

Cummings Elementary/Middle Annual Plan (2022 - 2023)

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<p>[G 1] Reading/Language Arts By spring 2023, we will improve literacy across grades 3 through 8 by 10% from 4.7% to 14.7% and from 3.9% (2019) to 13.9% (2022) newly identified priority subgroups, ATSI and TSI identified ED subgroup and 4.8%(2019) to 14.8% (2022) TSI identified subgroup of B/H/NA subgroups. We believe improvement in this area can be achieved by intentionally focusing on the implementation of a district-wide reading prescription deeply rooted in lessons from the i-Ready toolbox supplemented by the Wonders and my Perspectives reading curricula, the restructuring of grade configuration in grades 3 through 5, targeted intervention by a full-time interventionist, and rigorous professional development to support reading standards to ensure students are career and college ready.</p> <p>Add lever or change</p> <p>**[G 4] Build teacher capacity and content knowledge so that instruction reflects District's four instructional practice expectations from 65.63% in Spring 2022 to a minimum of 75% in 2023 on informal walkthroughs.**</p> <p>Performance Measure Cummings K8 Optional School will work toward increasing the following percentage of students who are on track or mastered in grades K-8 from 20-21 school year.</p> <p>All students, including newly identified priority subgroups, ATSI identified ED subgroup, TSI identified Black, B/H/NA and ED subgroups, will demonstrate 70% on-track/mastery on District Formative Assessments using Mastery Connect</p> <p>Annual TNReady assessment by 10% for all students, including ATSI identified ED subgroup, TSI identified Black, B/H/NA and ED subgroups.</p>					
Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 1.1] Standard Aligned Core Instruction Teachers 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, including ATSI identified ED subgroup, TSI identified Black, B/H/NA and ED subgroups 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</p>	<p>[A 1.1.1] Develop and Monitor Weekly Lesson Plan PowerPoints Cummings will ensure that core instruction is aligned to content standards by providing professional development to teachers on how to adequately access the curriculum and **effectively **plan lessons that are high quality and meaningful while providing engaging activities. This will also align with the district adoption and implementation of the four instructional practices along with the reading and math prescriptions. An additional amount of time will be spent planning with new teachers and digging deeper into the curriculum since the district adopted a new ELA textbook for grades K-12. Teachers will have access to</p>	Dwana McGuire, Stacey Hill, Jacqueline Lang, Aurelia Hickman	06/30/2023		

<p>Spring) which align with core instructional standards for the specific quarter to ATSI identified ED subgroup, TSI identified Black, B/H/NA and ED subgroups.</p> <p>Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document will provide the school 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 to ATSI identified ED subgroup, TSI identified Black, B/H/NA and ED subgroups.</p> <p>Quarterly review of TEM observation data to monitor educators delivery and implementation of standards aligned lessons to ATSI identified ED subgroup, TSI identified Black, B/H/NA and ED subgroups.</p>	<p>Common Core Companion Guides to assist with them with breaking down the standards to address the shifts in rigor so that teachers are able to use them to inform instruction and measure achievement.</p>				
	<p>[A 1.1.2] Conduct Weekly PLCs Cummings K8 Optional School will provide specific and intentional professional development to teachers to support improved delivery of the new Wonders and myPerspective curricula. Teachers will attend PLCs weekly every Tuesday to increase their skills and knowledge and to improve the academic performance of students. The PLC Coach, along with the Admin. Team, will provide support while teachers dig into the data to identify trends and patterns for **EVERY** student and provide a **STRATEGIC** plan of action to address skill deficits. Teachers will maintain a **DATA TRACKER** to stay informed about every student they teach in order to be able to speak to each child's performance level. Teachers will also utilize workbooks that will allow them to practice skills and assess mastery and readiness for TNReady to our identified ATSI and ED subgroup, TSI identified Black, B/H/NA and ED subgroups.</p>	<p>Dwana McGuire, Stacey Hill, Jacqueline Lang, Aurelia Hickman, Danita Clinton</p>	<p>05/26/2023</p>		

	<p>[A 1.1.3] Conduct Weekly Individualized Collaborative Planning Sessions</p> <p>Every Thursday, the school will dedicate time for in house professional development on introducing the new textbook, curriculum, and standards. There will be lots of opportunity for ELA teachers to immerse themselves in the new curriculum during PLCs and Collaborative Planning. Teachers will continue to engage in collaborative planning to improve the teaching and learning process utilizing deliberate practice **WEEKLY**, which allows them to be intentional as they unpack the performance-based objectives to deepen the understanding of informational text, tasks, and standards. All teachers will be trained and immersed in the four instructional practices to eliminate the achievement gap and provide sustainable improvements in student achievement and educator effectiveness through work with Educational Epiphany.</p>	Dwana McGuire, Stacey Hill, Jacqueline Lang, Aurelia Hickman	05/26/2023		
	<p>[A 1.1.4] Utilize Literacy Laureate and Literacy Support Advisor</p> <p>The ILT Lead along with the Literacy Laureate have modeled several lessons using deliberate practice. The district ELA Instructional Support Advisors will be instrumental in modeling lessons, observing classrooms, and providing feedback to improve the quality of ELA instruction. The ISAs, Instructional Facilitator, and PLC Coach will meet **WEEKLY** to discuss the literacy/writing plan for Cummings, PLCs, and Collaborative Planning to ensure that professional development is intentional and aligns with the district goals and objectives.</p>	Dwana McGuire, Stacey Hill, Jacqueline Lang, Aurelia Hickman	06/23/2023		
<p>[S 1.2] Professional Development</p> <p>Provide professional development for teachers, administrators, instructional leaders and district advisors on how to articulate the instructional practice shifts that will improve teachers' pedagogy of the content, master of standard look fors, students' skill set, and students' proficient reading level of grade supported texts.</p>	<p>[A 1.2.1] Engage in Weekly PLCs, Collaborative Planning, and Differentiated Professional Development</p> <p>Teachers will engage in both virtual and in-person professional learning through collaboration, reviewing data, sharing best practices, and aligning standards and content to develop performance-based objectives. Cummings K8 Optional School will provide specific and intentional professional</p>	Dwana McGuire, Stacey Hill, Jacqueline Lang, Aurelia Hickman, Danita Clinton, Kimberly	06/30/2023		

<p>Benchmark Indicator</p> <p>Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document will provide the District with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction in order to plan professional development support.</p> <p>District Walkthrough data will be monitored through the district's PD management system (Professional Learning Zone/PLZ) and Zoho for 80% standard aligned core instructional implementation with fidelity at 2 per teacher per semester in order to provide individualized professional learning support.</p> <p>Instructional Leadership Team (ILT) meetings are conducted twice each month at 85% attendance to ensure district and school leaders are gaining and sharing knowledge of content, obtaining content support and resources through collaboration, and effectively communicating new information with school-level educators.</p> <p>Zone meetings and small-group ILT sessions are facilitated monthly by Instructional Leadership Directors at 85% attendance to support content lead teachers, PLC Coaches, and administrators with feedback and targeted training that should result in more effective daily instructional practices that should be observed during district walk throughs.</p> <p>Quarterly district-level PD sessions for volunteers and parents to learn effective strategies to help students reach the district's ELA goal.</p> <p>New teacher professional learning supports are offered at various times throughout each semester for new hires. Mentor rosters are submitted at the</p>	<p>development to teachers to support improved delivery of the new Wonders and myPerspectives curricula that will support our identified ATSI identified ED subgroup, TSI identified Black, B/H/NA and ED subgroups. Teachers will attend PLCs weekly every Tuesday to increase their skills and knowledge and to improve the academic performance of students. They have received rigorous professional development on the TEAMS platform to enhance their performance level in navigating the digital environment. Teachers will continue to engage in collaborative planning to improve the teaching and learning process utilizing deliberate practice, which allows them to be intentional as they unpack the performance-based objectives to deepen the understanding of informational text, tasks, and standards. This will improve our efforts to support instruction for all students, including our ATSI identified ED subgroup, TSI identified Black, B/H/NA and ED subgroups.</p>	<p>Williams, Trina Holly</p>			
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beginning of each semester to ensure collegial support is assigned to each new hire.					
	<p>[A 1.2.2] Provide Professional Development for Parents and Students</p> <p>The Cummings School Technology Team will provide continuous PD to ATSI identified ED subgroup, TSI identified Black, B/H/NA and ED subgroups' parents to improve the learning experience utilizing the TEAMS digital platform. This will create an opportunity for parents and students to have the ability to review correspondence, upload homework documents, participate in parent-teacher conferences, attend literacy work sessions, access various reports for students, assist with proctoring assessments, and visit during office hours. The school will update technology, as needed for a smoother transition to the Microsoft TEAMS platform used to deliver daily** **instruction or intervention. Additionally, the school will also secure supplies, materials, planners, equipment, and support for training and workshop opportunities for all students, including our ATSI identified ED subgroup, TSI identified Black, B/H/NA and ED subgroups.</p>	Dwana McGuire, Stacey Hill, Janet Buckner, Aurelia Hickman, Sheraneka Morris, Jacqueline Lang, Angela Brooks, Angela Tibbs-Mitchell	02/28/2023		
	<p>[A 1.2.3] Mentor and Support New Teachers</p> <p>Cummings has been very strategic and aggressive when seeking new hires this summer. New hire rosters and mentor list, submitted each** SEMESTER **ensuring new teachers are assigned and attending new teacher professional support within the district and school-based, through Cummings New Teacher University. New teachers are provided PD to introduce them to the new curriculum, review the TEM observation rubric, how to access the substitute management system, how to navigate the TEAMS digital platform and how access the new ELA textbooks, Wonders and myPerspectives and the best practices to support our identified ATSI identified ED subgroup, TSI identified Black, B/H/NA and ED subgroups.</p>	Dwana McGuire, Stacey Hill, Jacqueline Lang, Aurelia Hickman, Kimberly Williams, Danita Clinton, Trina Holly	05/31/2023		

	<p>New teachers are given the opportunity to learn from their colleagues and observe classroom procedures and seek feedback. PLCs are another opportunity for new teachers to receive PD on intervention programs (iReady) and formative assessments (MasteryConnect). Teachers will also engage in strategies that will leverage the learning environment for our ATSI identified ED subgroup, TSI identified Black, B/H/NA and ED subgroups as it relates to reviewing student work, test taking strategies, and connecting through texts and words.</p>				
	<p>[A 1.2.4] Professional Learning and Development Teachers, leaders, and instructional coaches will seek out strategies and opportunities to attend high-quality professional learning workshops, seminars, skill-based training, and job-embedded training in town and out-of-town to improve job performance and conduct research about ways to increase reading abilities in children. This might also include participation in professional organizations that provide services through magazines and pamphlets (The Master Teacher). This will also include PD that is offered on Saturdays and in the summer for additional opportunities for teachers to engage in opportunities to further deepen skills and collaborate around instructional practices and data sources to improve teaching and learning to increase student achievement.</p>	<p>Dwana McGuire, Stacey Hill, Jacqueline Lang, Aurelia Hickman</p>	<p>06/02/2023</p>		
<p>[S 1.3] Targeted Intervention and Personalized Learning Provide academic interventions, personalized learning activities, an individualized learning pace, and various instructional approaches designed to meet the needs of specific learners to improve student achievement, with additional supports to our ATSI identified ED subgroup, TSI identified Black, B/H/NA and ED subgroups.</p>	<p>[A 1.3.1] Implement a Structured Intervention Block We will continue with the 45-minute intervention period provided daily for students utilizing the implementation of iReady reading in small groups and face to face. During this time, teachers will be intentional and specific about the intervention and support provided to students while using resources from iReady and Mastery Connect to drive instruction and recoup learning loss created by</p>	<p>Dwana McGuire, Stacey Hill, Jacqueline Lang, Aurelia Hickman, Janet Buckner, Kathy Jackson</p>	<p>05/26/2023</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>**MONTHLY** progress monitoring data review of students' performance in targeted intervention (iReady Diagnostic) to determine next steps of intervention support in an effort to get them on grade level, with a specific interest in ATSI identified ED subgroup, TSI identified Black, B/H/NA and ED subgroups.</p> <p>**QUARTERLY** review of grade reports for students that were enrolled in summer/extended learning opportunities to monitor and adjust the effectiveness of the extended learning program and the impact on student achievement and growth and content retention, with a specific interest in ATSI identified ED subgroup, TSI identified Black, B/H/NA and ED subgroups.</p>	<p>COVID-19. This intervention will be delivered **DAILY** for students currently in-person and via Microsoft TEAMS if necessary.</p>				
	<p>[A 1.3.2] RTI Block</p> <p>Cummings K8 will utilize our intervention RTI block to provide additional trained support to address the deficit skill sets to Tier I, II, and III students. Additional supports will be mentored during the RTI block to ensure the ATSI identified ED subgroup, TSI identified Black, B/H/NA and ED subgroups have the necessary tools and skills to be successful.</p>	<p>Dwana McGuire, Stacey Hill, Jacqueline Lang, Aurelia Hickman, Janet Buckner, Kathy Jackson</p>	<p>05/26/2023</p>		
	<p>[A 1.3.3] Implement In-Person and/or Virtual Extended Learning Programs</p> <p>In-Person and/or Virtual extended learning programs will provide additional and targeted</p>	<p>Dwana McGuire, Stacey Hill, Jacqueline</p>	<p>05/05/2023</p>		

	<p>support by tutoring students using small groups In-Person or via TEAMS. The support will address specific deficit areas identified as a result of the universal screener and benchmark assessment, iReady Diagnostic, with special emphasis on our ATSI identified ED subgroup, TSI identified Black, B/H/NA and ED subgroups. We are targeting ATSI identified ED subgroup, TSI identified Black, B/H/NA and ED subgroups who are experiencing difficulties and performing at below basic levels.</p> <p>Teachers in the program will provide one-one-one and small group instruction focusing on intervention that is specific to the identified deficit areas among the ATSI identified ED subgroup, TSI identified Black, B/H/NA and ED subgroups.</p>	Lang, Aurelia Hickman, Janet Buckner			
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[G 2] Mathematics
 By spring 2022, we will improve math across grades 3 through 8 by 10% from 12.8% to 22.8% and from 12.9% (2019) to 22.9% (2022) newly identified priority subgroups, ATSI and TSI identified ED subgroup and 12.9%(2019) to 22.9% (2022) TSI identified subgroup of B/H/NA subgroups.

Add lever or change

[G 4] Build teacher capacity and content knowledge so that instruction reflects District's four instructional practice expectations from 65.63% in Spring 2022 to a minimum of 75% in 2023 on informal walkthroughs.

Performance Measure
 All students, including newly identified priority subgroups, ATSI identified ED subgroup, TSI identified Black, B/H/NA subgroups, will demonstrate 70% on-track/mastery on District Formative Assessments using Mastery Connect and show demonstrate academic growth on the TCAP state assessment. All students, including ATSI identified ED subgroup, TSI identified Black, B/H/NA subgroups will be college and career ready.

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 access to a rigorous math curriculum that will develop students' engagement</p>	<p>[A 2.1.1] Provide High-Quality Professional Development The Administrative Team, the Instructional Leadership Team, Stem Coordinator, and district content advisors will provide on-going, high quality</p>	Dwana McGuire, Stacey Hill, Jacqueline Lang, Aurelia	05/05/2023		

<p>in important content, build on prior knowledge (pre-requisite skills), and promote mastery of TN Standards to ensure students are career and college ready, to include our newly identified priority subgroups, ATSI identified ED subgroup and TSI identified Black, B/H/NA and ED subgroups.</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.</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 for all students, including our ATSI identified ED subgroup and TSI identified Black, B/H/NA, ED subgroups at or above 85% of instruction time.</p> <p>Admin Team and ILT will monitor instruction daily and conduct informal walkthroughs to provide feedback WEEKLY and BI-WEEKLY using the CPL process and observe teacher/student engagement at 85% or higher with newly identified priority subgroups ,identified ATSI identified ED subgroup and TSI identified Black, B/H/NA, ED subgroups/students.</p> <p>Quarterly review of TEM observation data to monitor educators delivery of connection to ATSI identified ED subgroup and TSI identified Black, ED, B/H/NA subgroups of standard aligned lessons to the TN Standards.</p>	<p>professional development to assist teachers in planning and executing effective instruction, aligned with the district curriculum and the implementation of standards-based performance objectives centered around the four instructional practices. This on-going school-based and district professional development will result in improved student growth and achievement in mathematics. The teachers receive regular PD in person and on the TEAMS digital platform to engage with students in person or in a virtual environment, which includes ATSI identified ED subgroup and TSI identified Black, B/H/NA, and ED subgroups.</p>	<p>Hickman, Ashley Fitzgerald</p>			
	<p>[A 2.1.2] Monitor the Eureka Curriculum The Leadership Team, ILT, and district personnel will monitor Eureka curriculum for informal</p>	<p>Dwana McGuire, Stacey Hill,</p>	<p>05/26/2023</p>		

	<p>observations to benchmark the implementation of the curriculum and resources - **QUARTERLY** at 80% fidelity, which includes ATSI identified ED subgroup and TSI identified Black, B/H/NA, and ED groups.</p>	<p>Jacqueline Lang, Aurelia Hickman, Lavaughn Bridges, Camesha Richardson, Tracy Brown</p>			
	<p>[A 2.1.3] Secure Instructional Supplies to Support Math/STEM Program The Leadership Team, ILT, and district personnel will secure supplies, materials, equipment, and support for math and STEM related academic instruction for all students, ATSI identified ED subgroup and TSI identified Black, B/H/NA, ED subgroups, which makes up more that 95% of our student population. Our STEM Teacher will continue to work on writing grants to provide additional opportunities for students to receive STEM materials and supplies to increase participation in robotics, coding, and computer science to support math instruction.</p>	<p>Dwana McGuire, Stacey Hill, Jacqueline Lang, Aurelia Hickman, Ashley Fitzgerald, Lavaughn Bridges, Sheraneka Morris, Camesha Richardson, Tracy Brown, Monica Smith</p>	<p>05/26/2023</p>		
<p>[S 2.2] Professional Development Cummings K8 will seek out opportunities for high quality professional development at the local school level, district level, and national level for school leaders, teachers, and other instructional staff that focuses on instructional shifts and strategies that result in improved student performance with a specialized interest for research based trainings that will leverage our ATSI identified ED subgroup and TSI identified Black, B/H/NA, and ED subgroups.</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'</p>	<p>[A 2.2.1] Engage in Weekly PLCs, Individualized Collaborative Planning, and Differentiated Professional Development The Administrative Team and Instructional Leadership Team will model lessons using deliberate practice while implementing engagement strategies to command the attention of the audience. Teachers will have an opportunity to study, practice, and receive critical feedback and support while seeking out and engaging in professional learning through collaboration, reviewing data, and sharing best practices and aligning standards to high quality instruction that will support our identified ATSI for ED and TSI identified for Black, B/H/NA and ED subgroups. District Formative Assessment data provided **QUARTERLY** will drive the data focus on</p>	<p>Dwana McGuire, Stacey Hill, Jacqueline Lang, Aurelia Hickman, Janet Buckner, Angela Tibbs-Mitchell, Lavaughn Bridges, Ashley Fitzgerald</p>	<p>05/19/2023</p>		

<p>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 Zohos 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 on how to best support our ATSI identified ED subgroup and TSI identified Black, B/H/NA, and ED subgroups, which includes a combination of over 95% of our student population.</p> <p>Professional Development calendar will be created and reviewed quarterly to support efforts in gauging teachers ability to increase the performance levels and supports of our ATSI identified ED subgroup and TSI identified Black, B/H/NA, and ED subgroups/students during class time.</p> <p>Zone meetings and small-group ILT sessions are facilitated **MONTHLY** by Instructional Leadership Directors at 85% attendance to support content lead teachers, PLC Coaches, and administrators with feedback and targeted training that should result in more effective **DAILY** instructional practices that should be observed during district walk throughs.</p> <p>**QUARTERLY** district-level PD sessions for volunteers and parents to learn effective strategies</p>	<p>**student performance levels that will support our identified ATSI for ED and TSI for B/H/NA and ED subgroups performing at 70% on track/mastery.</p>				
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<p>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. New Teachers will participate in Cummings New Teacher University **BI-WEEKLY**. 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] Professional Development The Instructional Leadership Team, administrative team, PLC Coach, and district math advisors will provide on-going, high quality professional development to assist teachers in planning and executing effective instruction, while implementing the Eureka curriculum, along with the math prescriptions with fidelity **DAILY** resulting in improved student growth and achievement in mathematics. Teachers will continue to seek out PD opportunities in-house, district, and at national levels while documenting attendance in Professional Learning Zone (PLZ) transcript to track data - **ONGOING** at 85% overall attendance rate. Math PD will be provided for in-person and virtual learning via the Microsoft TEAMS platform, to support our identified ATSI for ED and TSI for Black, B/H/NA and ED subgroups.</p>	<p>Dwana McGuire, Stacey Hill, Jacqueline Lang, Aurelia Hickman, Lavaughn Bridges, Zone Math Instructional Support Advisors</p>	<p>05/19/2023</p>		
	<p>[A 2.2.3] Conduct Data Meetings Provide coverage and/or substitutes for teachers to attend school PD, district PD, PD at other facilities, or virtually via Microsoft TEAMS. We will conduct data meetings, at least **MONTHLY**, to discuss data around core instruction from Mastery Connect, iReady, and common mid-quarter assessments. The ILT team will also conduct classroom walkthroughs, using the Instructional Practices District Walkthrough tool (Zoho) to look for trends and patterns while providing support and feedback to teachers to provide support for our identified</p>	<p>Dwana McGuire, Stacey Hill, Jacqueline Lang, Aurelia Hickman, Lavaughn Bridges, Zone Math Instructional Support Advisors</p>	<p>05/05/2023</p>		

	ATSI for ED and TSI identified for Black, B/H/NA and ED subgroups.				
<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, with additional supports to our ATSI identified ED subgroup and TSI identified Black, B/H/NA, and ED students/subgroups.</p> <p>** **</p> <p>Benchmark Indicator Students should perform at or above 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter.</p> <p>Monthly progress monitoring data review of students' performance in targeted intervention (iReady Diagnostic) to determine next steps of intervention support in an effort to get them to grade level.</p> <p>Weekly review of grade reports for students enrolled in summer learning opportunities to monitor and adjust the effectiveness of the learning opportunity and the impact on student learning and content delivery.</p>	<p>[A 2.3.1] Provide Intervention/RTI2 There is a 45- minute block for RTI, Response to Intervention provided for students who require additional assistance during the school day who did not master the learning during the delivery of the good first teaching. Cummings utilizes the implementation of I-Ready, Zearn, Digital Suites/Great Minds, computer-based, and small group instruction. Cummings will conduct fidelity checks **WEEKLY **in-person and** **via the Microsoft TEAMS platform if necessary.</p>	Dwana McGuire, Stacey Hill, Jacqueline Lang, Aurelia Hickman, Janet Buckner, Lavaughn Bridges	05/05/2023		
	<p>[A 2.3.2] Utilize Technology for Engagement Administrators, teachers, and students will utilize technology to engage with **DAILY **instruction and targeted intervention via Microsoft TEAMS digital platform. All administrators and teachers will require the use of at least two electronic devices to effectively deliver quality instruction and targeted intervention to increase student achievement. PLC will update technology purchases to ensure that digital devices are operable, efficient, and within</p>	Dwana McGuire, Stacey Hill, Jacqueline Lang, Aurelia Hickman, Lavaughn Bridges, Sheraneka	05/05/2023		

	<p>compliance. A needs assessment survey will be utilized to determine the amount of funding needed to secure supplies, materials, equipment, and support for behavior and instruction for all students, including our ATSI identified ED subgroup and TSI identified Black, B/H/NA, and ED subgroups, which makes up more than 95% of our student population.</p>	<p>Morris, Angela Brooks</p>			
	<p>[A 2.3.3] In-Person and/or Virtual Extended Learning/Saturday School In-Person and/or Virtual extended learning programs will provide additional and targeted support by tutoring students using small groups In-Person or via TEAMS. The support will address specific deficit areas identified as a result of the universal screener and benchmark assessment, iReady Diagnostic, with special emphasis on our ATSI identified ED subgroup and TSI identified Black, B/H/NA, and ED subgroups. We also plan to host a STEM Summer camp for students to increase awareness in Science, Technology, Engineering, and Math. We are targeting students who excel and require these programs will be used to provide support for our ED, B/H/NA students who are experiencing difficulties and performing at below basic levels. Teachers in the program will provide one-one-one and small group instruction focusing on intervention that is specific to the identified deficit areas among the ATSI identified subgroup of ED and TSI subgroups of Black, B/H/NA and ED.</p>	<p>Dwana McGuire, Stacey Hill, Jacqueline Lang, Aurelia Hickman, Ashley Fitzgerald, Kathy Jackson</p>	<p>05/12/2023</p>		
	<p>[A 2.3.4] STEM Initiative and Resources Cummings will strengthen the academic program by fostering the growth of established STEM partnerships with the University of Memphis and allowing STEM Ambassadors to assist with classroom instruction and problem solving, researched-based projects. By increasing the use of the Robotics and Vex curriculum, teachers and students will enhance STEM growth and connections with critical thinking and problem</p>	<p>Dwana McGuire, Stacey Hill, Jacqueline Lang, Aurelia Hickman, Dr. Ashley Fitzgerald, Maria Austin-Gurley,</p>	<p>05/26/2023</p>		

	<p>solving techniques as it relates to math, science, computer engineering, and technology to increase student achievement. It will be incumbent upon the STEM staff to adequately acquire new equipment, materials, and resources through partnerships, grants, awards, and other financial resources. Our ATSI identified ED subgroup and TSI identified Black, B/H/NA, and ED subgroups at Cummings are encouraged and highly recommended to participate in each program for academic enrichment and support from the STEM Coordinator and business partners.</p>	<p>Tamara Dickerson, Code Crew, Monica Smith</p>			
	<p>[A 2.3.5] Secure Instructional Supplies and Support for Math Instruction Secure supplies, materials, equipment, and support for academic math instruction in order to provide opportunities for students to access early learning opportunities. We will utilize our intervention RTI block in addition to providing before, after school, and some weekend extended learning opportunities for students.</p>	<p>Dwana McGuire, Stacey Hill, Jacqueline Lang, Aurelia Hickman, Lavaughn Bridges, Zone Math Instructional Support Advisors</p>	<p>05/26/2023</p>		

[G 3] Safe and Healthy Students

Cummings K8 Optional School will cultivate a positive climate to ensure that school environments are safe and conducive for instruction. Cummings K8 will increase school level interventions and supports for example, progressive discipline, to decrease suspension rates.

Add lever or change

[G 1] Priority schools will reduce chronic absenteeism rates from approximately 31.8% in 2022 to approximately 26.8% in 2023 with clearly defined systems and operating procedures for monitoring identified at-risk and chronically absent students weekly.

Implement targeted interventions and support programs and initiatives that address identified behavior needs and provide appropriate student supports.

Performance Measure

Cummings K8 Optional School will reduce the percentage of chronically out of school students from 46.1% for the 2021-2022 to 20% for the 2022 - 2023 academic school year. Interventions and supports will be measured using the following:

* PowerSchool Data

* PowerBI Data

* Share Point

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] Ongoing Implementation of RTIB2 RTI2B will address identified behavior needs and provide appropriate supports such as implementing district provided SEL curriculum. RTI2B Team will monitor behavior and use positive and negative consequences to determine appropriate discipline. The rules for a particular area will be posted throughout the school building. Teachers and staff will review norms in person and virtually, if necessary at the beginning of every class to remind students about making good choices. The RTI2B team will meet in person and virtually via Microsoft TEAMS, if necessary, **MONTHLY** to discuss the procedures that are in place for students when the behavior exceeds classroom expectations, including ATSI identified ED subgroup, TSI identified Black, B/H/NA and ED subgroups.</p>	Dwana McGuire, Stacey Hill, Maria Austin-Gurley, Tamara Dickerson, Elton Marable, Russell Conard, Shannon Hope, Sherica Banks, Kathy Jackson, Ramona Prachel	06/23/2023		
	<p>[A 3.1.2] Monitor Critical Watch List for Behavior Cummings K8 Optional School PBIS Team will create a critical watch list to monitor student behavior in order to prevent disruptive behaviors. We will communicate and check in with the district behavior counselor and brainstorm strategies to</p>	Dwana McGuire, Stacey Hill, Maria Austin-Gurley, Tamara Dickerson,	06/02/2023		

	assist with disruptive students, including ATSI identified ED subgroup, TSI identified Black, B/H/NA and ED subgroups.	Elton Marble, Shannon Hope, Sherica Banks, Kathy Jackson, Ramona Prachel			
	<p>[A 3.1.3] Implement Attendance Motivation Weeks</p> <p>The RTI2B team, family engagement specialist, and attendance team, will motivate and reward students for perfect attendance or improved attendance. They will support programs and address identified behavior needs to target students who are chronically absent and provide incentives for students who attend school daily and who log into class regularly via Microsoft TEAMS (when virtual) attending school regularly, including ATSI identified ED subgroup, TSI identified Black, B/H/NA and ED subgroups. The RTI2B Team will continue to solicit grants and sponsors to supplement behavior and attendance supports, which include rewards and incentives for positive behavior.</p>	Dwana McGuire, Stacey Hill, Angela Tibbs-Mitchell, Elton Marble, Shannon Hope, Maria Austin-Gurley, Tamara Dickerson, Sherica Banks, Malika Lewis-Crowley	06/02/2023		
<p>[S 3.2] Professional Development</p> <p>Provide ongoing, high quality professional development at the school site for administrators, 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</p> <p>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</p>	<p>[A 3.2.1] Trauma Informed Practices (SEL)</p> <p>Cummings K8 is a trauma-informed school that actively provides research-based practices to our students to cultivate strengths of heart, mind, and will. Our guidance counselors are dedicated to helping our students and teachers understand their feelings and use them to make wise decisions. Guidance counselors have attended intensive PD and delivered training using the train the trainer process to ensure that teachers and staff become equipped with the correct tools to manage our students. Guidance counselors provide an entire curriculum and lessons on working with children and adults to acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others,</p>	Dwana McGuire, Stacey Hill, Jacqueline Lang, Aurelia Hickman, Maria Austin-Gurley, Tamara Dickerson, Sherica Banks, Elton Marble, Shannon Hope, Angela Tibbs-Mitchell	06/02/2023		

<p>erroneous reporting.</p> <p>Mid-Quarterly Reports will be shared with the RTI2B Team.</p>	<p>establish and maintain positive relationships, and make responsible decisions. SEL, social emotional learning practices are discussed during our Kindness Korner at the beginning of school **DAILY **in person** **and** **via the Microsoft TEAMS platform, when virtual.</p>				
	<p>[A 3.2.2] Support for Social Emotional PD for Educators through the RTIB2 Process Provide Professional Development within our building for Social Emotional Learning with the RTI2B school-based team as well as Shelby County RTI2B Advisors in person and via the Microsoft Teams platform when virtual. Cummings K8 will provide check-ins MONTHLY with staff, students, and parents to support the untimely chaos that surfaced when the ceiling collapsed in the library at the start of school and the building had to be evacuated. Our school had to move to another location, rebuild, and prepare to start up again on the 3rd floor.</p>	<p>Dwana McGuire, Stacey Hill, Maria Austin-Gurley, Tamara Dickerson, District School Counselors</p>	<p>06/02/2023</p>		
	<p>[A 3.2.3] Utilize ISS Monitor Cummings will utilize the services of our trained In-school Suspension Monitor to support our students and keep them in-school instead of using out of school suspensions. We will use restorative justice practices to eliminate an excessive number of students being pushed out of school, decrease wide racial disparity gaps, and foster a more inclusive and constructive learning environment. This alternative method of discipline will reduce the number of ED and SWD students receiving out of school suspensions.</p>	<p>Dwana McGuire, Stacey Hill, Sherica Banks, Elton Marble, Shannon Hope, Maria Austin-Gurley, Tamara Dickerson</p>	<p>06/02/2023</p>		
<p>[S 3.3] Parent, Family, and Community Engagement The school will promote effective parent, family, and community engagement activities and provide resources that support safe schools which will improve student attendance and behavior, including ATSI identified ED subgroup, TSI identified Black, B/H/NA and ED subgroups.</p>	<p>[A 3.3.1] Support to Promote Social Emotional Learning for Students and Families Cummings will promote effective parent, family, and community engagement activities to help families become part of the community, such as the Title I Parent meeting, math night, literacy night, STEM night, Principal Chat and Chew, technology training for parents, Data night, Parent/Teacher conferences, Parent Pop Up Party, dance parties,</p>	<p>Dwana McGuire, Stacey Hill, Maria Austin-Gurley, Tamara Dickerson, Angela Tibbs-Mitchell, Elton</p>	<p>06/02/2023</p>		

<p>Benchmark Indicator</p> <p>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 survey to monitor their impact on students' success by way of their contributions of resources and time.</p>	<p>and other **MONTHLY** parent engagement activities sponsored by the Family Engagement Specialist. We will also build bridges with community partners who will donate materials, supplies, and other resources to students. The guidance counselors along with the family engagement specialist will bring in community members...police, fire..to discuss how to increase the security of students while at school and virtually via the Microsoft TEAMS platform, if necessary, which includes ATSI identified ED subgroups and TSI identified Black, B/H/NA, and ED subgroups.</p>	<p>Marble, Shannon Hope</p>			
	<p>[A 3.3.2] Parent-Teacher Association Reboot</p> <p>The Family Engagement Specialist will continue to actively recruit parents to rebuild the PTA, parent and teacher association to provide parents the ability to commune, discuss school policies, provide feedback to the school and strategize to improve school culture and systems. Parent volunteers are encouraged to assist students and teachers to read and monitor students, both in-person and virtually, if necessary. Open House is hosted by school leaders and teachers to make additional parental connections, introduce school goals to community partners, and become familiar with classroom systems and expectations.</p>	<p>Dwana McGuire, Stacey Hill, Jacqueline Lang, Angela Tibbs-Mitchell, Malikah Lewis-Crowley</p>	<p>06/02/2023</p>		
	<p>[A 3.3.3] Invite Parents to School Events</p> <p>Cummings K8 will disseminate information to parents through multiple sources **WEEKLY**, like flyers, newsletters, mass phone calls/text, social media, school websites, calendars, progress reports, and report cards. This is a school-wide effort to increase communication between school and home, school and community, and school and other network entities.</p>	<p>Dwana McGuire, Stacey Hill, Jacqueline Lang, Angela Tibbs-Mitchell</p>	<p>06/02/2023</p>		

[G 4] Early Literacy

Cummings K-8 early learners, will be engaged for the 2022-23 year in literacy-rich environments that offer meaningful and authentic opportunities to develop their reading, writing, speaking, and listening skills essential to becoming proficient readers by the end of grade 3.

****[G 4] Build teacher capacity and content knowledge so that instruction reflects District's four instructional practice expectations from 65.63% in Spring 2022 to a minimum of 75% in 2023 on informal walkthroughs.****

Performance Measure

By June 2023, 85% of KK-2 students will achieve Success criteria relative to the grade by the following:

(a) Kindergarten students must master 80% Literacy Skills per quarter on Report Card grades.

(b) 1st grade students must earn 70 or higher in Reading per quarter on Report Card grades.

(c) 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.

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 Kindergarten standards at 70% on-track/mastery level; **QUARTERLY** review of student success criteria to measure progress toward 3rd grade proficiency to inform needed instructional changes and professional development; **QUARTERLY** analysis of District formative assessment (Mastery Connect); **QUARTERLY** Foundational</p>	<p>[A 4.1.1] Apply K-2 Foundational Skills The 3rd grade commitment is a collaborative effort between schools, parents, and community towards ensuring we all work together to best help K-2 students reach reading readiness before the third grade. Students must be "reading to learn" by the time they reach the 3rd grade. A lot of emphasis is geared toward making sure the foundational skills in K-2 are strong and grounded in explicit and systematic strategies such as the development of phonics, phonemic awareness, letter names, letter sounds, word recognition, sight words, and segmenting and blending. The schedule for K-2 has been restructured to align with our goal of focusing on the foundational literacy skills,</p>	<p>Dwana McGuire, Stacey Hill, Jacqueline Lang, Literacy Laureate, Tamara Dickerson, Zone K-2 Instructional Support Advisors</p>	<p>06/02/2023</p>		

<p>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 4.1.2] Secure Supplies and Materials Secure supplies, materials, equipment, and support for academic instruction for all students, including ATSI identified ED subgroups, which makes up more that 50% of our student population, to enhance K-2 classrooms.</p>	<p>Dwana McGuire, Stacey Hill, Jacqueline Lang, Literacy Laureate</p>	<p>06/02/2023</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 opportunities; **MONTHLY** monitoring of Laureates knowledge building as measured by the pre- and post-module assessments to measure the increase content and pedagogical knowledge around foundational literacy and inform future professional learning opportunities; **QUARTERLY** Foundational Literacy Quality Reviews (FLQRs) from district instructional literacy advisors will monitor the academic gap and root cause analysis to support continued professional development opportunities;</p> <p>**QUARTERLY** observations of educational assistants support in K-2 classrooms to inform professional learning and resources needed to improve instruction and student achievement; **MONTHLY** attendance and completion review of specialized PD focused on foundational literacy</p>	<p>[A 4.2.1] Conduct Weekly PLCs and Individual Collaborative Planning Teachers will engage in both virtual and in-person professional learning through collaboration, reviewing data, sharing best practices, and aligning standards and content to develop performance-based objectives. Cummings K8 Optional School will provide specific and intentional professional development to teachers to support improved delivery of the new Wonders curricula. Teachers will attend PLCs weekly every Wednesday to increase their skills and knowledge and to improve the academic performance of students. They have received rigorous professional development on the TEAMS platform to enhance their performance level in navigating the digital environment. Teachers will continue to engage in individual collaborative planning to improve the teaching and learning process utilizing deliberate practice, which allows them to be intentional as they unpack the performance-based objectives to deepen the understanding of informational text, tasks, and standards. This will improve our efforts to support instruction for all students, including our subgroup SWD, which makes up about 15% of our student population.</p>	<p>Dwana McGuire, Stacey Hill, Jacqueline Lang, Literacy Laureate</p>	<p>05/05/2023</p>		

and to inform future professional learning opportunities.					
	<p>[A 4.2.2] Professional Learning and Development Teachers, leaders, and instructional coaches will seek out strategies and opportunities to attend high-quality professional learning workshops, seminars, skill-based training, and job-embedded training in town and out-of-town to improve job performance and conduct research about ways to increase reading abilities in children. This might also include participation in professional organizations that provide services through magazines, modules, webinars, and books.</p>	Dwana McGuire, Stacey Hill, Jacqueline Lang, Literacy Laureate, Tamara Dickerson	05/05/2023		
	<p>[A 4.2.3] Conduct Parent Orientation and KK Meetings Cummings K8 ensures that the parents of our Kindergarten students are comfortable with leaving their children with our teachers and they are informed about the curriculum, the Third Grade Commitment, and the best ways to support a first year student.</p>	Dwana McGuire, Stacey Hill, Jacqueline Lang, Sheraneka Morris, Susan McClough, Tamara Dickerson, Literacy Laureate	05/26/2023		
	<p>[A 4.2.4] Provide Additional Trainings to Early Literacy Teachers Training is provided to support the new ELA curriculum, K-2 foundational skills, and additional support, like the Microsoft TEAMS platform, hold meetings to support the Third Grade Commitment, and conduct ongoing PD to support K-2 teachers around current research based strategies and classroom practices for early learners. The Literacy Laureate will be supported by the PLC Coach to provide training.</p>	Dwana McGuire, Stacey Hill, Jacqueline Lang, Literacy Laureate, Early Literacy Advisors	05/26/2023		
<p>[S 4.3] Foundational Literacy Laureates Designate one Laureate in every elementary and K-8 school to support K-2 teachers with</p>	<p>[A 4.3.1] K-2 Highly Specialized Education Assistants The addition of Highly Specialized Education</p>	Dwana McGuire, Stacey Hill,	06/02/2023		

<p>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</p> <p>**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>Assistants in K-2 education classrooms has created an opportunity for targeted intervention during RTI2, small group instruction, and whole group instruction. K-2 HSEA's circulate and monitor students to support whole group instruction during the 120-minute comprehensive literacy block. They rotate to stations with a specific group of students, including ATSI identified ED subgroups and engage students in grade-appropriate activities during "pull-outs."</p>	<p>Jacqueline Lang, Literacy Laureate, Kariton Parnell, Cateria Glover, Tamara Hawkins</p>			
	<p>[A 4.3.2] Literacy Laureate Coaching and Feedback The Literacy Laureate will facilitate school-based professional learning in foundational skills and model best practices in early literacy skills instruction whole & small group. The Literacy Laureate will observe K-2 comprehensive literacy instruction and provide feedback in coaching conversations. The Literacy Laureate will lead the charge in modeling effective literacy instruction by creating a print-rich model classroom environment. Laureates will also assist teachers with understanding and implementing the TN Academic Standards for Reading Foundational Literacy and TN Standards for Reading Informational Text and Literature. The Literacy Laureate will coach, support, and guide teachers in best practices for foundational literacy instruction.</p>	<p>Dwana McGuire, Stacey Hill, Jacqueline Lang, Literacy Laureate</p>	<p>06/02/2023</p>		