# Winridge Elementary Annual Plan (2023 - 2024)

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| **[G 1] Reading/Language Arts** By spring 2024, we will increase ELA on-track and mastery proficiency rates for grades 3-5 from 34.4% proficiency in 2023 (according to the Preliminary 22-23 TN Ready Data) to 39% in 2024. WES will also maintain a Level 5 TVASS growth score for the 2023-2024 school year. Lastly, by Spring 2024, 80% of K-1st students will score 70% proficiency or higher on Mastery Connect ELA Spring Assessment. By Spring 2024, 50% of 2nd-5th grade students will score 70% proficiency or higher on Mastery Connect ELA Spring Assessment.  K-5 students We believe improvement in this area can continue based on work done in the prior year including the implementation of our reading curriculum materials to support reading and a focus on ELA Response to Intervention and the development of rigorous professional development to support reading. **Performance Measure** Winridge Elementary will work to help students in grades 3-5 who complete the \*\*TN Ready Assessment\*\* attain an Annual Goal of on-track/mastery 39%.  All students will progress to complete the Fall/Winter/Spring Common Formative Assessment using the \*\*Mastery Connect Assessment\*\* and attain on-track/mastery at 70%.  Winridge Elementary provides access to rigorous curriculum, quality core instruction, and assessments aligned with the State's academic content standards. We will secure supplies, materials, equipment, and support for academic instruction. | | | | | |
| **Strategy** | **Action Step** | **Person Responsible** | **Estimated Completion Date** | **Funding Source** | **Notes** |
| **[S 1.1] Standard Aligned Core Instruction** Winridge Elementary provides access to rigorous curriculum, quality core instruction, and assessments aligned with the State's academic content standards. We will secure supplies, materials, equipment, and support for academic instruction. **Benchmark Indicator** \*\*Benchmark Indicator\*\*  Quarterly- Performance levels at 70% on-track/mastery on District Formative Assessments (Mastery Connect) (Fall, Winter and Spring) will demonstrate the alignment of core instruction being taught to standards for the specific quarter  Daily- observation using the Informal Observation Tool that will provide trends of pertinent information across class so academic leaders can gauge the implementation of standard aligned instruction and determine targeted PD needed for educators  Monthly- TEM rubric for formal observations - for each observation at 3 or better;  Daily- Curriculum for informal observations to benchmark the implementation of the curriculum and resources - quarterly at 80% fidelity  Annual-TN Ready State Standards - annually meeting AMO's  Quarterly-Fall, Winter and Spring I-Ready Data  Bi-weekly- Wonder's Curriculum Benchmark, Unit, and Bi-Weekly Assessments  Bi-weekly- Teacher created common assessments | **[A 1.1.1] Strategy 1: Standards Aligned Core Instruction** What We Know and Where We Need to Go High Quality Curriculum and System Improvement  <https://standardswork.org/wp-content/uploads/2017/03/sw-curriculum-research-report-fnl.pdf>   <https://learningfirst.com/wp-content/uploads/2019/01/Quality-curriculum-and-system-improvement.pdf>   Standard Aligned Core Insruction will be monitored and implemented using collaborative planning   \* Professional Learning Communities, Weekly Collaborate Planning Sessions w/Deliberate Practice, and Monthly Instructional Leadership Team Meetings will be conducted. \* In an effort to particularly address our student groups and our target group of (approaching students) : African Americans and ESL - Special attention will be given to addressing deficits within the African American student groups, students who are approaching proficiency, and English language learners during their planning times. \* A large percentage of the African American and ESL students scored in the bottom 5% in previous years. Although according to the 2022-2023 Preliminary Data both student groups are making significant progress, but to ensure they remain on this trajectory their needs will be addressed through the following treatments: Teachers will strategically focus on master of the Foundational Standards and Heavily weighted standards according to the TN Ready Standard Analysis.  \* After school learning opportunities and 4th grade during school tutoring will be offered. Specialized parent and family engagement training opportunities will be provided. \* Daily schedules will reflect opportunities for push-in and pull-out support by members of the Administrative Team. \* ESL instructors will participate in regular collaborative planning meetings and teachers will have opportunities to collaboratively explore student data to inform their daily instructional practices. \* Instructional Supplies and Technology Equipment will be procured using Title One Funds. | Principal- Todd Shaffer, Assistant Prinicipal- Herronda Harley, PLC Coach- Shanika Jarrett, ILT Member/ Reading Laureate- Sade Ward ,ILT Members-Monica WIcks, All ELA Teachers and ESL Teachers | 06/07/2024 |  |  |
|  | **[A 1.1.2] Extended Learning Program to address ELA Deficits** Program will accommodate students for Grades 3-5  Program will be offered 2 times a week  Program will be offered for 1 hour each session by a Highly Qualified Educator   Program will take place in-person unless the CDC and the District guidelines move to virtual using the Microsoft Teams Platform  Title 1 Funds will be used to fund the program if it is needed alongside with the District's Tutoring Program | PLC Coach- Shanika Jarrett, ILT Members- Sade Ward and Monica WIcks, ELA Classroom Teachers | 06/07/2024 |  |  |
| **[S 1.2] Professional Development** Winridge Elementary will provide ongoing, high quality differentiated professional development at the school level for school leaders, teachers, parents and other instructional staff that focuses on changing instructional practices that result in improved student performance. We will also secure supplies, materials, equipment, and support for academic instruction using Title One Funds. **Benchmark Indicator** Instructional Leadership Team (ILT) meetings – \*\*MONTHLY\*\* at 85% attendance to ensure district and school leaders are attending and obtaining the knowledge shared during meetings.   Zone meetings, and small-group ILT sessions - \*\*MONTHLY \*\*at 85% overall attendance rate.   Walk-through observation data \*\*- WEEKLY\*\* at 80% fidelity implementation of practices that were presented during ILT and Zone meetings and sessions.   District Formative Assessment data - \*\*QUARTERLY\*\* student performance levels at 70% on track/mastery.   Professional Learning Zone (PLZ) transcript data - \*\*ONGOING \*\*at 85% overall attendance rate.   School based Volunteer logs to show volunteers are participating in PD sessions to support the needs of our school - \*\*QUARTERLY\*\*.  New hire rosters and mentor list, submitted each\*\* SEMESTER \*\*ensuring new teachers are assigned and attending new teacher professional support.   Agendas, Sign-in sheets and Participation Logs will be maintained and notes will be taking and shared with others from the meetings.  Lesson plans will be monitored and actionable feedback will be provided Bi-Weekly.  Also, on going coaching opportunities will take place by ILD Sharonda Beard. | **[A 1.2.1] Provide Differential Instruction Professional Development** \* Teachers will be able to: Understand the pedagogical and purpose of differentiated instruction. Identify and experience the various tools through which they can implement differentiated instruction. \* Create lessons using the tools for Differentiated Instruction and share them with others teachers. Tools that will be used are as follows: Interactive technology lessons from the I-Ready platform, Tiered Activities, Choice Board, Project/Subject Menu, Experiential Learning/Share Learning, Contracts, Flexible Grouping, Virtual Field trip opportunities. \* Additionally, I-Ready training and Wonders Curriculum training for all ESL teachers to increase skill deficit areas in RLA to improve access to general education curriculum. \* Also, On-line Training will be provided for General Ed and ESL Teachers utilizing the Canvas Self-Paced Courses in August, September, October and January as additional resources to assist ESL and Regular Ed Teachers with providing high quality effective instruction. \* Also on-going PD will be held to encourage both ESL teachers & General Ed teachers (Co-Teaching Teams) to observe Exemplary Co-teaching teams in classrooms with in District &/or outside the District. These sessions will be held virtually and in-person based on the needs and accesiblilty of the Personnel. \* Also, on going coaching opportunities will take place by ILD Sharonda Beard. Lastly, all ESL teachers will be encouraged to attend all District training in specific content areas to strengthen knowledge base. | Principal- Todd Shaffer,PLC Coach- Shanika Jarrett, Reading Laureate- Sade Ward ILT Member- Monica Wicks, ESL Teachers, ESL Advisor- Michelle Pope, District ISA- Natasha Thomas, ILD S. Beard | 06/07/2024 |  |  |
| **[S 1.3] Targeted Intervention and Personalized Learning** Winridge Elementary provides academic interventions and personalized learning activities that are designed to meet the individual needs of the student and provide a learning pace and instructional approaches to meet the needs of each learner. **Benchmark Indicator** District Formative Assessment data (Mastery Connect) review to show effectiveness of targeted intervention and personalized learning in alignment of standards and performance measure. \*\*QUARTERLY \*\*student performance outcome 70% on-track/mastery.   Progress monitoring from the I-Ready will provide feedback data on the impact of targeted intervention and personalized learning. \*\*QUARTERLY \*\*student performance outcome 70% on-track/mastery. (I-Ready K-5 Students)  RTI2 instructional tool data review – \*\*WEEKLY\*\* student performance outcome 70% on-track/mastery.    TN Ready Assessment - \*\*ANNUALLY\*\* meeting AMOs for identified targeted subgroups.    Weekly grade reports for students   iReady  Wonder's Curriculum Benchmark, Unit, and Weekly Assessments | **[A 1.3.1] Implement Response To Intervention Protocol/Schedule** \* All students are benchmarked with fidelity and identified as a result of the universal screener. \* There is an uninterrupted block of time dedicated to Response to Intervention and Instruction where students receive face to face teacher directed instruction as well as an ELA technological intervention.  \* The school psychologist, RTI Lead and teachers review the data and determine instructional levels for the identified students. \* Students are given instruction and additional support as it relates to their lowest deficit area. weekly or biweekly. The school psychologist and RTI Lead review the data and meet with the data teams monthly and as required to review significant or adequate progress or the lack there of. \* Winridge Elementary though the use of Title One Funds will secure supplies, materials, equipment, and support for academic instruction. | RTI Lead- Sade Ward, PLC Coach- Shanika Jarrett, RTI Advisor- Glenda Burton, ILT Members Daveeta Givens and Monica Wicks | 06/07/2024 |  |  |
| **[G 2] Mathematics** By spring 2024, we will improve on-track/mastery percentages for 3-5 Math from 39.9% (according to the Preliminary TN Ready 22-23 Data) in 2023 to 45% in 2024. We will also maintain a Level 5 TVASS growth score in Mathematics on the TN Ready summative assessment. Lastly, by Spring 2024, 80% of K-1st students will score 70% proficiency or higher on Mastery Connect Math Spring Assessment. By Spring 2024, 50% of 2nd-5th grade students will score 70% proficiency or higher on Mastery Connect Math Spring Assessment.  We believe improvement in this area can continue based on work done in the prior year including the implementation of the math curriculum material and the execution of rigorous professional development to support math. **Performance Measure** Winridge Elementary will work to help students in grades 3-5 who complete the TN Ready Assessment attain an Annual Goal of on-track/mastery 45%.  All students will progress to complete the Fall/Winter/Spring Common Formative Assessment using the Mastery Connect Assessment and attain on-track/mastery at 70%. | | | | | |
| **Strategy** | **Action Step** | **Person Responsible** | **Estimated Completion Date** | **Funding Source** | **Notes** |
| **[S 2.1] Standard Aligned Core Instruction** Winridge Elementary provides access to rigorous curriculum, quality core instruction, and assessments aligned with the State's academic content standards. We will also secure supplies, materials, equipment, and support for academic instruction using Title One funds. **Benchmark Indicator** Student Performance levels at 70% on-track/mastery on District Formative Assessments (Fall, Winter and Spring) will demonstrate the alignment of core instruction being taught to standards for the specific quarter using MasteryConnect and Teacher created common assessments  Envision Math curriculum for informal observations to benchmark the implementation of the curriculum and resources - quarterly at 80% fidelity  Data analysis using iReady and Envision Math Assessments for Student Performance  TN Ready State Standards - annually students meeting AMO's.  School Equity Walks conducted monthly by District Cross-functional teams. ISAs provide feedback to Admin Team  Informal Observations using District PLC Protocol from Educational Epiphany Resources | **[A 2.1.1] Effective Colloborative Planning Implemented** Winridge Elementary will implement the following collaborative planning initiatives:  \* Professional Learning Communities Weekly \* Collaborate Planning Sessions w/Deliberate Practice Weekly \* Instructional Leadership Team Twice Monthly \* Deliberate Practice School-wide Monthly     \*\*In an effort to particularly address our student groups : African American and ESL\*\*  \*\*Special attention will be given to addressing deficits within the African American student subgroups during these planning times. A large percentage of the African American and ESL students scored in the bottom 5% in the past. According to the Preliminary Data released for 22-23 TN Ready assessment these students are making great progress, but in an effort to ensure our students remain on this trajectory their needs will be addressed through the following treatments:\*\*  \* Teachers will strategically focus on master of the Heavily weighted and foundational standards in Math \* After school learning opportunities will be offered \* Specialized parent and family engagement training opportunities \* Daily schedules will reflect opportunities for push-in and pull-out support \* ESL instructors will participate in regular collaborative planning meetings \* Teachers will have opportunities to collaboratively explore student data to make data informed decisions to drive instruction  \* Instructional Supplies and Technology Equipment will be procured using Title One Funds. | Assistant Principal- Herronda Harley, Principal- Todd Shaffer, PLC Coach- Shanika Jarrett, ILT Members- Derrick Squaire, Daveeta Givens, all Math Teachers | 06/07/2024 |  |  |
| **[S 2.2] Professional Development** Winridge Elementary will provide ongoing, high quality professional development at the District and school level for school leaders, teachers, parents, and other instructional staff that focuses on changing instructional practices that result in improved student performance. **Benchmark Indicator** Monthly ILT Meetings conducted  Zone meetings, and small-group ILT sessions - \*\*MONTHLY \*\*at 85% overall attendance rate.   Walk-through observation data \*\*- WEEKLY\*\* at 80% fidelity implementation of practices that were presented during ILT and Zone meetings and sessions using the District wide PLC Protocol from the Educational Epiphany Resources  District Formative Assessment data - \*\*QUARTERLY\*\* student performance levels at 70% on track/mastery using Mastery Connect  School Equity Walks conducted \*\*MONTHLY\*\* by District cross-functional teams. ISAs provide admin with feedback  New hire rosters and mentor list, submitted each\*\* SEMESTER \*\*ensuring new teachers are assigned and attending new teacher professional support.  Transcripts for teachers participating in District sponsored course work, each \*\*SEMESTER\*\*.  Collaborative Planning sessions conducted ongoing training provided \*\*WEEKLY. \*\*  Also, on going coaching opportunities will take place by ILD Sharonda Beard. | **[A 2.2.1] Mathematics Professional Development** \*\*In an effort to particularly address our student groups : African American and ESL\*\*  \*\*Special attention will be given to addressing deficits within the African American student subgroups. According to the 22-23 Preliminary TCAP Data the students are showing great progress, but to ensure they remain on this trajectory\*\*  Teachers will be able to:  \* Understand the pedagogical and purpose of differentiated instruction. \* Identify and experience the various tools through which they can implement differentiated instruction. \* Create lessons using the tools for Differentiated Instruction and share them with others teachers Tools use:  Tiered Activities  Choice Board  Project/Subject Menu  Experiential Learning/Share  Learning Contracts  Flexible Grouping  Additionally,  \* I-Ready training for all teachers to increase skill deficit areas in math to improve access to general education curriculum \* On-line Training-Canvas in November as additional resources to assist ESL Teachers \* Encourage both ESL teachers & General Ed teachers (Co-Teaching Teams) to observe Exemplary Co-teaching teams in classrooms with in District &/or outside the District \* Encourage ESL teachers to attend all District training in specific content areas to strengthen knowledge base \* Also, on going coaching opportunities will take place by ILD Sharonda Beard. | Assistant Principal- Herronda Harley, Principal- Todd Shaffer, ILT Members- Derrick Squaire and Daveeta Givens, all Math Teachers, ILD S. Beard | 06/07/2024 |  |  |
| **[S 2.3] Targeted Interventions and Personalized Learning,** Winridge Elementary provides academic interventions and personalized learning activities that are designed to meet the individual needs of the student and to provide a learning pace and instructional approaches that meet the needs of each learner.  \*\* \*\*  \*\* \*\* **Benchmark Indicator** District Formative Assessment data review to show effectiveness of targeted intervention and personalized learning in alignment with standards and performance measure. \*\*QUARTERLY \*\*student performance outcome 70% on-track/mastery using Mastery Connect.   Progress monitoring from the universal screener-I-Ready will provide feedback data on the impact of targeted intervention and personalized learning. \*\*QUARTERLY \*\*student performance outcome 70% on-track/mastery.   RTI2 instructional tool data review – \*\*WEEKLY\*\* student performance outcome 70% on-track/mastery using Progress Monitoring tools with I-Ready  TN Ready Assessment - \*\*ANNUALLY\*\* meeting AMOs for identified targeted student groups.    Weekly grade reports for students enrolled in summer learning opportunities to demonstrate mastery of content presented.   Bi-weekly Assessments Envision Curriculum | **[A 2.3.1] Implement RTI with Fidelity using Protocol and Schedules** \* All students are benchmarked with fidelity and identified as a result of the universal screener.  \* There is an uninterrupted block of time dedicated to Response to Intervention and Instruction where students receive face to face teacher directed instruction as well as a Math technological intervention. \* The school psychologist reviews the data and determines instructional levels for the identified students.  \* Students are given instruction and additional support as it relates to their lowest deficit area weekly or biweekly.  \* The school psychologist reviews the data and meets with the data teams as required to review significant or adequate progress or the lack there of.  Title One funds will be utilized to secure supplies, materials, equipment, and support for academic instruction. | RTI Lead- Sade Ward, ILT Members- Derrick Squaire and Daveeta Givens, Assistant Principal- Herronda Harley, RTI Advisor- Glenda Burton, all Math Teachers | 06/07/2024 |  |  |
| **[G 3] Safe and Healthy Students** Winridge Elementary will increase school level interventions and progressive disciplining supports using the 2023-2024 Response to Intervention and Behavior processes and procedures. Winridge Elementary will also work to decrease the Chronically Absent Rate from 16% in 2022-2023 to 10% in 2023-2024 school year. **Performance Measure** Interventions and supports will be measured using the following:  \* PowerSchool Data \* PowerBI Data \* Share Point \* ReThink Platform (SEL Weekly lessons) | | | | | |
| **Strategy** | **Action Step** | **Person Responsible** | **Estimated Completion Date** | **Funding Source** | **Notes** |
| **[S 3.1] Attendance and Behavior Interventions and Supports** Winridge will implement targeted interventions and support programs and initiatives that address identified behavior needs and provide appropriate student supports. **Benchmark Indicator** In order to look at attendance rates and factors that cause students to be absent from school the benchmark indicators are student progressive 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. PowerBi and Powerschool will be utilized to track the discipline information.  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. PowerBi and Powerschool will be utilized to track this attendance and discipline information.  Monitoring students who have been identified as needing additional support (i.e. homeless, foster care, student involved in RTIB programs). PowerBi and Powerschool will be utilized to track this information.  Students will receive weekly SEL lessons to address their social and emotional needs and teach them coping mechanisms to assist with regulating and deescalating emotional outburst which could lead to discipline issues. | **[A 3.1.1] A 3.1.1 Identify critical needs, developing, monitoring and evaluating a focus plan to assist with Chronic Absenteeism and Progressive Discipline** \*\*Winridge was designated as a Targeted Support and Improvement School for School year 2019-2020. In 2021-2022 Winridge was released from this list and we are now a Level 5 school in TVASS. Due to the number of students we serve in the African American population we will still focus on this student group and ESL students. \*\*  In an effort to particularly address our student subgroups : \*\*African American and ESL\*\*  \*\*Special attention will be given to addressing deficits within the African American and ESL student subgroups for the 2023-2024 School Year\*\*  Teachers will be able to:  \* Develop, Implement, Monitor and Evaluate a plan with an emphasizes on student behavior \* Engage students in the behavioral process bi-weekly \* Use resources for academic and behavioral improvement \* Ensure systems and routines are consistent and in place \* Communication of Policy to Parents \* Explicitly Teach SEL lessons to students every Wednesday and Thursday | Principal Todd Shaffer, Assistant Principal Herronda Harley, PLC Coach Shanika Jarrett, School Counselor Sheila Johnson, Community Partner Mikyah Wooden | 06/07/2024 |  |  |
| **[S 3.2] Professional Development** Winridge will provide ongoing, high quality professional development at the school level for school leaders, teachers, and other instructional staff to focus on changing instructional practices that result in improved student performance. **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 erroneous reporting.   Adverse Childhood Experience Training will be provided on an ongoing basis.  Social Emotional Learning Training will be provided on an ongoing basis.  Sign-in Sheets will be maintained for all meetings.  Minutes from Agape Connectors will be maintained. | **[A 3.2.1] Professional Development Opportunties** \*\*Winridge was designated as a Targeted Support and Improvement School for School year 2019-2020 but in 2021-2022 Winridge was released from this list, but in order to consistently address the African American and ESL student groups the following actions will be taken. \*\*  In an effort to particularly address our student subgroups : \*\*African American and ESL\*\*  \*\*Special attention will be given to addressing deficits within the African American student subgroups for the 2023-2024 School Year. \*\*  Teachers will be able to:  \* Participate in high quality professional development to increase student achievement for all African American and ESL students \* Work with our ESL Teachers to better understand and connect with our ESL Families \* Identify and experience the various technological and educational tools that teachers can implement differentiated instruction focusing on various learning styles  \* Create lessons using the tools for Differentiated Instruction and share them with others teachers to help close the gap    Additionally,  \* All SPED Teachers receive training in the following: · Functional Behavior Assessment/Behavior Intervention Plan · DEC-PCM (Professional Crisis Management) “Everyday Behavior Tools”  \* Encourage All faculty and staff to continue to revisit areas covered during ACEs Training \* Encourage parents of students with disabilities to attend monthly Parent Training with topics specifically designed to provide support to them   Our school staff will participate in high quality professional development to guide implementation efforts. As a result, "coaching" is seen as a vehicle to facilitate such efforts. The role of the coach includes such activities as assisting schools in setting up tiered intervention supports, facilitating team planning and problem-solving, using data to guide decision-making, evaluating fidelity and outcomes of interventions, proving ongoing professional development and technical assistance to school staff. | Principal Todd Shaffer, Assistant Principal Herronda Harley, PLC Coach Shanika Jarrett, School Counselor Sheila Johnson, ESL Teachers Laura Haulum and Aisha Johnson, Community Partner Mikyah Wooden | 06/07/2024 |  |  |
| **[S 3.3] Parent, Family, and Community Engagement** Winridge will promote effective parent, family, and community engagement activities that support safe schools with increasing student attendance positively impacting the overall academic success of students. **Benchmark Indicator** Progressive Discipline reports - reviewed 20 day reporting cycle via Powerschool, and Power BI  Attendance reports - reviewed 20 day reporting cycle via Powerschool, and Power BI  Parent Meetings will be conducted  School Attendance Review Team will meet Quarterly to discuss attendance rates, problems and solutions will be addressed  Parent Letters will be sent home monthly  Agendas will be maintained for all meetings  Sign-in sheets will be maintained for all meetings | **[A 3.3.1] Parent, Family, and Community Engagement** \*\*Winridge was designated as a Targeted Support and Improvement School for School year 2019-2020, but for the 2021-2022 school year we were released from this list. We will still give special attention to particular student groups that are highly impacted by attendance issues. \*\*  In an effort to particularly address our student subgroups : \*\*African American and ESL\*\*  \*\*Special attention will be given to address African American students attendance for the 2023-2024 School Year. \*\*  The professional school counselor will share with parents about the importance of good attendance. A set of interactive exercises to spark awareness, conversation and action with groups of parents about the consequences of poor attendance on their children’s futures. Ideally these activities would be embedded into existing school activities or leadership programs for parents. The exercises create opportunities for starting a dialogue and build positive relationships with parents.  Additionally, teachers and the administrative team will be able to:  \* Provide incentives for Perfect Attendance for individual students and for parents \* Communicate either by a phone call or letter when students are absent \* Daily Attendance Tracker \* Warm-body count versus solely relying on PowerSchool  \* Powerschool will still be used since it connects all students in our school where we can see students demographics, parent contact info, discipline, attendance, class schedule, shot records etc. | Principal Todd Shaffer, Assistant Principal Herronda Harley, PLC Coach Shanika Jarrett, School Counselor Sheila Johnson, ESL Teacher Aisha Johnson, Community Partners Mikyah Wooden and Karen Mitchell | 06/07/2024 |  |  |
| **[G 4] Early Literacy** By spring 2024, we will improve K-5 literacy, with a particular emphasis on early grades literacy.   While we will support literacy improvements across all grade bands, we will focus the majority of our change initiatives on K-2 literacy this year. We believe ensuring a strong foundation in literacy will set our students up for future success. Winridge Elementary' early learners will also be engaged for the 2023-24 year in literacy-rich environments that offer meaningful and authentic opportunities to develop the reading, writing, speaking and listening skills essential to becoming proficient readers by the end of grade 3.   By Spring 2024 we will also increase the 2nd grade proficiency rate from 20% to 25% on the TN Ready Summative Assessment. **Performance Measure** By May 2024, 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 70 or higher in Reading per quarter on Report Card grades.  For 2023-2024, maintain early grades literacy TVAAS composite at a level 5 and Incorporate interactive activities to teach Prerequisite Skills measured by the Fall, Winter, and Spring District Formative Assessment.   Winridge will 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. | | | | | |
| **Strategy** | **Action Step** | **Person Responsible** | **Estimated Completion Date** | **Funding Source** | **Notes** |
| **[S 4.1] Professional Learning** Winridge Elementary will 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. **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;   Weekly- PLCs conducted with Collaborative planning and deliberate practice opportunities provided  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;  Monthly- Walkthoughs with informal observations conducted using the Instructional practices informal observation tool  Monthly- PD opportunties provided for K-2 Teachers to address needed identified during the ILT and school-wide walkthroughs and informal observations conducted  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; | **[A 4.1.1] Differentiated PD opportunites for Educators** The Literacy Laureate and PLC Coach will conduct on-going training opportunities for K-2 educators and SEAs. The training will consist of some of the following lessons:  \* Teachers will gather the materials listed below and store them together in a box \* Teachers will teach the 5 short-vowel sounds and consonant sounds \* Teachers will practice two-letter blends \* Teachers will practice three-letter blends \* Teachers will teach the twin-consonant endings, plurals, and two-consonant blends \* Teaches will teach the digraphs (ch, sh, th, wh) \* Continuous phonics lessons along with decodable readers \* Blended Learning Phonics Lessons and videos will be conducted which enhance explicit phonics instruction \* Parents will receive instructional materials to assist their child at home and training will be conducted on how to utilize the resources \* Instructional Supplies and Technology Equipment will be procured using Title One Funds.    Teachers will start with the simplest sound in a word and then build out from there from patterns to syllables and then the whole word. Students need systematic instruction that guides them through each phonetic and decoding skills using a step-by-step, logical sequence. Teacher's instruction needs to filter, categorize, and prioritize for students daily.  Teachers will also be trained on how to integrate technology in daily lessons with the assistance of our Digital Learning Ambassador (DLA)-V.Wilson | Principal Todd Shaffer, Assistant Principal Herronda Harley, PLC Coach Shanika Jarrett, Reading Laureate S. Ward, KK Teachers B. Dunn, S. Hubbard, V Jones, 1st E. Cooper, D. Wilson, 2nd C. Worthy, all KK and 1st Grade SEAs, DLA V.Wilson | 06/07/2024 |  |  |
| **[S 4.2] Foundational Literacy Laureates** Sade Ward is the Literacy Laureate at Winridge Elementary. Her role is to support all K-2 teachers and SEAs (Specialized Educational Assistants) with implementing high quality foundational literacy instruction and strategies. **Benchmark Indicator** Weekly administration meetings with updates of the Early Literacy instruction taking place in all K-2 classrooms from the Literacy Laureate  Monthly informal observations conducted by the Laureate, ILT Team and Administration  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 | **[A 4.2.1] Enhancing the Literacy Laureates Capacity** \* The PLC Coach will continue to work with the Literacy Laureate to build her coaching capacity \* The Instructional Support Advisor- Ms. Glover will work with Ms. Ward to enhance her capacity with planning and teaching high quality effective phonics instruction \* On-going monthly PD opportunities will take place for Sade Ward and she will bring the information back to the K-2 Teachers and redeliver the learning \* Weekly collaborative planning and deliberate practice sessions facilitated by Literacy Laureate Sade Ward will take place. \* Sade Ward will enhance her instructional practices and in return help to enhance the instructional practices of all K-2 Teachers \* Instructional Supplies and Technology Equipment will be procured using Title One Funds. \*\*Winridge was was removed from the list as a Targeted Support and Improvement School for School year 2021-2022, but we will still address the needs of specific student groups for the 2023-2024 school year. \*\*  In an effort to particularly address our student subgroup : \*\*African American and Students with Disabilities\*\*  Special attention will be given to addressing deficits within the African American student subgroups during these planning times. A large percentage of the African American and SPED students scored in the bottom 5% during the 2018-2019 school year, therefore we will address their needs and it will be addressed with specific phonics instruction for the \*\*2023-2024\*\* school year. Students with Disabilities did make increases in their literacy scores, but in order to maintain an upward trajectory the following strategies will be implemented:   Our Reading Laureate also serves as the RTI Lead, therefore she will ensure students receive explicit phonics instruction aligned to their deficit area. Students will receive 45 minutes of uninterrupted explicit direct instructions with the teacher or a teacher assistant daily. Also, on going coaching opportunties will take place by ILD Sharonda Beard.  Reading laureate will conduct weekly meetings with Early Literacy Teachers and Specialized Teacher Assistants. Special Attention will be given to how to serve At Risk students to ensure all students receive equitable learning opportunities and high quality Tier 1 Instruction.  Reading Laureate will conduct monthly training sessions from District provided PD opportunities presented to her for Early Literacy Teachers and Specialized Teacher Assistants.  Early Literacy Advisor will work with the Reading Laureate to ensure she is properly trained to build the capacity of Each Early Literacy Teacher.  Reading Laureate with the assistance of the Digital Learning Ambassador will train Early Literacy Teachers to implement Technology Integration Opportunities to ensure all students have the proper working technology Title One funds will be procured to purchase materials, technological devices, and to maintain the human capital needed to support students with achieving the 3rd Grade Literacy Initiatives.  Reading Laureate will also work with the Leadership Team to secure the best and talented educators. She will ensure they are placed in the Early grades to strategically and intentionally assist all students with receiving a solid and strong foundation in Reading Literature and Informational Text. | Literacy Laureate S. Ward, PLC Coach Shanika Jarrett, ISA Patrice Glover, KK Teachers B. Dunn, S. Hubbard, E. Cooper, 1st Teachers V. Jones, D. Wilson, 2nd Teacher C. Worthy, DLA V. Wilson, ILD S.Beard | 06/07/2024 |  |  |