

Shelby Oaks Elementary Annual Plan (2022 - 2023)

Last Modified at Sep 19, 2022 04:31 PM CDT

[G 1] Reading/Language Arts

Students scoring on track/mastered on TCAP reading will increase from Spring 2022 of 15.4% to 26% by spring 2023.

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>Students should perform at or above the 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter.</p> <p>Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document will provide the 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.</p> <p>District Walkthrough data will be monitored through</p>	<p>[A 1.1.1] Implementation of Standards Interpretation Guides and Resources PLC Guides, Standards Interpretation Guides, Standards Alignment document, Reading Prescriptions and Common Core Companion Guides are to be utilized to align performance-based objectives to the state standards. School-wide whiteboard protocol will be used to address Performance-Based Objectives, standards, and vocabulary. All teachers engage students in annotating objectives and all texts. Teacher-made common formative assessments are given bi-weekly and data meetings in grades K-5 are utilized to analyze students' progress toward goals. The results drive re-teaching focus and strategies. During PLCs following the data meetings, teachers will engage in deliberate practice to improve instructional delivery. PLCs will be modeled after the Data-Informed Instruction format of Relay. Review of lessons plans and rigor of assessments with feedback will be provided. Weekly grade level collaborative planning sessions are utilized to plan rigorous lessons and conduct deliberate practice strategies.</p>	<p>ESL Chair, Dana Payne; Kristy Conley, Instructional Resource Lead; ELA lead teacher, Michelle Adkins; Elementary Literacy Laureate, Jennifer Young; PLC Coaches Teyuna Boddie, Dr. Marilyn Flynn; Dr. Catherine Diezi, Principal</p>	<p>05/12/2023</p>		

the district's PD management system (Professional Learning Zone/PLZ) for 80% standard aligned core instructional implementation with fidelity at 2 per teacher per semester.					
Quarterly review of TEM observation data to monitor educators delivery of standard aligned lessons to the TN Standards.					
	<p>[A 1.1.2] Create Engaging Learning Opportunities</p> <p>K-5 teachers will plan and deliver engaging learning experiences that strategically create daily academically challenging, effective learning environments through the use of technology in learning stations, blended learning, Interactive SmartBoards, and document cameras. Teacher behaviors and student behaviors will align with the instructional practices and use of the gradual release of responsibility . In PLCs; teachers will interpret the standards using the Know, Show, How strategy, PLC Guides, Reading Prescriptions (Grades 2-5), Standards Alignment document, and Standards Interpretation Guides to identify and address misconceptions. Specialized Educational Assistants (SEAs) assigned to kindergarten through second grade will participate in PLCs and engage students in small group instruction. Blended Learning experiences will be incorporated into station rotations. Students will be engaged in annotating all texts to identify and promote vocabulary through the word parts, and comprehension context clues. Fifth grade students scoring above the 50th percentile on iReady will participate in Project-Based Learning opportunities to extend their learning during the Academic Hour (intervention block).</p>	<p>ESL Chair, Dana Payne; Kristy Conley, Instructional Resource Lead; ELA lead teacher, Michelle Adkins; Elementary Literacy Laureate, Jennifer Young; PLC Coaches Teyuna Boddie, Dr. Marilyn Flynn; Dr. Catherine Diezi, Principal</p>	05/19/2023		
	<p>[A 1.1.3] Utilization of Assessment Tools</p> <p>ILT and classroom teachers will utilize Mastery Connect and iReady to create, implement, and monitor bi-weekly common formative assessments. Bi-weekly data meetings will analyze assessments</p>	<p>ILT Members (Serenta McDonald, Jennifer Young, Sarah</p>	05/19/2023		

	<p>to determine learning gaps and create re-teaching plans. Assessments will be aligned to the standards and assess students on the standards taught during that period. Student trackers will be utilized to monitor individual student progress. Re-teaching strategies will be developed to close gaps that are identified during data meetings. Quarterly, teachers will engage in a deep dive analysis of Mastery Connect and iReady assessments to determine progress and need for curriculum adjustments. Teachers will maintain classroom data boards and PLC Coaches will maintain school-wide data boards. Instructional Resource and ESL teachers will work alongside classroom teachers to analyze assessment data of special education and English Language students.</p>	<p>Williams, Alexandra Foster, Michelle Adkins, Shareda Puryear); Principal, Dr. Catherine Diezi; Assistant Principal, James Murgatroyd; PLC Coaches, Teyuna Boddie and Dr. Marilyn Flynn</p>			
	<p>[A 1.1.4] Supplemental Instructional Resources Shelby Oaks Elementary will provide supplemental supplies, materials, and instructional equipment to support and improve reading academic growth and achievement. Generation Genius and National Geographic Ladders are available to provide additional informational science texts and differentiated leveled texts. Language manipulative (letter tiles; Prefix, Suffix, Root word cards; word building cards; etc.) have been purchased to provide hands on experiences during learning stations. All students have access to a digital device or laptops to use during blended station rotations. Grades 3-5 have access to annotated performance-based objective study guides that contain the annotated objectives, 30-30-30 chart, academic words with definitions and four types of context clues chart.</p>	<p>PLC Coaches Teyuna Boddie & Dr. Marilyn Flynn; Dr. Catherine Diezi, Principal</p>	05/12/2023		
<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</p>	<p>[A 1.2.1] Meaningful Professional Development Opportunities School Leadership Team will provide ongoing, research-based professional development for teachers and staff through various activities such</p>	<p>Principal, Dr. Catherine Diezi; PLC Coaches, Teyuna Boddie</p>	05/05/2023		

<p>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 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>as modeling effective literacy instructional practices. School principal will act as a coach and support teachers by modeling effective intervention strategies. The District's ELA Advisor will provide zone professional development on trend areas determined by school and district walk-through. The ILT and administration team will provide feedback to teachers after informal observations following the Continuous Improvement process, and use deliberate practice to practice re-teaching strategies. Strategies to improve language of Special Education students and ELLs using the performance-based objectives. September – April monitoring and feedback of the District's Instructional Practices training will be provided to enrich the instruction of general education, special education, and ELLs. Additional support will be provided to 3rd grade teachers, new teachers, and struggling teachers identified through informal and formal observations through coaching by the PLC Coaches and District Instructional Advisors using an instructional support plan. Professional development on blended station rotations will be provided. After professional development sessions, monitoring will identify teachers in need of additional practice and support. District staff provide monthly training to Specialized Educational Assistants on literacy strategies. Numerous staff and administrators are participating in Reading 360 and Tennessee Literacy Success Act Early Reading Training by the state leadership.</p>	<p>and Dr. Marilyn Flynn; ILT member (Serenta McDonald, Jennifer Young, Sarah Williams, Alexandra Foster, Michelle Adkins, Shareda Puryear); Instructional Resource Kristy Conley</p>			
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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>[A 1.2.2] Mentors for New Teachers</p> <p>Teachers who are new to Shelby Oaks are paired with mentor teachers to help support their professional growth in the area of Reading instruction. New teachers will also participate in weekly New Teacher Network meetings with administration. New teachers along with PLC Coaches will observe exemplary teachers followed by a reflection and feedback session. New teachers will participate in real-time deliberate practice of literacy strategies.</p>	<p>Principa, Dr. Catherine Diezi; Assistant Principal, James Murgatroyd; New Teacher Mentors (Tiffany Matthews, Dedra Harris, Michelle Adkins, Alexandra Foster); Elementary Literacy Laureate, Jennifer Young</p>	05/26/2023		
	<p>[A 1.2.3] Parent Training</p> <p>Monthly, parent training will be offered to parents in all grades to help their child succeed in school. Parents will learn and practice grade specific instructional strategies to use at home to help their child improve in reading. Parents will have the opportunity to make and be provided with hands on learning tools (flash cards, letter tiles, sight word list) to support students at home. Data meetings are held once a semester to train parents on reading data reports that students receive to understand their child's data and progress.</p>	<p>PLC Coach, Dr. Marilyn Flynn; Principal, Dr. Catherine Diezi; Bilingual Mentor, Lesvia Rodriguez; Counselor, Teresa Grigsby; Elementary Literacy Laureate, Jennifer Young</p>	03/31/2023		

	<p>[A 1.2.4] Family Reading Nights Parents and students will participate in Family Reading Night once each semester. Literacy activities will be planned for students in every grade PreK-5 for parents and students to participate together to strengthen reading proficiency in a fun and engaging environment. Community organizations will partner with the school to promote literacy centered careers. Parent volunteers will participate in Read for the Record on October 27th.</p>	Librarian, Elizabeth Williams; PLC Coach, Dr. Marilyn Flynn; Principal, Dr. Catherine Diezi; Bilingual Mentor, Lesvia Rodriguez; Counselors, Teresa Grigsby and William Miller	03/24/2023		
	<p>[A 1.2.5] Attend High Quality Professional Development Teachers and administrators will participate in local, state, and national conferences and trainings based on the academic and social needs of the students of Shelby Oaks Elementary to increase their professional knowledge and teaching pedagogy to become more effective teachers and administrators. Teachers and administrators will learn a variety of strategies and techniques to use in the classroom to enhance the curriculum and increase student achievement. Teachers and administrators will return after the PD and provide ongoing research-based professional development for teachers and staff through various activities (including implementing Tennessee State Standards), behavior management strategies, assessment techniques, and directed teaching methods; acting as a coach and support to teachers; and modeling effective intervention strategies.</p>	Principal, Dr. Catherine Diezi; Assistant Principal, James Murgatroyd; Special Education Lead, Kristy Conley; ESL Lead, Dana Payne; PLC Coach, Dr. Marilyn Flynn	06/02/2023		
<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</p>	<p>[A 1.3.1] Implementation of Extended School Program The school will conduct an extended school program from September - April for students in grades 2-5 after school. Students will be identified based on their deficits in reading. Teachers and</p>	Special Education Lead Kristy Conley; Principal, Dr. Catherine	04/28/2023		

<p>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 (aimsweb PLUS) 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>assistants will be enlisted and trained to provide after-school support to the identified students. Literacy Mid-South will tutor seventy students to support literacy. Arise2Read volunteers assist selected second grade students on increasing their sight word knowledge. Identified special education students in need of extended learning will participate in after school tutoring.</p>	<p>Diezi; PLC Coach, Teyuna Boddie; Elementary Laureate, Jennifer Young</p>			
	<p>[A 1.3.2] Targeted Interventions Students performing below grade level based on iReady Diagnostic Results will receive at least 45 minutes of targeted small group or targeted computer based intervention each day from certified K-5 teachers and SEAs in K-2. Literacy Mid-South and Arise2Read will provide specialized support. Tier 2 and Tier 3 students will be progress monitored and the RTI Data Team will meet monthly to review progress monitoring data and make data-driven intervention decisions.</p>	<p>Special Education Lead, Kristy Conley; ESL Lead, Dana Payne; School Psychologist, Dr. Catherine Lawhead; Principal, Dr. Catherine Diezi; Counselors Teresa Grigsby and William Miller; PLC Coaches Dr. Marilyn Flynn and Teyuna Boddie</p>	05/18/2023		

[G 2] Mathematics

Shelby Oaks Elementary: Math student TCAP on track and mastered will increase from 14.7% (2022) to 25.4% by Spring 2023.

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 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter.</p> <p>Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document will provide the ILT and 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.</p> <p>District Walkthrough data will be monitored through the district's management system (Professional Learning Zone/PLZ). Data will be collected and analyzed to determine trends and implementation of the instructional practices using Zoho. Data should show teachers implementing the practices at or above 80% per visit.</p>	<p>[A 2.1.1] Implementation of Standards Interpretation Guides PLC Guides, Standards Interpretation Guides, Standards Analysis Summary Report, Math Prescriptions, State Blueprints, and Common Core Companion Guides will be utilized to align performance-based objectives to the state standards. School-wide whiteboard protocols will address Performance-Based Objectives (PBO), standards, and utilize vocabulary. Teacher-made common formative assessments will be given bi-weekly and data meetings in grades 2-5 will allow for analysis of students' progress toward goals and determine re-teaching options. During PLCs and collaborative planning following the data meetings, teachers will engage in deliberate practice to improve instructional delivery. PLCs will be modeled after the Data-Informed Instruction format of Relay. Review of lesson plans and rigor of assessments with feedback will be provided.</p>	ILT Math Lead, Shareda Puryear; and Administration Math Lead, Teyuna Boddie; Principal, Dr. Catherine Diezi	05/24/2023		

Quarterly review of TEM observation data to monitor educators delivery of standard aligned lessons to the TN Standards.					
	<p>[A 2.1.2] Create Engaging Learning Experiences K-5 teachers will plan and deliver engaging learning experiences that strategically build fluency and problem-solving skills. Teacher behaviors and student behaviors will align with the math practices and the use of manipulatives. In PLCs and collaborative planning, teachers will interpret the standards using the Know, Show, How protocol, PLC Guides, Math Prescriptions, and Standards Interpretation Guides to identify and address misconceptions. Specialized Educational Assistants (SEAs) will participate in collaborative planning and engage students in small group instruction. Blended Learning experiences will be incorporated into station rotations.</p>	<p>ILT Math Lead, Shareda Puryear; Administration Math Lead, Teyuna Boddie; Principal, Dr. Catherine Diezi</p>	05/24/2023		
	<p>[A 2.1.3] Utilization of Assessment Tools ILT and classroom math teachers will utilize Mastery Connect and iReady to create, implement, and monitor bi-weekly common formative assessments. Bi-weekly data meetings will allow teachers to analyze assessments to determine learning gaps and create re-teaching plans. Assessments will be aligned to the standards and assess students on the standards taught during that period. During instruction teachers will utilize academic monitoring to check for understanding and provide real-time feedback. Student trackers will be used to monitor individual student progress. Re-teaching strategies will be developed to close gaps that are identified during data meetings. Quarterly, teachers will engage in a deep dive analysis of Mastery Connect and iReady assessments to determine progress and need for curriculum adjustments. Teachers will maintain classroom data boards and PLC Coaches will maintain school-wide data boards.</p>	<p>ILT members, Serenta McDonald, Jennifer Young, Sarah Williams, Alexandra Foster, Michelle Adkins; Principal, Dr. Catherine Diezi; PLC Coaches, Teyuna Boddie and Dr. Marilyn Flynn</p>	04/01/2023		

	<p>[A 2.1.4] Supplemental Instructional Resources Shelby Oaks Elementary will provide supplemental supplies, materials, and instructional equipment and manipulatives to support and improve math academic growth and achievement. Measuring Up workbooks will be used with Tier 1 students during intervention plans to address areas of enrichment. Math Instructional Guides are provided to all students in grades 3-5.</p>	Principal, Dr. Catherine Diezi; Assistant Principal, James Murgatroyd; PLC Coach, Teyuna Boddie	03/31/2023		
<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>[A 2.2.1] Meaningful Professional Development Opportunities Instructional Leadership Team will provide ongoing, research-based professional development for teachers and staff through various activities such as modeling Eureka Math and iReady Math practices. PLC Coach will support teachers by modeling effective intervention strategies. The District's Math Advisor will provide zone professional development on trend areas determined by school and district walkthroughs. The ILT and administration team will provide feedback to teachers after informal observations following the Continuous Improvement process, and use deliberate practice to practice re-teaching strategies. Strategies to improve mathematics language of Special Education students and ELs will be accomplished by using the Mathematics Language of Literacy and performance-based objectives. September - December monitoring and feedback of District's Instructional Practice 4 - Mathematics Manipulative training will be provided to enrich the instruction of all students. Professional development will be provided to implement station rotations and blended learning into the mathematics classroom. Professional development incorporating definition word walls and annotation of mathematics word problems will be provided. All students have access to a digital device or laptop for use during blended learning station rotations. Math word walls with common</p>	Principal, Dr. Catherine Diezi; ILT Members, Teyuna Boddie, Serenta McDonald, Alexandra Foster, Michelle Adkins, Sara Williams, Shareda Puryear; District Math Advisor, Christine Bingham; Special Education Lead, Kristy Conley	05/01/2023		

<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 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>definitions are utilized schoolwide. Students are trained on annotating word problems and PBOs.</p>				
	<p>[A 2.2.2] Mentoring New Teachers Teachers new to Shelby Oaks are paired with mentor teachers to help support their professional growth in the area of math instruction. New teachers will also participate in weekly New Teacher Network with administration and attend New Teacher Academies with the District. New Teachers will engage in real-time coaching through deliberate practice.</p>	<p>Principal, Dr. Catherine Diezi; Assistant Principal, James Murgatroyd; District Math Advisor, Christine Bingham; PLC Coach, Teyuna Boddie</p>	03/01/2023		
	<p>[A 2.2.3] Parent Training Monthly, parent training will be offered to parents in all grades virtually through YouTube and in-person to help their child the academic growth of their child. Parents will learn and practice grade specific Eureka Math techniques to use at home to help their child improve in math. Strategies for using math manipulatives and math vocabulary sessions will be incorporated. Our bi-lingual mentor and</p>	<p>Principal, Dr. Catherine Diezi; PLC Coach, Teyuna Boddie; Counselors, Teresa Grigsby and William Miller; Bilingual</p>	04/30/2023		

	Arabic speaking teacher assistant will conduct parent training sessions with non-English speaking parents.	Mentor, Lesvia Rodriguez; Arabic Assistant, Hawaa Waheed			
	<p>[A 2.2.4] Family Math Nights Parents and students will participate in Family Math Nights once each semester. Math activities will be planned for families in every grade level PreK - 5 to participate together to strengthen math proficiency in a fun and engaging environment. Community organizations will partner with the school to promote math career opportunities. Make-and-take sessions will be utilized to provide parents with materials to use at home to enhance their engagement with the children.</p>	PLC Coach, Teyuna Boddie; Counselors, Teresa Grigsby and William Miller; Bilingual Mentor, Lesvia Rodriguez; Arabic Assistant, Hawaa Waheed; Principal, Dr. Catherine Diezi	03/15/2023		
<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>[A 2.3.1] Implementation of Extended School Program Implement an extended school program from September - April for students in grades 2-5 after school and on Saturdays. Students will be identified based on assessment data in mathematics. Teachers and assistants will be enlisted and trained to provide after-school support to the identified students. Once weekly, a before-school sessions will be held to allow an opportunity for students to receive support on assignments that have zeros to help improve their academic achievement. A Summer Learning Academy will allow for students in grades K-5 to receive additional support to close gaps in mastery.</p>	Principal, Dr. Catherine Diezi; PLC Coaches, Teyuna Boddie and Dr. Marilyn Flynn; ILT Members, Serenta McDonald, Alexandra Foster, Sarah Williams, Michelle Adkins, Shareda Puryear, Jennifer	06/30/2023		

<p>Monthly progress monitoring data review of students' performance in targeted intervention (aimsweb PLUS) 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>Young; District Math Advisor, Christine Bingham</p>			
	<p>[A 2.3.2] Targeted Intervention Tier II and Tier III math students will be identified through iReady diagnostic assessments. Tier III students will receive at least 45 minutes of targeted small group or targeted computer-based interventions each day from certified K-5 teachers. Tier II students will receive at least 30 minutes of targeted small group or targeted computer-based interventions each day from certified K-5 teachers or SEAs in K-2. Tier III students will be progress monitored weekly through AIMSweb and Tier II students will be progress monitored bi-weekly through AIMSweb. Diagnostic and progress monitoring data will be utilized in monthly RTI Data Meetings to determine areas of intervention, progress being made, and strategies.</p>	<p>PLC Coach, Teyuna Boddie; Counselors, Teresa Grigsby and William Miller; School Psychologist, Dr. Catherine Lawhead; Principal, Dr. Catherine Diezi; District RTI Advisor, Latonya Williams</p>	06/30/2023		
<p>[G 3] Safe and Healthy Students Shelby Oaks Elementary chronic absenteeism will decrease from Spring 2022 of 25.5% to 9.2% by Spring 2023.</p> <p>Performance Measure Interventions and supports will be measured using the following:</p> <p>* PowerSchool Data * PowerBI Data * Share Point</p>					
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] Additional Support for Chronically Absent Students The school's clerical staff will ensure staff knows and follows correct attendance entry policies. Weekly, the SART Team will publish goals and communicate progress regularly to staff and parents. The goals are communicated to staff, students, and parents at the beginning of the school year and at various times during each 20 Day Reporting period.</p> <p>Daily, counselors will check attendance of chronically absent students and meet with the students to encourage more faithful attendance and set goals. Students will be rewarded (specifically noted) for attendance: (present each day, on time, and no early dismissals). Never Been Absent students will have their photos posted on a wall of fame in the main office each 20 day attendance period.</p> <p>Assistant principal will develop a team and assign students who were identified as being chronically absent the previous year. to the team members. The staff members will call their assigned students when they are absent by 9:30 daily and encourage the parents to get the students to school. The team will meet weekly to share progress and students that need an extra touch. Incentives will be provided to the students as their attendance improves. The assistant principal will report out in weekly Admin meetings about the status of the students.</p> <p>Our business partners and organizations provide us with a bike each month to raffle for students with perfect attendance.</p> <p>The District's truancy department conducts home visits when students are not in school. Mentors will be enlisted to check-in and support chronically absent students.</p>	<p>Principal, Dr. Catherine Diezi; Assistant Principal, James Murgatroyd; Clerical, Tansy Hayes; Counselors, T. Grigsby and W. Miller</p>	<p>05/26/2023</p>		
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	Teachers will call parents of students when absent for two consecutive days.				
	<p>[A 3.1.2] Parent Communication and Support Counselors will communicate with parents weekly of chronically absent students to stress the importance of students being in attendance and develop plans to increase attendance.</p> <p>SART meetings will be held with parents after 5 days absent to work with parents on ways to improve students' school attendance. After 10 days absent, the District will conduct a SARB meeting with parents to hold them accountable for students' attendance and plans for attendance improvement.</p>	Counselors, Teresa Grigsby and William Miller; Assistant Principal, James Murgatroyd; Clerical, Tansy Hayes	05/26/2023		
<p>[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.</p> <p>Benchmark Indicator Student discipline and attendance reports 20-day reporting cycle will be used to measure impact of changed practices as a result of professional development.</p> <p>Fidelity checks of student data entry will be conducted during the 20-day reporting cycle to monitor the incidents of data entry errors and erroneous reporting.</p> <p>Quarterly Reports will be shared district-wide.</p>	<p>[A 3.2.1] RTI2-B Professional Development Counselors will provide PD on our schools' RTI2-B manual and plan that is implemented school wide. This will inform staff of our schools' expectations, rules, and procedures for all areas of the building while sharing strategies and resources. Teachers and staff will learn how to properly implement the RTI2-B Plan for Shelby Oaks Elementary. Lesson plans are a part of the plan created for training students on the expectations in each area of the school. Parents will be presented the plan during the Annual Title 1 Meeting in September 2022. The plan will be reviewed and discussed during monthly parent meetings and parent-teacher conferences.</p>	Counselors, Teresa Grigsby and William Miller; Principal, Dr. Catherine Diezi; Assistant Principal, James Murgatroyd; PLC Coaches, Teyuna Boddie and Dr. Marilyn Flynn	11/16/2022		
	<p>[A 3.2.2] BrightBytes Professional Development Counselors will provide PD on how to enter data in BrightBytes to transform our school's data into actionable intelligence to improve academic and overall well-being of all students.</p>	Counselors, Teresa Grigsby and William Miller; Principal, Dr. Catherine	12/16/2022		

		Diezi; Assistant Principal, James Murgatroyd			
	<p>[A 3.2.3] Attend High Quality Professional Development</p> <p>Teachers and administrators will participate in local, state, and national conferences and trainings based on the academic and social needs of the students of Shelby Oaks 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 curriculum and increase student achievement. Teachers and administrators will return after the PD and provide ongoing research-based professional development for teachers and staff through various activities (including implementing Tennessee State Standards), behavior management strategies, assessment techniques, and directed teaching methods; acting as a coach and support to teachers; and modeling effective intervention strategies. We have conducted and will continue to conduct ACEs training. The District ESL office assists us by providing professional development on cultural awareness of our Latino and students from the Middle East.</p>	Principal, Dr. Catherine Diezi; Assistant Principal, James Murgatroyd; PLC Coaches, Teyuna Boddie and Dr. Marilyn Flynn	05/05/2023		
	<p>[A 3.2.4] 504 and SRT Professional Development</p> <p>Counselors will provide PD on the 504 and Student Review process. Teachers will learn the implementation of the school-based referral system that focuses on individualized intervention and responsive services that are needed to support students' development and achievement.</p>	Counselors, Teresa Grigsby and William Miller; Principal, Dr. Catherine Diezi; School Psychologist, Dr. Catherine Lawhead	10/07/2022		
[S 3.3] Parent, Family, and Community Engagement	[A 3.3.1] Parental Notifications and Support Daily, Exploratory teachers will communicate with	Counselors, Teresa Grigsby	05/26/2023		

<p>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>parents of chronically absent students the importance of students being in attendance and develop plans to increase attendance. SART meetings will be held with parents after 5 days absent to work with parents on ways to support students' school attendance. After 10 days absent, the District will conduct a SARB meeting with parents to hold them accountable for students' attendance and plans for attendance improvement. Certificates will be provided to parents when their child's attendance improves.</p>	<p>and William Miller; Assistant Principal, James Murgatroyd; Behavior Specialist, Michael Burtis; Clerical, Tansy Hayes; PLC Coaches, Teyuna Boddie and Dr. Marilyn Flynn</p>			
	<p>[A 3.3.2] Family Engagement Meetings During monthly parent meetings, parents will gain professional development on the importance of students getting enough required sleep, a balanced breakfast, and the rules and expectations of the RTI2-B Plan of Shelby Oaks Elementary School. Additional parental involvement meetings include: Annual Title 1 Meeting, Family Data Nights once a semester, Family Literacy Night, Family Math and Science Night. ESL Curriculum etc.</p>	<p>Counselors, Teresa Grigsby and William Miller; Principal, Dr. Catherine Diezi; Assistant Principal, James Murgatroyd; PLC Coaches, Teyuna Boddie and Dr. Marilyn Flynn; Bilingual Mentor, Lesvia Rodriguez</p>	04/28/2023		

[G 4] Early Literacy

Shelby Oaks Elementary: Second grade students will meet the 3rd grade commitment from Spring 2022 of 47% to 80% by Spring 2023.

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 (aimsweb PLUS) 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 Literacy Quality Reviews (FLQRs) from district instructional literacy advisors on academic gap and root cause analysis to support professional</p>	<p>[A 4.1.1] Assessment Tools Utilize iReady to assess students, followed by iReady data analysis, and use the materials and tools to guide instruction and develop individualized learning opportunities for Pre-K-2 students to ensure readiness skills. Reading Horizons assessments will provide on-going data to teachers to guide instruction. Quarterly, teachers will conduct a deep dive analysis of assessments (Mastery Connect, iReady, and grade level CFAs).</p>	<p>Second Grade Chair, Sarah Williams; Principal, Dr. Catherine Diezi; PLC Coach, Dr. Marilyn Flynn; Elementary Literacy Laureate, Jennifer Young</p>	05/26/2023		

development opportunities based on measured needs					
	<p>[A 4.1.2] Early Interventions Utilize one-on-one, and small group instruction as a tiered intervention method for Pre-K-2 students. Academic Support Plans will be created and implemented to support Tier 1 students that are on the cusp of losing ground without high-quality core instruction and small group attention. Volunteers provide Arise2Read intervention to identified second grade students focused on sight words. Tier 2 and Tier 3 students will receive up to 45 minutes of small group and computer based interventions.</p>	Principal, Dr. Catherine Diezi; PreK Chair, Melissa Leek; Kindergarten Chair, Michelle Holt; First Grade Chair, Karen Smith; Elementary Laureate, Jennifer Young; PLC Coaches, Dr. Marilyn Flynn and Teyuna Boddie	05/19/2023		
	<p>[A 4.1.3] Social and Emotional Development School counselors will work weekly with students in grades K-5 with a focus in social and emotional learning development. Classroom teachers will implement the SEL strategies to support the development of students through the use of ReThink Ed lessons four times monthly. Each class also begins each day with a morning meeting to support SEL. A school-Based behavior specialist will support students that have shown evidence of off-task and impulsive behaviors. The District's assigned social worker will provide small group and individual sessions with students that are exhibiting ACE behaviors.</p>	Counselor, Teresa Grigsby; Assistant Principal, James Murgatroyd; Behavior Specialist, Michael Burtis	05/26/2023		
	<p>[A 4.1.4] Effective Transitions into Kindergarten Provide programs and initiatives designed to prepare students and teachers for the smooth and positive transition between specific grade levels and educational placements.</p> <p>Utilize aligned MSCS curriculum maps and pacing</p>	PreK Lead, Melissa Leek; Kindergarten Lead, Michelle Holt; PLC Coach, Dr. Marilyn Flynn;	05/19/2023		

	<p>guides for Pre-K-2</p> <p>Pre-K students will become familiar with the kindergarten environment during kindergarten classroom visits which occur during the last quarter of each school year. The kindergarten teachers will work with the first grade teachers to determine experiences that the students will need in preparation for the transition to first grade. Students' academic, social, and behavioral standings are shared with the receiving students.</p> <p>Our RTI assistant transfers the intervention files from the previous teacher to the receiving teacher.</p> <p>Conduct a Pre-School Needs Assessment Survey in an effort to reach parents of potential kindergarten students. Disseminate written communication (letter) to student population and daycares that pick up students at Shelby Oaks.</p> <p>Pre-K Night: Kindergarten teachers will share with parents those prerequisite skills students need to have before they enter kindergarten. Pre-K students will spend a day with a kindergarten class and parents will visit kindergarten classes. Parents will receive information about the Pre-K program as well as other programs at Shelby Oaks Elementary. Send pamphlet to local daycare facilities and Pre-K classes</p>	<p>Counselor, Teresa Grigsby; Principal, Dr. Catherine Diezi</p>			
	<p>[A 4.1.5] K-2 Specialized Educational Assistants ESSER funds have supplied SEAs in grades K-2 to provide instructional support to students within the instructional block (whole and small group instruction) and outside the instructional block (pull-out and RTI2). SEAs are trained monthly to support literacy instruction.</p>	<p>Elementary Literacy Laureate, Jennifer Young; PLC Coach, Dr. Marilyn Flynn; Principal Dr. Catherine Diezi; Assistant Principal,</p>	05/26/2023		

		James Murgatroyd			
<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] Tiered Instructional Support Provide K-2 teachers with tiered instructional support, professional development, coaching, and data digs. PLC Coaches and mentors will support new teachers on utilizing high quality instructional practices.</p>	PLC Coaches, Teyuna Boddie and Dr. Marilyn Flynn; Elementary Literacy Laureate, Jennifer Young; Principal, Dr. Catherine Diezi	05/26/2023		
	<p>[A 4.2.2] Support with Foundational Reading Skills</p>	PLC Coaches, Teyuna Boddie	05/26/2023		

	<p>The PLC Coach and Elementary Laureate, Jennifer Young, will provide on-going support to the teachers as the year progresses with implementation of foundational skills strategies. As a result of these sessions, K-2 teachers will have gained knowledge of the techniques to instruct students in foundational reading skills. They will become acquainted with the materials and learn how to follow the skills progression during both whole class instruction and small group intervention. Impact of professional development should be evident in classroom instruction of foundation skills and student achievement should be evident in an increase of intervention tier movement, iReady diagnostic results, and second grade TCAP assessment results. Teachers participate in state Reading 360 training.</p>	<p>and Dr. Marilyn Flynn; Elementary Laureate, Jennifer Young; Special Education Lead, Kristy Conley, ESL Lead, Dana Payne; Principal, Dr. Catherine Diezi</p>			
	<p>[A 4.2.3] High Quality Early Literacy School Leadership Team will provide differentiated professional development opportunities to new teachers and all K-5 teachers. Teachers will be engaged in professional development provided by the District content advisors; data digs after each benchmark assessment, and District module network training. Teachers will take ownership of their professional growth through teacher selected "Break-out" Professional Development sessions. Reading 360 instructional strategies are incorporated into curriculum instruction.</p>	<p>ESL Lead, Dana Payne; Special Education Lead, Kristy Conley; Elementary Literacy Laureate, Jennifer Young; PLC Coaches, Teyuna Boddie and Dr. Marilyn Flynn; Principal, Dr. Catherine Diezi</p>	05/26/2023		
	<p>[A 4.2.4] Targeted Early Literacy Teacher Support School Leadership Team will provide ongoing, research-based professional development for teachers and staff through various activities including modeling effective instructional practices</p>	<p>Elementary Literacy Laureate, Jennifer Young; Principal, Dr.</p>	05/19/2023		

	that implement State Standards, behavior management strategies, assessment techniques, and directed teaching methods; acting as a coach and support to teachers; and, modeling effective intervention strategies.	Catherine Diezi; PLC Coaches, Teyuna Boddie and Dr. Marilyn Flynn; Special Education Lead, Kristy Conley			
	<p>[A 4.2.5] Attend High Quality Professional Development</p> <p>Teachers are participating in State Reading 360 training, Teachers and administrators will participate in local, state, and national conferences and trainings based on the academic and social needs of the students of Shelby Oaks Elementary to increase their professional knowledge and teaching pedagogy to become more effective teachers and administrators. Teachers and administrators will learn a variety of strategies and techniques to use in the classroom to enhance the curriculum and increase student achievement. Teachers and administrators will return after the PD and provide ongoing research-based professional development for teachers and staff through various activities (including implementing Tennessee State Standards), behavior management strategies, assessment techniques, and directed teaching methods; acting as a coach and support to teachers; and modeling effective intervention strategies.</p>	Elementary Literacy Laureate, Jennifer Young; PLC Coaches, Teyuna Boddie and Dr. Marilyn Flynn; Principal, Dr. Catherine Diezi; Special education Lead, Kristy Conley; ESL Lead, Dana Payne	06/02/2023		
<p>[S 4.3] Foundational Literacy Laureates</p> <p>Designate one Laureate at Shelby Oaks Elementary School to support K-2 teachers with implementing high quality foundational literacy instruction and strategies.</p> <p>Benchmark Indicator</p> <p>MONTHLY review of Laureate support logs to measure the frequency and level of school-based support to K-2 teachers in the priority coaching</p>	<p>[A 4.3.1] Coaching</p> <p>Works effectively with teachers and principal</p> <p>Compile and share appropriate materials, resources, strategies, and activities utilized during the 120-minute Comprehensive Literacy Block</p> <p>Assist with analyzing student data to make decisions about early literacy skills instruction</p>	Elementary Literacy Laureate, Jennifer Young; PLC Coaches, Teyuna Boddie and Dr. Marilyn Flynn; Principal, Dr.	05/19/2023		

<p>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>Maintains confidentiality</p> <p>Complete a minimum of 40 documented support hours</p> <p>Co-plan or lead collaborative planning sessions on early literacy skills</p> <p>Co-teach K-2 literacy lesson(s) with colleagues</p> <p>Participate in Coaching Conversations</p>	<p>Catherine Diezi</p>			
	<p>[A 4.3.2] Deliver High-Quality Early Literacy Professional Development Attend Yearlong Early Literacy PD provided by the district's Early Literacy Team to redeliver to K-2 teachers</p> <p>Facilitate and/or co-facilitate school-based PD in foundational skills</p> <p>Video captures delivering instruction to serve as a model for teachers</p> <p>Participate in Learning Walkthroughs using the FLQR walkthrough tool with the ILT for the purpose of identifying trends in early literacy instruction and provide PD as needed</p> <p>Model effective literacy instruction and /or strategies</p>	<p>Elementary Literacy Laureate, Jennifer Young; PLC Coaches, Teyuna Boddie and Dr. Marilyn Flynn; Principal, Dr. Catherine Diezi</p>	<p>05/19/2023</p>		
	<p>[A 4.3.3] Literacy Rich Classroom One classroom per grade level will serve as a model classroom to support K-5 teachers in implementing a literacy rich environment in their classroom and to immerse students in language experiences. Identification will be based on the District's Literacy Rich Environment rubric.</p>	<p>Elementary Literacy Laureate, Jennifer Young; PLC Coaches, Teyuna Boddie and Dr. Marilyn Flynn; Principal, Dr. Catherine</p>	<p>12/16/2022</p>		

		Diezi; District Literacy Advisor, Jill Hodum			
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