional learning experiences anchored in the science of reading.</p> <p>Benchmark Indicator ON-GOING 80% attendance and completion of PD focused on foundational literacy for K-2 to gauge the transfer of knowledge into classroom instruction and inform future professional learning opportunities; MONTHLY monitoring of Laureates knowledge building as measured by the pre- and post-module assessments to measure the increase content and pedagogical knowledge around foundational literacy and inform future professional learning opportunities;</p> <p>QUARTERLY Foundational Literacy Quality Reviews (FLQRs) from district instructional literacy</p>	<p>[A 4.1.1] Improve student achievement and growth by supporting rich learning environments. Oakhaven will secure supplies, materials, equipment, and resources to support academic growth and achievement in reading.</p>	C. Gray, D. Robinson	04/25/2024		

<p>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;</p>					
	<p>[A 4.1.2] Support with Foundational Literacy Skills</p> <p>The PLC Coach and Literacy Laureate will provide ongoing support to the teachers as the year progress with implementation of foundational skill strategies. As a result of these sessions, K-2 teachers will have gained knowledge of the techniques to instruct students in foundational reading skills. They will become acquainted with the materials and learn how to follow the skills progression during both whole class instruction and small group intervention. Impact of professional development should be evident in classroom instruction of foundation skills and student achievement should be evident in an increase of intervention tier movement, IReady diagnostic, and second grade TCP assessment results. Teacher will participate in state reading 360 training.</p>	<p>Clarinda Gray (PLC Coach), Karen Haynes (Literacy Laureate)</p>	<p>05/24/2024</p>		
<p>[S 4.2] Foundational Literacy Laureates</p> <p>Designate one high performing teacher to be school Laureate to support K-2 teachers with implementing high quality foundational literacy instruction and strategies.</p> <p>Benchmark Indicator</p> <p>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 classroom observations from district instructional literacy advisors to determine Laureate’s implementation of the 3 major components of a comprehensive literacy</p>	<p>[A 4.2.1] Literacy Laureate</p> <p>The Literacy Laureate will conduct monthly walkthroughs observing teachers in grades K-2 during their foundational skills block and offer feedback.</p>	<p>H. Haynes, A. Strong, S.Elion</p>	<p>05/24/2024</p>		

block and inform the support needs of individual Laureates					
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