

Keystone Elementary Annual Plan (2024 - 2025)

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[G 1] Reading/Language Arts 3-5 - Increase ELA meeting or exceeding expectations proficiency rates in grades 3 to 5 from 24.5% in spring of 2022-2023 to 36% in spring of 2024-2025 on the TCAP ELA assessment.

Keystone Elementary will increase ELA meeting or exceeding expectations proficiency rates in grades 3 to 5 from 24.5% in spring of 2022-2023 to 36% in spring of 2024-2025 on the TCAP ELA assessment for all students including those in the TSI identified subgroups of Black/African American and BHN.

Performance Measure

Performance will be measured using the following tools:

TNReady Assessment

District Formative Assessment

iReady Diagnostics Platform (Fall, Winter and Spring)

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 1.1] Standard Aligned Core Instruction Provide daily access to a rigorous reading/language arts curriculum that will develop students' deep understanding of the content, strengthen comprehension, and promote mastery of TN Standards for all students including those in the TSI identified subgroups of Black/African American and BHN.</p> <p>Benchmark Indicator **Benchmark Indicator**</p> <p>Students for all students including those in the TSI identified subgroups of Black/African American and BHN 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>[A 1.1.1] Improving student achievement and growth by supporting rich learning environments. Secure additional supplies, materials, equipment, and resources to support reading academic growth and achievement such as Programs such as IXL, Generation Genius, and Performance Matters will be utilized to support ELA, mathematics, science/social studies particularly for all students including those in the TSI identified subgroups of Black and/or African American and BHN.</p>	KES Admin Team	05/30/2025		

<p>**Implementation:**</p> <p>IReady Diagnostic Assessments (Fall, Winter, and Spring)</p> <p>Bi-Weekly classroom informal observation data</p> <p>Semi-Annual Formal Observation Data (TEM)</p> <p>Quarterly Formative Common Assessments</p> <p>**Effectiveness:**</p> <p>Implementing IReady diagnostics results will show 40% of students on grade level.</p> <p>Implementing Bi-weekly classroom informal observations will show 40% of students with a 5% increase for meeting and/or exceeding expectations.</p> <p>Executing Quarterly review of TEM observation data to monitor educators' delivery of standard aligned lessons to the TN Standards with a TEM score of level 3 or higher, for 90% of teachers, in at least 5 or more of the TEM indicators.</p> <p>Implementing Quarterly Formative Assessments will show 40% of students in grades 3 through 5 should perform at or above 70%.</p>					
	<p>[A 1.1.2] Implementation of Effective Literacy Shifts</p> <p>Keystone Elementary School will utilize SCS instructional practices and the informal walkthrough tool to monitor effective delivery of standards aligned instruction.</p>	KES Admin	05/30/2025		

	<p>[A 1.1.3] Use of Common Formative Assessment to Measure Student Progress</p> <p>Keystone Elementary will utilize the District Formative Assessment as an interim measure of K-5th grade students' progress in English Language Arts. Use common formative assessment platform such as Performance Matters as a bi-weekly measure of K-5th grade students' progress particularly for all students including those in the TSI identified subgroups of Black/African American and BHN.</p>	KES Admin, KES ELA teachers	05/30/2025		
	<p>[A 1.1.4] Alignment of Classroom Observation and Feedback</p> <p>Keystone Elementary will utilize formal (TEM rubric) and informal (MSCS observation tools) observation processes to provide regular feedback to teachers to ensure ELA instruction is aligned to the TN State Standards and that evidence-based strategies are used to address varying student needs.</p> <p>Keystone Elementary will also utilize the informal walkthrough tool in Whetstone, an online tool that houses State rubric and instructional practices and provides action steps for teachers. The Administration will be able to track feedback and mastery of action steps.</p>	KES Admin	05/30/2025		
<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>Benchmark Indicator</p> <p>**Implementation:**</p> <p>IReady Diagnostic Assessments (Fall, Winter, and Spring)</p>	<p>[A 1.2.1] High Quality, Continuous Professional Development</p> <p>Teachers and staff will participate in ongoing, research-based professional development through various activities including modeling effective instructional practices, behavior management strategies, assessment techniques, and directed teaching methods, acting as a coach to support teachers, and modeling effective intervention strategies.</p>	KES Admin, ILT Team, KES teachers	05/30/2025		

<p>Bi-Weekly classroom informal observation data</p> <p>Semi-Annual Formal Observation Data (TEM)</p> <p>Quarterly Formative Common Assessments</p> <p>**Effectiveness:**</p> <p>Implementing quarterly IReady diagnostics results will show 40% of students on grade level.</p> <p>Implementing Bi-weekly classroom informal observations will show 40% of students with a 5% increase for meeting and/or exceeding expectations.</p> <p>Executing Quarterly review of TEM observation data to monitor educators' delivery of standard aligned lessons to the TN Standards with a TEM score of level 3 or higher, for 90% of teachers, in at least 5 or more of the TEM indicators.</p> <p>Implementing Quarterly Formative Assessments will show 40% of students in grades 3 through 5 should perform at or above 70%.</p>					
	<p>[A 1.2.2] Use of Instructional Leadership Team (ILT)</p> <p>Use Instructional Leadership Team including ILT ELA leads, SPED Lead Teacher, ESL Lead Teacher, and PLC Coach to provide direct support to teachers to improve reading instructional practices in classrooms and across relevant content areas.</p>	<p>KES Admin, KES ILT Team</p>	<p>05/30/2025</p>		

	[A 1.2.3] Parent Training- ELA Provide parent ELA training opportunities to empower parents to promote reading at home, as well as help parents learn teaching strategies that can help their children succeed in school. Develop periodic and offer periodic ELA training.	KES Admin, KES Teachers	05/30/2025		
	[A 1.2.4] Attending High Quality Professional Development for ELA Teachers and administrators will participate in local, state, and national conferences and trainings based on the academic and social needs of the students at Keystone Elementary to increase their professional knowledge to become more effective teachers and administrators. These trainings include the Literacy Symposium in September 2024. Training will be re-delivered to students by the PLC Coach, Interventionist, Assistant Principal and Principal. Teachers and administrators will learn a variety of strategies and techniques to use in the classroom to enhance the ELA curriculum and increase student achievement.	KES Admin, KES teachers	05/30/2025		
[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 for all students including those in the TSI identified subgroups of Black/African American and BHN. Benchmark Indicator **Implementation:** IReady Diagnostic Assessments (Fall, Winter, and Spring) Bi-Weekly classroom informal observation data Semi-Annual Formal Observation Data (TEM)	[A 1.3.1] Monitor and Ensure ESL Students Progress Utilize ELPA 21 and ESL walkthrough tools to provide regular feedback to teachers to ensure ESL students are progressing particularly for all students including those in the TSI identified subgroups of Black/African American and BHN.	KES Admin, KES teachers, ESL teacher	05/30/2025		

<p>Quarterly Formative Common Assessments</p> <p>**Effectiveness:**</p> <p>Implementing quarterly IReady diagnostics results will show 40% of students on grade level.</p> <p>Implementing Bi-weekly classroom informal observations will show 40% of students with a 5% increase for meeting and/or exceeding expectations.</p> <p>Executing Quarterly review of TEM observation data to monitor educators' delivery of standard aligned lessons to the TN Standards with a TEM score of level 3 or higher, for 90% of teachers, in at least 5 or more of the TEM indicators.</p> <p>Implementing Quarterly Formative Assessments will show 40% of students in grades 3 through 5 should perform at or above 70%.</p>					
	<p>[A 1.3.2] Response to Intervention (RTI) Identification of Tier II and Tier III students by utilizing iReady data for all students including those in the TSI identified subgroups of Black/African American, and BHN. Students scoring below the 10th percentile will receive follow-up benchmark assessments to assist in determining the appropriateness of tiered intervention. Implementation monitoring is ongoing. FCCR notebooks will be compiled to assist teachers with small group preparation for intervention based on skills. Each teacher will receive this resource. Keystone Elementary will also partner with local universities and colleges to acquire assistance from college students to assist with small group intervention.</p>	<p>KES Admin, KES teachers, Interventionist</p>	<p>05/30/2025</p>		

	<p>[A 1.3.3] ELA Homework- Reading Fluency Focus</p> <p>Create and implement a homework policy plan for kindergarten through fifth grade with a focus on increasing reading literacy, high frequency words, and vocabulary retention. Keystone Elementary will also create parent homework key standards strategy posters to assist parents at home with their students.</p>	KES Admin, KES teachers	05/30/2025		
<p>[S 1.4] Writing and Literacy Enrichment</p> <p>All Reading/ ELA teachers will create academically challenging, effective learning environments that incorporate writing daily. Technology may be used during the literacy stations including the use of Smart Boards, document cameras, projectors, and literacy activities. This strategy will also focus on all students including those in the TSI identified subgroups of Black/African American, and BHN developing key skills to write proficiently.</p> <p>Benchmark Indicator</p> <p>**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>**Implementation:**</p> <p>IReady Diagnostic Assessments (Fall, Winter, and Spring)</p> <p>Bi-Weekly classroom informal observation data</p> <p>Semi-Annual Formal Observation Data (TEM)</p> <p>Quarterly Formative Common Assessments</p>	<p>[A 1.4.1] Implementation of Effective Literacy Shifts</p> <p>Keystone Elementary will utilize effective instructional practices and informal observation walkthrough tools to monitor the effective delivery of standards-aligned instruction. PLCs will be utilized so teachers may deliberately practice their exemplar writing and ensure TCAP Alignment to rubrics so learning may be duplicated in the classroom.</p>	Principal, Assistant Principal, PLC Coach, KES teachers	05/30/2025		

<p>**Effectiveness:**</p> <p>Implementing IReady diagnostics results will show 40% of students on grade level.</p> <p>Implementing Bi-weekly classroom informal observations will show 40% of students with a 5% increase for meeting and/or exceeding expectations.</p> <p>Executing Quarterly review of TEM observation data to monitor educators' delivery of standard aligned lessons to the TN Standards with a TEM score of level 3 or higher, for 90% of teachers, in at least 5 or more of the TEM indicators.</p> <p>Implementing Quarterly Formative Assessments will show 40% of students in grades 3 through 5 should perform at or above 70%.</p>					
	<p>[A 1.4.2] Improve Student Achievement and Growth</p> <p>Support rich learning environments for all students including those in the TSI identified subgroups of Black/African American, and BHN. Secure additional supplies, materials, equipment, and resources to support reading academic growth and writing.</p>	<p>Principal, Assistant Principal, PLC Coach, Interventionist, KES Teachers</p>	<p>05/30/2025</p>		
<p>[G 2] Mathematics - Improve meeting and/or exceeding expectation percentages in grades 3-5 from 29.4% in spring 2023 to 39.0% in spring 2025 on the TCAP Math assessment for all students including those in the TSI identified subgroups of Black/African American a</p> <p>Keystone Elementary will improve meeting and/or exceeding expectation percentages in grades 3-5 from 29.4% in spring 2022-2023 to 39.0% in spring 2024-2025 on the TCAP Math assessment for all students including those in the TSI identified subgroups of Black/African American and BHN. Students in grades K to second will have a percentage rate of 40% of students meeting and/or exceeding expectations on the common formative assessment.</p> <p>Performance Measure</p> <p>Performance will be measured using the following tools:</p> <p>TCAP Assessment</p>					

District Formative Assessment

iReady Diagnostics Platform (Fall, Winter and Spring)

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 2.1] Standard Aligned Core Instruction Teachers will plan and execute standard aligned lessons with intentionality and focus (data-informed instruction) to provide daily access to a rigorous math curriculum that will develop students' engagement for all students including those in the TSI identified subgroups of Black/African American, and BHN in important content, build on prior knowledge (pre-requisite skills), and promote mastery of TN Standards to ensure students are career and college ready.</p> <p>Keystone Elementary will utilize the District Formative Assessment as an interim measure of K-5th grade students' progress in Mathematics. Use common formative assessment platform such as Performance Matters as a bi-weekly measure of K-5th grade students' progress.</p> <p>Benchmark Indicator **Implementation:**</p> <p>IReady Diagnostic Assessments (Fall, Winter, and Spring)</p> <p>Bi-Weekly classroom informal observation data</p> <p>Semi-Annual Formal Observation Data (TEM)</p> <p>Quarterly Formative Common Assessments</p>	<p>[A 2.1.1] Improving student achievement and growth by supporting rich learning environments. KES will secure supplies, materials, equipment, and resources to support math academic growth and achievement.</p>	<p>KES Admin, KES teachers</p>	<p>05/30/2025</p>		

<p>**Effectiveness.**</p> <p>Implementing quarterly IReady diagnostics results will show 20% of students on grade level.</p> <p>Implementing Bi-weekly classroom informal observations will show 20% of students with a 5% increase for meeting and/or exceeding expectations.</p> <p>Executing Quarterly review of TEM observation data to monitor educators' delivery of standard aligned lessons to the TN Standards with a TEM score of level 3 or higher, for 90% of teachers, in at least 5 or more of the TEM indicators.</p> <p>Implementing Quarterly Formative Assessments will show 20% of students in grades 3 through 5 should perform at or above 70%.</p>					
	<p>[A 2.1.2] Math and Science Enrichment Students will be provided with additional resources for hands-on Math and Science instruction. In additions, science subscriptions may be utilized to enhance the curriculum. Classroom resources for science experiments, including books for math and science libraries will be purchased to enhance the curriculum. Hands-on manipulatives for math and science centers will be purchased to enhance the curriculum. Technology, computers, Promethean boards, etc will be purchased to assist with targeted instruction.</p> <p>Create and implement a homework policy plan for kindergarten through fifth grade with a focus on increasing reading literacy, high frequency words, and vocabulary retention. Keystone Elementary will also create parent homework key standards strategy posters to assist parents at home with their students.</p>	KES Admin, PLC Coach	05/30/2025		

<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 **Implementation:**</p> <p>IReady Diagnostic Assessments (Fall, Winter, and Spring)</p> <p>Bi-Weekly classroom informal observation data</p> <p>Semi-Annual Formal Observation Data (TEM)</p> <p>Quarterly Formative Common Assessments</p> <p>**Effectiveness:**</p> <p>Implementing quarterly IReady diagnostics results will show 20% of students on grade level.</p> <p>Implementing Bi-weekly classroom informal observations will show 20% of students with a 5% increase for meeting and/or exceeding expectations.</p> <p>Executing Quarterly review of TEM observation data to monitor educators' delivery of standard aligned lessons to the TN Standards with a TEM score of level 3 or higher, for 90% of teachers, in at least 5 or more of the TEM indicators.</p> <p>Implementing Quarterly Formative Assessments will show 20% of students in grades 3 through 5 should perform at or above 70%.</p>	<p>[A 2.2.1] High Quality, Continuous Professional Development Teachers and staff will participate in ongoing, research-based professional development through various activities including modeling effective instructional practices, behavior, management strategies, assessment techniques, and direct teaching methods.</p>	<p>KES Admin, KES teachers, PLC Coach</p>	<p>05/30/2025</p>		
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	<p>[A 2.2.2] New Teacher Mentor KES will support Math academic success through the development and implementation of a targeted support mentor program for new and novice teachers. On-going monthly new teacher training will focus on proven instructional strategies, behavior management, effective routines and procedures, teacher reflection, and observation of effective teachers.</p>	KES Admin, KES teachers, ILT Team	05/30/2025		
	<p>[A 2.2.3] PLC Teams utilizing Data PLC Teams will utilize weekly data to guide reteaching, differentiated instruction and interventions for mathematics addressing specific individual student deficiencies. Teachers will share strategies to increase student achievement. ESL and SPED teachers will attend PLC meetings to collaborate on data. Copiers will be used to make copies of data and benchmark materials.</p>	KES Admin, KES teachers, ILT Team	05/30/2025		
<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 particularly for all students including those in the TSI identified subgroups of Black/African American and BHN to improve student achievement.</p> <p>***</p> <p>***</p> <p>Benchmark Indicator **Implementation:**</p> <p>IReady Diagnostic Assessments (Fall, Winter, and Spring)</p> <p>Bi-Weekly classroom informal observation data</p> <p>Semi-Annual Formal Observation Data (TEM)</p>	<p>[A 2.3.1] Progress Monitoring Create and implement a systematic approach to monitoring the implementation of the math intervention and using the data to drive instruction for all students including those in the TSI identified subgroups of Black/African American and BHN.</p>	KES Admin, Interventionist, KES teachers	05/30/2025		

<p>Quarterly Formative Common Assessments</p> <p>**Effectiveness:**</p> <p>Implementing quarterly IReady diagnostics results will show 20% of students on grade level.</p> <p>Implementing Bi-weekly classroom informal observations will show 20% of students with a 5% increase for meeting and/or exceeding expectations.</p> <p>Executing Quarterly review of TEM observation data to monitor educators' delivery of standard aligned lessons to the TN Standards with a TEM score of level 3 or higher, for 90% of teachers, in at least 5 or more of the TEM indicators.</p> <p>Implementing Quarterly Formative Assessments will show 20% of students in grades 3 through 5 should perform at or above 70%.</p>					
	<p>[A 2.3.2] Personalized Math Support Provide targeted enrichment opportunities for students particularly for all students including those in the TSI identified subgroups of Black/African American and BHN and targeted support for Tier II and Tier III students using district provided online intervention tools with fidelity and differentiated instruction and enriched classes.</p>	KES Admin, KES teachers, Interventionist	05/30/2025		
	<p>[A 2.3.3] Response to Intervention Identification of Tier II and Tier III students including those in the TSI identified subgroups of Black/African American and BHN by utilizing a formative assessment tool to identify the bottom 25% of students in need of intervention. Implementation monitoring is ongoing, and student progress is bench marked every three weeks.</p>	KES Admin, Interventionist, KES teachers	05/30/2025		

	Interventions provided for students are adjusted according to student mastery.				
	[A 2.3.4] Differentiated Instruction Teachers in all grades will utilize resources to differentiate instruction to meet the needs of all students particularly for all students including those in the TSI identified subgroups of Black/African American and BHN.	KES Admin, KES teachers, interventionist	05/30/2025		
	[A 2.3.5] Attending High Quality Professional Development for Mathematics and Science Teachers and administrators will participate in local, state, and national conferences and trainings based on the academic and social needs of the students at Keystone Elementary. 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 math curriculum ad increase student achievement.	KES admin, KES teachers	05/30/2025		

[G 3] Chronic Absenteeism - Decrease the projected absenteeism rate from 44.1% in the 2022-2023 school year to 34% in the 2024-2025 school year particularly for all students including those in the TSI identified subgroups of Black/African American and BHN.

Keystone Elementary will decrease the projected absenteeism rate from 44.1% in the 2022-2023 school year to 34% in the 2024-2025 school year particularly for all students including those in the TSI identified subgroups of Black/African American and BHN.

Performance Measure

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
[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.	[A 3.1.1] Positive Behavior Intervention Support Implement a RTI2 behavior prevention, intervention and incentive plans with fidelity that provides supports to all students particularly for all students including those in the TSI identified subgroups of Black/African American and BHN. Keystone	KES Admin, behavior specialist, Counselor, KES Teachers	05/30/2025		

Benchmark Indicator **Implementation:** 20-day Attendance report Quarterly parent meeting sign-in sheets **Effectiveness:** 20-day attendance reports will show a minimum of 90% average daily attendance Parent meeting attendance will increase by at least 10% each quarter	Elementary will implement an incentive store so that students can earn incentives for positive behavior.				
	[A 3.1.2] Incentive Program Implement an incentive program to encourage students to attend school regularly and receive positive behavior marks. These incentives include popcorn party, pencils, awards, school paraphernalia, certificates, ice cream social, pizza, candy and etc. Keystone Elementary will also participate in the Come to Win initiative. Students will receive incentives based on school attendance.	KES Admin, Behavior Specialist, counselor	11/01/2024		
	[A 3.1.3] Attendance Communication Utilize the school newsletter to communicate upcoming events and homework expectations. The newsletter will remind and encourage families about the importance of school attendance and its relationship to academic success for our students.	KES Admin, KES teachers	10/01/2024		
	[A 3.1.4] Intervention Program - Weekly and Quarterly Attendance and Behavior Incentives Survey students and implement a weekly and quarterly attendance plan to encourage and reward perfect attendance and positive behavior.	KES Admin, KES teachers, behavior specialist, counselor	11/01/2024		
	[A 3.1.5] Pre K to Kindergarten and 5th Grade to Middle School Transition Plan	KES Admin, KES teachers,	05/30/2025		

	Teachers and school counselor will develop and implement Pre K to Kindergarten and a 5th grade to Middle school transition plan focused on informing parents and students of the routines and expectations for the upcoming year.	counselor, behavior specialist			
	[A 3.1.6] Parent Trainings or Workshops The administration, counselor, and teachers will plan and conduct quarterly parent workshops based on the needs assessment. A brief survey will be conducted at the end of each session to determine the effectiveness of the workshop and obtain input about other training to be offered.	KES Admin, PLC Coach, Counselor, Behavior Specialist, ILT Team	05/30/2025		
[S 3.2] Professional Development Provide ongoing, high quality professional development at the District-level and school site for school leaders, teachers, and other instructional staff to focus on changing instructional practices that result in improved student attendance and behavior positively impacting student achievement. Benchmark Indicator **Implementation:** 20-day Attendance report Quarterly parent meeting sign-in sheets **Effectiveness:** 20-day attendance reports will show a minimum of 90% average daily attendance Parent meeting attendance will increase by at least 10% each quarter	[A 3.2.1] Family Needs Assessment Create a family needs assessment to be administered to all families and analyzed each semester. Strategies for family engagement will be developed or revised and implemented from this analysis. The needs assessment will be given each semester to determine current needs.	KES Admin, PLC Coach , Counselor, behavior specialist	11/01/2024		
	[A 3.2.2] Family and Community Engagement Committee Create a family and community engagement committee, comprised of KES teachers, school	KES Admin, PLC Coach, counselor,	05/30/2025		

	counselor, PIE representatives, and KES administration to improve outreach efforts by assessing needs and planning specific activities to support the community. The committee will meet each semester.	behavior specialist			
<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 **Implementation:**</p> <p>20-day Attendance report</p> <p>Quarterly parent meeting sign-in sheets</p> <p>**Effectiveness:**</p> <p>20-day attendance reports will show a minimum of 90% average daily attendance</p> <p>Parent meeting attendance will increase by at least 10% each quarter</p>	<p>[A 3.3.1] Family and Community Engagement Committee Create a family and community engagement committee, comprised of KES teachers, school counselor, and KES administration to improve outreach efforts by assessing needs and planning specific activities to support the community.</p>	KES Admin, KES teachers, counselor, behavior specialist	11/01/2024		
	<p>[A 3.3.2] Parent Training or Workshops The counselor and teachers will plan and conduct quarterly parent workshops based on the needs assessment. A brief evaluation will be conducted at the end of each session to determine the effectiveness of the workshop and obtain input about other trainings that could be offered.</p>	KES admin, KES teachers, counselor, behavior specialist, PLC Coach	05/30/2025		
<p>[G 4] Early Literacy - Increase the percentage of students that meet and/or exceed expectations on the TCAP ELA assessment from 26.5% in spring 2022-2023 to 37% in spring 2024-2025 for all students including those in the TSI identified subgroups of Black/Africa Keystone Elementary will increase the percentage of students that meet and/or exceed expectations on the TCAP ELA assessment from 26.5% in spring 2022-2023 to 37% in spring 2024-2025 for all students including those in the TSI identified subgroups of Black/African American and BHN.</p>					

Kindergarten to second grade students at Keystone Elementary will increase iReady (URS) scores of early and/or on grade level from 12.6% in spring 2022-2023 to 23% in spring 2024-2025.

Performance Measure

Performance will be measured using the following tools:

TCAP Assessment

District Formative Assessment

iReady Diagnostics Platform (Fall, Winter and Spring)

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 **Implementation:**</p> <p>IReady Diagnostic Assessments (Fall, Winter, and Spring)</p> <p>Bi-Weekly classroom informal observation data</p> <p>Semi-Annual Formal Observation Data (TEM)</p> <p>Quarterly Formative Common Assessments</p> <p>**Effectiveness:**</p> <p>Implementing quarterly IReady diagnostics results will show 40% of students on grade level.</p>	<p>[A 4.1.1] Focus on Early Learning Strengthen early literacy proficiency by focusing on early foundational skills. This will be accomplished by identifying the teachers that will support early literacy by working with students on foundational skills in grade 2 and by providing on-going professional development for educators on early foundational skills.</p>	KES Admin, KES teachers, PLC coach	05/30/2025		

<p>Implementing Bi-weekly classroom informal observations will show 40% of students with a 5% increase for meeting and/or exceeding expectations.</p> <p>Executing Quarterly review of TEM observation data to monitor educators' delivery of standard aligned lessons to the TN Standards with a TEM score of level 3 or higher, for 90% of teachers, in at least 5 or more of the TEM indicators.</p> <p>Implementing Quarterly Formative Assessments will show 40% of students in grades 3 through 5 should perform at or above 70%.</p>					
	<p>[A 4.1.2] Differentiated Learning Opportunities KES will support ELA academic success through differentiated professional development for ELL, SPED, and General education teachers that focus on building students' foundational skills and addressing grade level standards.</p>	KES Admin, KES Teachers, PLC Coach	05/30/2025		
<p>[S 4.2] Standard Aligned Core Aligned Instruction Teachers will plan and execute standard aligned lessons with intentionality and focus (data-informed instruction) to provide daily access to a rigorous ELA curriculum that will develop students' engagement for all students including those in the TSI identified subgroups of Black/African American and BHN in important content, build on prior knowledge (pre-requisite skills), and promote mastery of TN Standards to ensure students are career and college ready.</p> <p>Benchmark Indicator **Implementation:**</p> <p>IReady Diagnostic Assessments (Fall, Winter, and Spring)</p> <p>Bi-Weekly classroom informal observation data</p>	<p>[A 4.2.1] Focus on Early Learning Strengthen early literacy proficiency by focusing on early foundational skills for all students including those in the TSI identified subgroups of Black/African American and BHN. K-2 teachers will support early literacy by working with students on foundational skills in 2nd grade and by providing on-going professional development for educators on early foundational skills.</p>	KES Admin, KES teachers, PLC Coach	05/30/2025		

<p>Semi-Annual Formal Observation Data (TEM)</p> <p>Quarterly Formative Common Assessments</p> <p>**Effectiveness:**</p> <p>Implementing quarterly IReady diagnostics results will show 40% of students on grade level.</p> <p>Implementing Bi-weekly classroom informal observations will show 40% of students with a 5% increase for meeting and/or exceeding expectations.</p> <p>Executing Quarterly review of TEM observation data to monitor educators' delivery of standard aligned lessons to the TN Standards with a TEM score of level 3 or higher, for 90% of teachers, in at least 5 or more of the TEM indicators.</p> <p>Implementing Quarterly Formative Assessments will show 40% of students in grades 3 through 5 should perform at or above 70%.</p>					
<p>[S 4.3] Targeted Intervention and Personalized Learning</p> <p>Provide opportunities for students to access early learning opportunities that appropriately support their academic, social, and emotional development.</p> <p>Benchmark Indicator</p> <p>**Implementation:**</p> <p>IReady Diagnostic Assessments (Fall, Winter, and Spring)</p> <p>Bi-Weekly classroom informal observation data</p> <p>Semi-Annual Formal Observation Data (TEM)</p>	<p>[A 4.3.1] Differentiated Learning Opportunities</p> <p>KES will support ELA academic success through differentiated professional development for ELL, SPED, and general education ELA teachers that focus on building students' foundational skills and addressing grade level standards.</p>	<p>KES Admin, KES teachers, PLC Coach</p>	<p>05/30/2025</p>		

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