

Keystone Elementary Annual Plan (2022 - 2023)

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[G 1] Reading/Language Arts

Keystone Elementary School will work toward increasing the percentage of ELA on-track and mastery proficiency rates in Reading Language Arts grades 3-5 from 2021-2022 on track or mastered of 21.1% to 26.1% for 2022-2023.

Keystone Elementary School's subgroups will meet the 2022-2023 AMO for on track and mastery proficiency rates in Reading Language Arts grades 3-5 for TCAP.

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 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>All students, including students that are a part of the African American and Economically Disadvantaged subgroups, should perform at or above the 70% on District Formative Assessments (Fall, Winter and Spring) to demonstrate the alignment of core instructional standards being taught for the specific quarter.</p> <p>Classroom observations using the district's Instructional Practice Guide (IPGs) walkthrough protocol, and Debriefing Document will provide data to determine trends within our building and</p>	<p>[A 1.1.1] Implementing Small Group Instruction KES will provide weekly small group instruction. Teachers will identify flexible grouping. Flexible grouping allows students to be organized intentionally and fluidly for varied learning experiences. Groups will temporarily work together for them to receive support in identified deficits.</p>	<p>Tia James-Principal, Donna Bourne-Asst. Principal, Sydney Hennings-PLC Coach</p>	<p>05/05/2023</p>		

<p>teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction. Classroom observations will be documented.</p> <p>District Walkthrough data will be monitored through the district's PD management system (Professional Learning Zone/PLZ) for 80% standard aligned core instructional implementation with fidelity at 2 per teacher per semester.</p> <p>A quarterly review of TEM observation data will be conducted to monitor educators' delivery of standard aligned lessons to the TN Standards.</p>					
	<p>[A 1.1.2] Improving Student Achievement and Growth by Supporting Planning and Resources To provide rich learning environments, Keystone will utilize Title I funds to purchase ELA TCAP Coach Books which will supplement student' learning. We will also purchase ink and additional teacher laptops to help with presenting and teaching ELA materials. The PLC Coach and ELA Admin Lead will have vertical planning sessions; therefore, Keystone will purchase ink, binders, card stock, sheet protectors, and binder dividers for teachers' student data binders. Title I funds will also be used to purchase plastic folders for the Cougar Resource Folders for students. The Cougar Resource Folders will house PBOs, printable anchor charts, graphs, and additional items used for references. Title I funds will be used to print the resources in the folder.</p>	<p>Tia James-Principal, Donna Bourne-Asst. Principal, Sydney Hennings-PLC Coach</p>	<p>05/05/2023</p>		
	<p>[A 1.1.3] Mastery of Grade Level Standards Teachers will utilize the four Instructional Practices to improve delivery of instruction. Instructional Practices are as follows:</p> <ul style="list-style-type: none"> * Instructional Practice I-Performance Based Objectives * Instructional Practice II-Academic Language 	<p>Tia James-Principal, Donna Bourne-Asst. Principal, Sydney Hennings-PLC</p>	<p>05/26/2023</p>		

	<p>* Instructional Practice III-Gradual Release of Responsibility * Instructional Practice IV-Writing</p> <p>Teachers will also utilize the district's Reading Prescriptions that is aligned to the Wonders Curriculum and Ready Reading Curriculum to ensure students are mastery grade-appropriate standards.</p>	Coach, Teachers			
	<p>[A 1.1.4] Use of Checks for Understanding and Common Formative Assessments to Measure Student Progress Keystone will use the district's CFAs to measure Kindergarten-5th grade students' progress in Reading/Language Arts. During vertical team planning, Keystone will develop K-5 CFAs aligning to state-standards. This action will also be used with our TSI subgroups.</p>	Tia James-Principal, Donna Bourne-Asst. Principal, Sydney Hennings-PLC Coach, Teachers	05/05/2023		
	<p>[A 1.1.5] Differentiated Professional Development Opportunities Keystone will support Reading Language Arts success through differentiated professional development for ELL, SPED, and General Education population RLA instruction that focuses on the building foundational skills. This action step will also support our TSI group. Title I funding will be used to purchase substitutes for teachers when professional development is held during school hours. Additionally, Title I funding is needed for potential out of town professional development opportunities.</p>	Tia James-Principal, Donna Bourne-Asst. Principal, Sydney Hennings-PLC Coach	05/05/2023		
	<p>[A 1.1.6] Ongoing Observation and Feedback To improve academic achievement, the Admin Team and the ILT Team will conduct ongoing walkthroughs using the district's Instructional Practice Guides (IPGs) and the KES Informal Walkthrough Form. The Admin Team will utilize the TEM rubric for formal observations. Feedback will be provided to teachers within 24-48 hours</p>	Tia James-Principal, Donna Bourne-Asst. Principal, Sydney Hennings-PLC	05/05/2023		

	<p>post-walkthrough/observation to ensure ELA instruction is aligned to the demands of TN State Standards, teaching practices are addressing the needs of students, and to ensure instructional opportunities are maximized.</p>	<p>Coach, ILT Team</p>			
<p>[S 1.2] Professional Development 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 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</p>	<p>[A 1.2.1] High-Quality, Continuous Professional Development Teachers and staff will participate in ongoing, research-based professional development. Weekly PLCs will be dedicated to cultivating the overall capacity of our teachers by digging into data, discussing teaching strategies, engaging in deliberate practice, and examining student work. Additionally, vertical planning will occur monthly to address students' data, assessment, and instructional strategies. Funding will also be utilized to make copies of data. Title I funds will also be needed for providing substitutes so that teachers may attend vertical team planning and professional development opportunities offered during school hours. Title I funds will be utilized to accommodate travel expenses for potential out of town professional learning opportunities and in-house delivery of PD.</p>	<p>Tia James-Principal, Donna Bourne-Asst. Principal, Sydney Hennings-PLC Coach</p>	<p>05/05/2023</p>		

<p>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 beginning of each semester to ensure collegial support is assigned to each new hire.</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.</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 (aimswebPLUS) 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 1.3.1] Response to Intervention Teachers, educational assistants, and support staff will also provide tiered interventions to students in Tiers II and III. Students will be arranged in small groups according to instructional level and skill deficits. Resources include i-Ready and aimswebPLUS. Title I funds will help supplement resources such as laptops, manipulatives, and flashcards to support intervention instruction. EL students will receive language support during schedule RTI2.</p>	<p>Tia James-Principal, Donna Bourne-Asst. Principal, Sydney Hennings-PLC Coach, Teachers, Support Staff</p>	<p>05/05/2023</p>		

<p>**Targeted Support and Improvement Group: 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 1.3.2] Extended Learning KES will provide extended learning opportunities. This will support TSI subgroups.</p>	<p>Sydney Hennings-PLC Coach, Teachers</p>	<p>05/05/2023</p>		

[G 2] Mathematics

Keystone Elementary Optional School will work toward increasing the percentage of on-track and mastery proficiency rates in Mathematics for grades 3-5 from 2021-2022 on track or mastered of 21.9% to 26.9% for 2022-2023.

Keystone Elementary School's subgroups will meet the 2022-2023 AMO for on track and mastery proficiency rates in Mathematics grades 3-5 for TCAP.

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 2.1] Standard Aligned Core Instruction Teachers will plan and execute standard aligned lessons with intentionality and focus (data-informed instruction) to provide daily access to a rigorous math curriculum that will develop students' engagement in important content, build on prior knowledge (pre-requisite skills), and promote mastery of TN Standards to ensure students are career and college ready.</p> <p>Benchmark Indicator Students should perform at or above the 70% on District Formative Assessments (Fall, Winter and Spring) to demonstrate the alignment of core instructional standards being taught for the specific quarter.</p>	<p>[A 2.1.1] Improving Student Achievement and Growth with the Use of Supplemental Resources To provide rich learning environments, Keystone will utilize Title I funds to purchase Math TCAP Coach Books which will supplement student' learning. We will also purchase ink and additional teacher laptops to help with presenting and teaching Math materials. The PLC Coach (Math Admin Lead) will have vertical planning sessions; therefore, Keystone will purchase ink, binders, card stock, sheet protectors, and binder dividers for teachers' student data binders. Title I funds will also be used to purchase plastic folders for the Cougar Resource Folders for students. The Cougar Resource Folders will house PBOs, printable anchor charts, graphs, and additional items used</p>	<p>Tia James-Principal, Donna Bourne-Asst. Principal, Sydney Hennings-PLC Coach</p>	<p>05/05/2023</p>		

<p>Classroom observations using the district's Instructional Practice Guide (IPGs) walkthrough protocol, and Debriefing Document will provide data to determine trends within our building and teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction. Classroom observations will be documented.</p> <p>District Walkthrough data will be monitored through the district's PD management system (Professional Learning Zone/PLZ) for 80% standard aligned core instructional implementation with fidelity at 2 per teacher per semester.</p> <p>A quarterly review of TEM observation data will be conducted to monitor educators' delivery of standard aligned lessons to the TN Standards.</p> <p>Students should perform at or above the 70% on District Formative Assessments (Fall, Winter and Spring) to demonstrate the alignment of core instructional standards being taught for the specific quarter.</p>	<p>for references. Title I funds will be used to print the resources in the folder.</p>				
	<p>[A 2.1.2] Implementing Small Group Instruction KES will provide weekly small group Math instruction. Teachers will identify flexible grouping. Flexible grouping allows students to be organized intentionally and fluidly for varied learning experiences. Groups will temporarily work together for them to receive support in identified deficits.</p>	<p>Tia James-Principal, Donna Bourne, Asst. Principal, Sydney Hennings-PLC Coach</p>	<p>05/05/2023</p>		
	<p>[A 2.1.3] Mastery of Grade Level Standards Teachers will utilize the four Instructional Practices to improve delivery of instruction. Instructional Practices are as follows:</p> <ul style="list-style-type: none"> * Instructional Practice I-Performance Based Objectives * Instructional Practice II-Academic Language 	<p>Tia James-Principal, Donna Bourne-Asst. Principal, Sydney Hennings-PLC Coach</p>	<p>05/05/2023</p>		

	<p>* Instructional Practice III- Gradual Release of Responsibility</p> <p>* Instructional Practice IV- Math Manipulatives</p> <p>Teachers will also utilize the district's Math Prescriptions that is aligned to the Eureka Math Curriculum and Ready Math Curriculum to ensure students are mastery grade-appropriate standards.</p>				
	<p>[A 2.1.4] Use of Common Formative Assessments to Measure Student Progress</p> <p>Keystone will use the district's CFAs to measure Kindergarten-5th grade students' progress in Mathematics. During vertical team planning, Keystone will develop K-5 CFAs aligning to Math state-standards. This action will also be used with our TSI subgroups.</p>	<p>Tia James-Principal, Donna Bourne-Asst. Principal, Sydney Hennings-PLC Coach, Teachers</p>	05/05/2023		
	<p>[A 2.1.5] Differentiated Professional Development Opportunities</p> <p>Keystone will support Mathematics success through differentiated professional development for ELL, SPED, and General Education population RLA instruction that focuses on the building mathematical foundational skills. This action step will also support our TSI group. Title I funding will be used to purchase substitutes for teachers when there is vertical team planning or professional development is held during school hours. Additionally, Title I funding is needed for potential out of town professional development opportunities.</p>	<p>Tia James-Principal, Donna Bourne-Asst. Principal, Sydney Hennings-PLC Coach</p>	05/05/2023		
	<p>[A 2.1.6] Ongoing Observation and Feedback</p> <p>To improve academic achievement, the Admin Team and the ILT Team will conduct ongoing walkthroughs using the district's Instructional Practice Guides (IPGs) and the KES Informal Walkthrough Form. The Admin Team will utilize the TEM rubric for formal observations. Feedback will be provided to teachers within 24-48 hours</p>	<p>Tia James-Principal, Donna Bourne-Asst. Principal, Sydney Hennings-PLC Coach</p>	05/05/2023		

	<p>post-walkthrough/observation to ensure ELA instruction is aligned to the demands of TN State Standards, teaching practices are addressing the needs of students, and to ensure instructional opportunities are maximized.</p>				
<p>[S 2.2] Professional Development Provide ongoing, high quality professional development at the District and school level for school leaders, teachers, and other instructional staff that focuses on instructional shifts and strategies that result in improved student performance.</p> <p>Benchmark Indicator Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document will provide the District with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction in order to plan professional development support.</p> <p>District Walkthrough data will be monitored weekly through the district's PD management system (Professional Learning Zone/PLZ) and Zoho for 80% standard aligned core instructional implementation with fidelity in order to provide individualized professional learning support.</p> <p>Instructional Leadership Team (ILT) meetings are conducted twice each month at 85% attendance to ensure district and school leaders are gaining and sharing knowledge of content, obtaining content support and resources through collaboration, and effectively communicating new information with school-level educators.</p> <p>Zone meetings and small-group ILT sessions are facilitated monthly by Instructional Leadership Directors at 85% attendance to support content lead teachers, PLC Coaches, and administrators</p>	<p>[A 2.2.1] High-Quality, Continuous Professional Development Teachers and staff will participate in ongoing, research-based professional development. Weekly PLCs will be dedicated to cultivating the overall capacity of our teachers by digging into data, discussing teaching strategies, engaging in deliberate practice, and examining student work. Additionally, vertical planning will occur monthly to address students' data, assessment, and instructional strategies. Funding will also be utilized to make copies of data. Title I funds will also be needed for providing substitutes so that teachers may attend vertical team planning and professional development opportunities offered during school hours. Title I funds will be utilized to accommodate travel expenses for potential out of town professional learning opportunities and in-house delivery of PD.</p>	<p>Tia James-Principal, Donna Bourne-Asst. Principal, Sydney Hennings-PLC Coach</p>	<p>05/26/2023</p>		

<p>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 mathematics goal.</p> <p>New teacher professional learning supports are offered at various times throughout each semester for new hires. Mentor rosters are submitted at the beginning of each semester to ensure collegial support is assigned to each new hire.</p>					
<p>[S 2.3] Targeted Interventions and Personalized Learning, Provide academic interventions, personalized learning activities, an individualized learning pace, and various instructional approaches designed to meet the needs of specific learners to improve student achievement.</p> <p>** **</p> <p>** **</p> <p>Benchmark Indicator 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 (aimswebPLUS) 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</p>	<p>[A 2.3.1] Response to Intervention Teachers, educational assistants, and support staff will also provide tiered interventions to students in Tiers II and III. Students will be arranged in small groups according to instructional level and skill deficits. Resources include i-Ready and aimswebPLUS. Title I funds will help supplement resources such as laptops, manipulates, and flashcards to support intervention instruction. EL students will receive language support during schedule RTI2.</p>	<p>Tia James-Principal, Donna Bourne-Asst. Principal, Sydney Hennings-PLC Coach, Teachers, Support Staff</p>	<p>05/05/2023</p>		

content delivery.					
Targeted Support and Improvement Group: 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.					
	[A 2.3.2] Extended Learning KES will provide extended learning opportunities. This will support TSI subgroups.	Sydney Hennings-PLC Coach, Teachers	05/05/2023		

[G 3] Safe and Healthy Students

Keystone Elementary will work toward reducing the percentage of chronically absent students from 37.2% in 2021-2022 to 27.2% in 2022-2023.

Keystone Elementary will work toward reducing the percentage of chronically absent students from 37.2% in 2021-2022 to 27.2% in 2022-2023.

Performance Measure

Interventions and supports will be measured using the following:

- * PowerSchool Data
- * PowerBI Data
- * Share Point
- * SART Documentation

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</p>	<p>[A 3.1.1] Positive Behavior Intervention Support KES will implement RTI2B prevention and intervention plans with fidelity.</p>	<p>Tia James-Principal, Donna Bourne-Asst. Principal, Sydney Hennings-PLC Coach, Professional School Counselor, Marilyn Glass, Wendy Rankin, Jasmine</p>	05/26/2023		

<p>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>Deener, Monique Cox, Jennifer Michael</p>			
	<p>[A 3.1.2] E-Parties Students will be able to attend weekly E-Parties held on Friday if they had excellent conduct and were present/on time daily for school.</p>	<p>Tia James-Principal, Donna Bourne-Asst. Principal, Sydney Hennings-PLC Coach, Professional School Counselor, Marilyn Glass, Wendy Rankin, Jasmine Deener, Monique Cox, Jennifer Michael, Classroom Teachers</p>	<p>05/26/2023</p>		
	<p>[A 3.1.3] Perfect Attendance Party (PAP) Students will be able to attend a 30 minute perfect attendance celebration and dress out of uniform on the last day of each month if they had perfect attendance.</p>	<p>Tia James-Principal, Donna Bourne-Asst. Principal, Sydney Hennings-PLC</p>	<p>05/26/2023</p>		

		Coach, Professional School Counselor, Marilyn Glass, Wendy Rankin, Jasmine Deener, Monique Cox, Jennifer Michael			
	[A 3.1.4] Classroom Incentives Teachers will develop their own classroom incentives for students who have perfect attendance. At the end of each quarter, teachers will reward the student who has the most improved perfect attendance.	Tia James-Principal, Donna Bourne-Asst. Principal, Sydney Hennings-PLC Coach, Professional School Counselor, Classroom Teachers	05/26/2023		
[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 Student discipline and attendance reports 20-day reporting cycle will be used to measure impact of changed practices as a result of professional development. Fidelity checks of student data entry will be conducted during the 20-day reporting cycle to monitor the incidents of data entry errors and	[A 3.2.1] RTI2B Training KES faculty and staff will engage in professional development addressing student discipline, attendance, and chronic absenteeism.	Professional School Counselor, RTI2B Team	05/05/2023		

<p>erroneous reporting.</p> <p>Quarterly Reports will be shared district-wide.</p>					
<p>[S 3.3] Parent, Family, and Community Engagement Promote effective parent, family, and community engagement activities and resources that support safe schools which will improve student attendance and behavior.</p> <p>Benchmark Indicator Review 20-day student attendance reports at the end of each semester to determine the impact after engagement events.</p> <p>At the end of each semester, review the attendance and discipline 20 day report for schools that have a trained parent ambassador to determine the impact on their attendance rates.</p> <p>Evidence of parent participation in decisions relating to the education of their children and collaboration efforts on district level topics through monthly parent surveys.</p> <p>Conduct a semi-annual adopter surveys to monitor their impact on students' success by way of their contributions of resources and time.</p>	<p>[A 3.3.1] Student Attendance Review Team Student Attendance Review Team (SART) will meet frequently to analyze attendance data. SART mentors/classroom teacher will make contact with parents after 3 consecutive days and after 5 consecutive days. After 5 consecutive days, SART will began review process. Additionally, a parent conference with an administrator will be requested. Teachers will use agenda books as a form of communication with parents.</p>	<p>Tia James-Principal, Donna Bourne-Asst. Principal, Classroom Teachers, Professional School Counselor</p>	<p>05/05/2023</p>		
	<p>[A 3.3.2] Community Events We will have Title I Night, Parent Teacher Conferences, Open House, Literacy Night, Math/Science Night, and other opportunities to maximize family and community engagement. These events will be held to promote a safe, supportive, and healthy school environment. Title I funds will be utilized to purchase refreshments, door prizes, and parent resources.</p>	<p>Tia James-Principal, Donna Bourne-Asst. Principal, Professional School Counselor, RTI2B Team</p>	<p>05/26/2023</p>		
	<p>[A 3.3.3] Parent Meetings Held by the Professional School Counselor The Professional School Counselor will cordially invite parents to attend meetings. To be</p>	<p>Sydney Hennings-PLC Coach, Professional</p>	<p>02/24/2023</p>		

	<p>accommodating of parents' schedules, there will be a time shift in meetings. During the first half of the year, the counselor will hold Coffee with the Counselor from 8:30-9:30 a.m. The second half of the year, the counselor will hold Cokes with the Counselor from 2:00-3:00 p.m. These meetings will be held to discuss parent feedback from a needs assessment that will be completed by the parents in September and February. Title I funds will be needed to purchase coffee, Cokes, and additional refreshments.</p>	School Counselor			
	<p>[A 3.3.4] Monthly Engagement Activities The PLC Coach will present monthly parent engagement activities. Each month parents will be invited to attend engaging events, such as Moving and Grooving with Moms. To accommodate parents who do not have access to transportation, virtual and in-person events will be conducted. Meeting times will vary to accommodate parents' schedule. Teacher leaders will present information to the parents on how they can assist their children with homework and provide "how to" strategies such as mathematical operation fluency development, read alouds for building oral reading fluency, and annotating texts for comprehension. Although there is not a large population children in the Hispanic subgroup, invitations will be sent in both English and Spanish.</p>	Sydney Hennings-PLC Coach, Teacher Leaders	05/26/2023		

[G 4] Early Literacy

Keystone Elementary Optional School's early learners will be engaged in literacy-rich environments that offer meaningful, authentic opportunities to develop the reading, writing, speaking, and listening skills essential to becoming college and career ready.

Keystone Elementary will work toward increasing the percentage of RLA on-track and mastery proficiency rates in 2nd grade from the 2021-2022 SY on track or mastered of 19.1% to 22.1% for the 2022-2023 SY.

Keystone Elementary will work toward increasing the percentage of Mastery Connect Early Literacy on-track and mastery proficiency rates in K-2 from the 2021-2022 SY on track or mastered of 53.4% to 63.4% for 2022-2023 SY.

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.

TSI Subgroups

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</p> <p>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</p> <p>**QUARTERLY** review of student success criteria</p>	<p>[A 4.1.1] Focus on Early Learning Through Teacher Leaders and Support Staff KES will strengthen early literacy by placing a great deal of our focus on early literacy skills. This will be accomplished by identifying one K-2 teacher as our Literacy Laureate and five Highly Specialized Education Assistants (HSEA) for the support of early literacy work. The Literacy Laureate, Classroom Teachers, and HSEAs will attend ongoing professional development for early foundational skills.</p>	<p>Tia James-Principal, Donna Bourne-Asst. Principal, Sydney Hennings-PLC Coach, Debra Link, HSEAs</p>	<p>05/05/2023</p>		

<p>to measure progress toward 3rd grade proficiency to inform needed instructional changes and professional development</p> <p>**QUARTERLY** analysis of District formative assessment (Mastery Connect)</p> <p>TSI Subgroup Students</p> <p>**WEEKLY** student assessment data to monitor daily task alignment with standards</p> <p>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</p> <p>**QUARTERLY** review of student success criteria to measure progress toward 3rd grade proficiency to inform needed instructional changes and professional development</p> <p>**QUARTERLY** analysis of District formative assessment (Mastery Connect)</p>					
	<p>[A 4.1.2] Supplemental Resources The district has provided the Wonders Curriculum to instruct Early Literacy. To supplement and support the push of early literacy, KES plans to utilize Saxon Phonics as an additional resource. Saxon Phonics is research-based and has been known to have great results on early literacy achievement. Title I funds are needed to supplement our current curriculum.</p>	<p>Tia James-Principal, Donna Bourne-Asst. Principal, Sydney Hennings-PLC Coach, Debra Link-Literacy Laureate</p>	<p>05/05/2023</p>		
	<p>[A 4.1.3] Providing a Literacy Rich Environment Each K-2 classroom at Keystone Elementary should possess a literacy rich environment. Students should have access to high quality literacy and informational texts varied by genre and complexity. KES classroom libraries should be well organized, cozy, and a clearly defined area for</p>	<p>Tia James-Principal, Donna Bourne-Asst. Principal, Sydney Hennings-PLC</p>	<p>05/05/2023</p>		

	<p>students' use of literacy. Interactive word walls and anchor charts will be displayed.** **Title I funds are needed to purchase books for classroom libraries, additional carpets for classroom libraries, and chart paper to make anchor charts.</p>	<p>Coach, Debra Link-Literacy Laureate</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 and to inform future professional learning opportunities;</p> <p>Once a semester DECHS will review the Fall pre-post teacher survey supporting the cohort session to provide feedback, additional PD opportunities, and individualized coaching to K-2 sped teachers.</p>	<p>[A 4.2.1] Literacy Night Professional Development for Parents Keystone Elementary School will provide a Literacy Night Professional Development for parents. At the PD, parents will be exposed to the building blocks of foundational skills. Parents will understand the importance of foundational literacy. Parents will be provided with pictures and examples of literacy rich homes, classrooms, and other environments. Strategies will be provided on how parents can make their homes literacy rich using items at no cost and using items provided by Keystone Elementary. Title I funds are needed to purchase books and other items that parents will take home to encourage early literacy.</p>	<p>Tia James-Principal, Donna Bourne-Asst. Principal, Sydney Hennings-PLC Coach, Debra Link-Literacy Laureate, K-2 Teachers</p>	<p>03/10/2023</p>		

	<p>[A 4.2.2] High-Quality, Continuous Professional Development Teachers and staff will participate in ongoing research-based professional development.</p>	Tia James-Principal, Donna Bourne-Asst. Principal, Sydney Hennings-PLC Coach, Debra Link-Literacy Laureate	05/05/2023		
<p>[S 4.3] Foundational Literacy Laureates Designate one Laureate in every elementary and K-8 school to support K-2 teachers with implementing high quality foundational literacy instruction and strategies.</p> <p>Benchmark Indicator MONTHLY review of Laureate support logs to measure the frequency and level of school-based support to K-2 teachers in the priority coaching areas to inform specific areas of support needed for Laureates; BI-ANNUAL Foundational Literacy Quality Reviews (FLQRs) from district instructional literacy advisors to determine Laureate’s implementation of the 3 major components of a comprehensive literacy block and inform the support needs of individual Laureates</p>	<p>[A 4.3.1] Response to Intervention Identification of Tier II and III students will occur by utilizing i-Ready assessments. Teachers, educational assistants, and support staff will also provide tiered interventions to students in Tiers II and III. Students will be arranged in small groups according to instructional level and skill deficits. Resources include i-Ready and aimswebPLUS. Title I funds will help supplement resources such as laptops, manipulatives, and flashcards to support intervention instruction. EL students will receive language support during schedule RTI2.</p>	Tia James-Principal, Donna Bourne-Asst. Principal, Sydney Hennings-PLC Coach, Debra Link-Literacy Laureate	05/26/2023		
	<p>[A 4.3.2] Extended Learning KES will provide extended learning opportunities. This will support TSI subgroups.</p>	Tia James-Principal, Donna Bourne-Asst. Principal, Sydney Hennings-PLC Coach, Tutoring Teachers	04/14/2023		