

Larose Elementary Annual Plan (2024 - 2025)

Last Modified at Feb 04, 2025 04:53 PM CST

**[G 1] Reading/Language Arts-LaRose Elementary will work toward increasing the following percentage of students in grades 3-5 from 2.8% in 2022-2023 to 15% in 2024-2025**

**\*\*Effective Instruction | Best for All Strategic Plan alignment: Academics\*\***

Effective instruction is built around standards-aligned, high quality curricula and assessments that measure student progress and provide timely information regarding student achievement and growth. Providing students with rigorous, standards-aligned instruction delivered through best practices will help to ensure that all students in Tennessee's high opportunity schools have access to a comprehensive educational system which will prepare them for the career path of their choice.

**District Turnaround Plan Goal**

[G 4] CSI students will increase the percent of Met Plus Exceeded Rate in all grades on Spring 2025 TCAP Math by 3% or higher from Spring 2024 TCAP.

| Strategy  | Action Step  | Person Responsible  | Estimated Completion Date | Funding Source                   | Notes |
|---|--|---|---------------------------|----------------------------------|-------|
| <p><b>[S 1.1] Standard Aligned Core Instruction</b><br/>Rationale<br/>-----</p> <p>LaRose Elementary will also provide daily access to a rigorous reading/language arts curriculum with an emphasis on small group instruction in grades K-5 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>According to TCAP results, 0% of 3rd Grade students, 4.3% of 4th Grade students, and 2.7% of 5th grade students Met/Plus Exceeded the 22-23 ELA TCAP mastery. 68.8% of 3rd grade students, 60.9% of 4th grade students, and 75.7% of 5th grade students fell in the below category. 31.3% of 3rd grade students, 34.8% of 4th grade students, and 21.6% of 5th grade students fell in the approaching category on the 22-23 TCAP assessment</p> | <p><b>[A 1.1.1] Implementation of High-Quality Instructional Materials</b><br/>Description<br/>-----</p> <p>We will provide daily access to standards aligned instruction in ELA by implementing the Wonders Curriculum, and small group instruction utilizing flexible seating. The Wonders curriculum meets the challenges of ensuring all learners are reached. The curriculum embodies foundational literacy and meaning-based instructional standards. Wonders also provides students equity of access to rich texts and rigorous instruction.</p> <p><b>**Flexible seating align with the goal of small group instruction in that it will assist with students' various learning styles. It will also provide students an opportunity to collaborate while engaging with complex text during ELA small group instruction. This furniture/supplies will encourage accountability for learning and promote social interaction while in small groups. These items will also provide</b></p> | <p>Staci Hendrix,<br/>Veronica Becton, Wanda Gillard-Phifer</p> | <p>05/23/2025</p>         | <p>Title I<br/><br/>SSIG 2.0</p> |       |

|  |   |  |  |  |  |
|--|---|--|--|--|--|
| <p>Performance Rates for Students with Disabilities in 2022-2023 85.7% of students with Disabilities were below expectations.</p> <p>LaRose teachers will plan and execute standard aligned lessons with intentionality and focus on small group instruction (data-informed instruction) to provide daily access to a rigorous ELA 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>**2.8% of our scholars met the proficiency standard on the Spring 23 TN Ready Assessment. As a result, we are focused on ensuring that small groups occur daily (K-2) and twice per week (3-5) as a method of providing targeted and differentiated small group instruction. We believe improvement in this area will ensure students are career and college ready. Funds will be used to purchase flexible seating and supplemental literacy materials for learning stations. **</p> <p>Supporting Data<br/>-----</p> <p>**According to the data, 2.8% of LaRose's students met proficiency in Spring 23, which is an increase from 0% in Spring of 22. As a school, we moved from a literacy TVVAS Level 1 in 2022 to a TVVAS Level 2 in 2023.**</p> <p>**Mastery connect ELA **</p> | <p>students with choice, increase academic productivity, and support on-task behavior.**</p> <p>Implementation<br/>-----</p> <ul style="list-style-type: none"> <li>* Daily classroom observations using the School Classroom Walkthrough Tool</li> <li>* Weekly Sign-In Sheets to weekly PLC Meetings</li> <li>* Quarterly Formative Assessments student expected proficiency 70% or higher</li> <li>* Weekly PLC Agendas</li> <li>* Weekly Lesson Plan Checks</li> <li>* Quarterly I-Ready Data</li> <li>* Bi-Weekly common assessments</li> </ul> <p>Effectiveness<br/>-----</p> <ul style="list-style-type: none"> <li>* 95% of teachers will be observed using materials and strategies that will increase 80% of students assessment scores by 5 percentage points bi-weekly.</li> <li>* Weekly informal observation data will indicate that at least 95% of teachers observed will demonstrate effective implementation of the instructional practices identified by the rubric, resulting in effectiveness scores of 3 or better.</li> <li>* Quarterly data dig minutes will show at least 80% of students tested will meet or exceed expectations on formative assessments with a score of 80% or higher.</li> <li>* 80% of students will increase by 5 percentage points on bi-weekly school common assessment during the 2024-2025 SY</li> <li>* Weekly lesson plan checks will show that 100% of teachers are on track with following the curriculum</li> </ul> |  |  |  |  |
|--|---|--|--|--|--|

|   |  |  |  |  |  |
|---|--|--|--|--|--|
| <p>ELA Fall 2023 Kindergarten 13.2% students Below, 39.6% Approaching, 39.6% Met, 7.5% Exceeded, 47.2% Met + Exceeded.</p> <p>ELA Spring 2024 Kindergarten 6.0 students Below, 4.0% Approaching, 40.0% Met, 50.0% Exceeded, 90.0% Met + Exceeded.</p> <p>ELA 1st Grade Fall 2023 17.0% students Below, 37.7% Approaching, 30.2% Met, 15.1% Exceeded, 45.3% Met + Exceeded.</p> <p>ELA 1st Grade Spring 2024 14.9% students Below, 31.9% Approaching, 29.8% Met, 23.4% Exceeded, 53.2% Met + Exceeded.</p> <p>ELA 2nd Grade Fall 2023 30.0% students Below, 48.0% Approaching, 18.0% Met, 4.0% Exceeded, 22.0% Met + Exceeded.</p> <p>ELA 2nd Grade Spring 2024 16.7% students Below, 31.2% Approaching, 41.7% Met, Exceeded, 10.4%, 52.1% Met + Exceeded.</p> <p>ELA 3rd Grade Fall 2023 80.0% students Below, 11.1% Approaching, 6.7% Met, 2.2% Exceeded, 8.9% Met + Exceeded.</p> <p>ELA 3rd Grade Spring 2024, 75.7% students Below, 10.8% Approaching, 13.5% Met, 0% Exceeded, 13.5% Met + Exceeded.</p> <p>ELA 4th Grade Fall 2023, 66.7% students Below, 21.2% Approaching, 6.1% Met, 6.1% Exceeded 12.1% Met + Exceeded.</p> <p>ELA 4th Grade Spring 2024, 42.9% Below, 9.5% Approaching, 42.9% Met, 4.8% Exceeded, 47.6% Met + Exceeded. E</p> <p>ELA 5th Grade Fall 2023, 73.5% Students Below 12.2 Approaching, 12.2% Met, 2.2% Exceeded,</p> | <p>and overall teacher LOE will reflect level 3 or higher.</p> |  |  |  |  |
|---|--|--|--|--|--|

|   |  |  |  |  |  |
|---|--|--|--|--|--|
| <p>14.3% Met + Exceeded.</p> <p>ELA 5th Grade Spring 2024 78.4% Students Below, 13.5% Approaching, 8.1% Met,8.1% Met + Exceeded.</p> <p>ELA Students with Disabilities Fall, 2023 3.3% students below, 2.1% Approaching, 0% Met, 0% Met + Exceeded</p> <p>ELA Students with Disabilities Spring 2024, 0% students below, 0.8% Approaching, 0.8% Met, 0.8%, 0.4% Met + Exceeded</p> <p><b>Benchmark Indicator</b><br/>Implementation<br/>-----</p> <ul style="list-style-type: none"> <li>* Quarterly Formative Assessments</li> <li>* Daily classroom observations using the School Classroom Walkthrough Tool</li> <li>* Quarterly Review of TEM Observation Data</li> </ul> <p>Effectiveness<br/>-----</p> <ul style="list-style-type: none"> <li>* Quarterly-80% of students will increase by 5 percentage points on bi-weekly school common assessment during the 2024-2025 SY</li> <li>* Weekly classroom observations scoring data and feedback will show at least 90% of teachers consistently plan and deliver standards aligned lessons, to impact student grades per nine week grading period by one letter grade (F to D, D to C,</li> </ul> |  |  |  |  |  |
|---|--|--|--|--|--|

|   |   |  |                   |  |  |
|---|---|--|-------------------|--|--|
| <p>C to B, or B to A).<br/> * Quarterly-Review of TEM observation data to show 75% of teachers score 3 or higher on Indicator 2 on the TEAM Rubric, which is Explain Content per quarter.</p> |   |  |                   |  |  |
|   | <p><b>[A 1.1.2] Building Teacher Capacity</b><br/> Description Rationale<br/> -----<br/> The Leadership Team will model expectations, engage teachers in PLCs, collaborative planning, and deliberate practice. Teachers will also plan and execute standard aligned lessons with intentionality and focus (data-informed instruction) to provide daily access to a rigorous ELA curriculum that will develop students' engagement 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>Supporting Data<br/> -----<br/> **According to the data, 2.8% of LaRose's students met proficiency in Spring 23, which is an increase from 0% in Spring of 22. As a school, we moved from a literacy TVVAS Level 1 in 2022 to a TVVAS Level 2 in 2023. **</p> <p>Implementation<br/> -----<br/> * Bi-Weekly Common Assessments<br/> * Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document<br/> * Quarterly Formal Observation Tool<br/> * Biweekly ILT Meeting with Agenda and Sign In Sheet</p> | <p>Principal Staci Hendrix,<br/> Assistant Principal Veronica Becton, Wanda Gillard-Phifer,<br/> PLC Coach</p> | <p>05/23/2025</p> |  |  |

|  |  |  |                   |                                 |  |
|--|--|--|-------------------|---------------------------------|--|
|  | <p>Effectiveness<br/>-----</p> <p>* Weekly classroom observations at least 90% of teachers will consistently plan and deliver standards aligned lessons that are consistent with the demands of the standards-based objective as measured by indicator 3.12 on the walkthrough tool.</p> <p>* Quarterly review of TEM observation data to show 75% of teachers score 3 or higher on Indicator 2 on the TEAM Rubric, which is Explain Content.</p> <p>* Quarterly data dig minutes will show at least 80% of students tested will meet or exceed expectations on bi-weekly assessments with a score of 8% or higher.</p>  |  |                   |                                 |  |
|  | <p><b>[A 1.1.3] Supplemental Resources</b><br/>Description<br/>-----</p> <p>Students and teachers will be provided with additional resources such as reading subscriptions (Scholastic Weekly Reader, etc.); flexible seating resources, online resources (NEWSLA); classroom materials for literacy centers, including books for classroom libraries; hands-on manipulatives and academic games for centers; science materials, educational technology (computers, interactive boards, headphones, mice, printers, ink etc.); and classroom/student supplies (pencils, paper, tablets, folders, agenda books, glue, tape, etc.) to enhance classroom instruction and improve student achievement.</p> | <p>Principal Staci Hendrix,<br/>Assistant Principal Veronica Becton, PLC Coach, Wanda Gillard-Phifer</p> | <p>05/23/2025</p> | <p>Title 1<br/><br/>TAG 4.0</p> |  |

|  |   |  |                   |  |  |
|--|---|--|-------------------|--|--|
|  | <p>Implementation<br/>-----</p> <ul style="list-style-type: none"> <li>* Weekly informal observation tool and rubric</li> <li>* Quarterly Formal Observation Tool</li> <li>* Bi-Weekly ILT agenda and minutes</li> <li>* Quarterly student work samples</li> </ul> <p>Effectiveness<br/>-----</p> <ul style="list-style-type: none"> <li>* Weekly informal observations data will indicate that at least 95% of teachers observed will demonstrate effective implementations of the instructional practices identified by the rubric.</li> <li>* Quarterly formal observation tool will reflect that 100% of teachers will have an overall LOE score of 3 or higher.</li> <li>* Bi-weekly ILT meetings will result in at least 95% of teachers following the instructional framework, resulting in LOE scores of level 3 or higher.</li> <li>* o Quarterly review of student work samples will show students' mastery of standards at 80% or higher.</li> </ul> |  |                   |  |  |
| <p><b>[S 1.2] Professional Development</b><br/>Rationale<br/>-----</p> <p>Provide professional development for teachers,</p> | <p><b>[A 1.2.1] Build Teacher Capacity</b><br/>Description<br/>-----</p> <p>All school based stakeholders will participate in</p>   | <p>Staci Hendrix,<br/>Principal<br/>Veronica<br/>Becton,<br/>Assistant<br/>Principal<br/>Wanda</p> | <p>05/23/2025</p> |  |  |

|  |   |                                      |  |  |  |
|--|---|--------------------------------------|--|--|--|
| <p>administrators, instructional leaders, and district advisors on how to articulate the instructional practice shifts that will improve teachers' pedagogy of the content, master of standard look fors, students' skill set, and students' proficient reading level of grade supported texts. Teachers in K-5 will also collaborate on how to plan and execute standard aligned lessons with intentionality and focus (data-informed instruction) to provide daily access to a rigorous ELA curriculum that will develop students 'Foundational Literacy and engagement with informational text and, build on prior knowledge (pre-requisite skills), and promote mastery of TN Standards to ensure students are career and college ready.</p> <p>Supporting Data<br/>-----</p> <p>**According to the data, 2.8% of LaRose's students met proficiency in Spring 23, which is an increase from 0% in Spring of 22. As a school, we moved from a literacy TVVAS Level 1 in 2022 to a TVVAS Level 2 in 2023. **</p> <p><b>Benchmark Indicator</b><br/>Implementation<br/>-----</p> <p>* Weekly collaborative planning agenda and minutes<br/>* Monthly professional development agenda and minutes<br/>* Weekly PLC meeting agenda and minutes<br/>* Bi-Weekly Instructional Leadership Team agenda/minutes</p> | <p>cycles of professional development workshops that will take place at varied dates and times throughout the school year. Meetings will be held during/after school, on Saturday's, and during the Summer for the purpose of ensuring that all teachers and teacher assistants acquire the knowledge and skills that are necessary to design and execute standards based instructional lessons for students. Teachers and administrators will attend Professional Development regionally and nationally.</p> <p>**All teachers will also participate in up to 7 school based Saturday professional development with school administrators. In these PDs, administration/teachers will unpack standards and receive training on how to understand the demands of the standards. Teachers and school leaders will also discuss instructional practices, instructional planning and assessing data. Teachers will participate in reviewing "tasks on the table, as well as review data to inform instructional practices. Teachers will also share best practices and innovative ways to improve student learning.**</p> <p>Implementation</p> <p>* Monthly PD Sign-in sheets/Agendas/Minutes<br/>* Daily classroom walkthroughs and implementation evidence of Instructional Practices Classrooms using the Walkthrough Protocol and Debriefing Document<br/>* Weekly Standard Aligned Lesson Plan Review Protocol<br/>* Bi-Weekly School level Common Formative Assessments<br/>* Instructional Leadership Team meetings Weekly<br/>* ILT sessions are facilitated monthly by principals to support content lead teachers and PLC Coach<br/>* Principal Coaching documentation and feedback from ILDs and or partnership supports</p> | <p>Gillard-Phifer,<br/>PLC Coach</p> |  |  |  |
|--|---|--------------------------------------|--|--|--|

|  |  |   |                   |  |  |
|--|--|---|-------------------|--|--|
| <p>Effectiveness<br/>-----</p> <p>* Bi-Weekly admin meetings will monitor classroom observations that will reflect a 10% increase of teachers demonstrating effective implementation of instructional practices.</p> <p>* Monthly professional development will result in at least 95% of teachers demonstrating effective implementation of the identified instructional strategies, resulting in an increase of student achievement by 10%.</p> <p>* Weekly PLCs will result in 100% of teachers receiving support to increase overall student achievement by 10%.</p> | <p>Effectiveness</p> <p>* 100% of teachers will attend Saturday PD which will result in 80% of students to increase by 5 percentage points on bi-weekly school common assessment during the 2024-2025 SY</p> <p>* Weekly classroom observations at least 90% of teachers will consistently plan and deliver standards aligned lessons that are consistent with the demands of the standards based objective as measured by indicator 3.12 on the walkthrough tool.</p> <p>* The TCAP Met and Plus Exceeded in ELA will increase from 2.8% Spring 2022 to 15% Spring 2024.</p> <p>* 80% of teachers will score "yes" on the gradual release component and or the monthly walkthrough trend data will reflect that 90% of the teachers have shown improvement.</p> |   |                   |  |  |
|  | <p><b>[A 1.2.2] Additional School Based/District/National Professional Development</b></p> <p>Description<br/>-----</p> <p>Administrators, Teachers, and ILT Team will receive PD during PLCs, District Led, as well as opportunities to attend literacy based conferences (local, national, and international). Performance Based Objectives, General Content Specific Vocabulary, Gradual Release of Responsibility, and Writing. The implementation of these strategies will increase academic achievement. PLCs will be conducted weekly focusing on the Student Achievement Strategies. ILT team will closely monitor to ensure strategies are implemented inside of classrooms with fidelity and integrity,</p> <p><b>**Implementation**</b></p>           | <p>Staci Hendrix,<br/>Principal<br/>Veronica Becton,<br/>Assistant Principal,<br/>Wanda Gillard-Phifer,<br/>PLC Coach</p> | <p>05/23/2025</p> | <p>Title 1</p> <p>SIG 2.0<br/>[\$41860.00]</p> |  |

|  |  |   |                   |                |  |
|--|--|---|-------------------|----------------|--|
|  | <ul style="list-style-type: none"> <li>* Weekly collaborative planning agenda and minutes</li> <li>* Weekly PLC meeting agenda and minutes</li> <li>* Bi-Weekly Instructional Leadership Team (ILT) agenda and minutes</li> </ul> <p><b>**Effectiveness**</b></p> <ul style="list-style-type: none"> <li>* Monthly professional development will result in at least 95% of teachers demonstrating effective implementation of the identified instructional strategies, resulting in an increase of student achievement by 10%.</li> <li>* Bi-weekly admin meetings will monitor classroom observations that will reflect a 10% increase of teachers demonstrating effective implementation of instructional practices.</li> <li>* Weekly PLCs will result in 100% of teachers receiving departmentalized support to increase overall student achievement by 10%</li> </ul> |   |                   |                |  |
|  | <p><b>[A 1.2.3] Engage with Wonders Scope and Sequence/Foundational Skills Training</b><br/>Description<br/>-----</p> <p>Teachers and ILT will receive PD on: Wonders Scope and Sequence/Foundational Skills and General Content Specific Vocabulary, Gradual Release of Responsibility, and Writing. The implementation of these strategies will increase academic achievement. PLCs will be conducted weekly focusing on the Student Achievement Strategies. ILT team will closely monitor to ensure strategies are implemented inside of classrooms with fidelity and integrity,</p> <p><b>**Implementation**</b></p> <ul style="list-style-type: none"> <li>* Weekly Informal Observation Tool and Rubric</li> <li>* Weekly Lesson Plans</li> </ul>  | <p>Staci Hendrix,<br/>Principal<br/>Veronica Becton,<br/>Assistant Principal,<br/>Wanda Gillard-Phifer,<br/>PLC Coach</p> | <p>05/23/2025</p> | <p>Title 1</p> |  |

|  |  |  |                   |  |  |
|--|--|--|-------------------|--|--|
|  | <p>* Quarterly student work samples<br/>* Daily exit tickets</p> <p><b>**Effectiveness**</b></p> <p>* Daily exit tickets will reflect at least 90% of students scoring 80% or higher.<br/>* Quarterly review of student work samples will show students' mastery of standards at 80% or higher.<br/>* Weekly lesson plan checks will show that 100% of teachers will have an overall LOE score of 3 or higher.<br/>* Weekly informal observation data will indicate that at least 95% of teachers observed will demonstrate effective implementation of the instructional practices identified by the rubric, resulting in effectiveness scores of 3 or better.</p>  |  |                   |  |  |
|  | <p><b>[A 1.2.4] Provide Supplemental Resources to Improve Student Achievement</b><br/>Description<br/>-----</p> <p>Students and teachers will be provided with additional resources such as reading subscriptions (Scholastic Weekly Reader); online resources (NEWSELA); classroom materials for literacy centers, including books for classroom libraries; hands-on manipulatives and games for centers; educational technology (computers, science materials, interactive boards, headphones, mice etc.); and classroom/student supplies (pencils, paper, tablets, folders, agenda books, glue, tape, etc.) to enhance classroom instruction and improve student achievement.</p> <p>Implementation</p> | <p>Wanda Gillard-Phifer,<br/>PLC Coach</p> | <p>05/23/2025</p> |  |  |

|  |   |   |                   |   |  |
|--|---|---|-------------------|---|--|
|  | <p>-----</p> <ul style="list-style-type: none"> <li>* Daily classroom observations using the District Walkthrough Protocol and Debriefing Document .</li> <li>* Quarterly Review of TEM observation data</li> <li>* PD and or Planning collaborative agendas and sign in sheets</li> <li>* IReady Data</li> </ul> <p>Effectiveness</p> <p>-----</p> <ul style="list-style-type: none"> <li>* 80% of students will increase by 5 percentage points on bi-weekly school common assessment during the 2024-2025 SY</li> <li>* The TCAP Met and Plus Exceeded in ELA will increase from 2.8% Spring 2023 to 15% Spring 2025.</li> <li>* Weekly classroom observations at least 90% of teachers will consistently plan and deliver standards aligned lessons that are consistent with the demands of the standards based objective as measured by indicator 3.12 on the walkthrough tool.</li> </ul> |   |                   |   |  |
| <p><b>[S 1.3] Provide support for early warning and multi-tiered student response systems</b></p> <p>Rationale</p> <p>-----</p> <p>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><b>[A 1.3.1] Targeted Intervention and Personalized Learning (Technology Integration)</b></p> <p>Teachers will utilize technology (computers, Promethean Boards, calculators, and other manipulatives) to provide quality instruction. Teachers will utilize data to create student small groups based on standards, skills, and concepts to provide students with individualized support. Students will engage in computer based instruction daily. Teachers will utilize instructional resources</p>   | <p>Staci Hendrix,<br/>Principal<br/>Veronica Becton,<br/>Assistant Principal,<br/>Wanda Phifer,<br/>PLC Coach</p> | <p>05/23/2025</p> | <p>Title 1</p> <p>TAG 4.0<br/>[\$41165.50]</p> <p>SIG 2.0</p> |  |

|  |   |  |  |  |  |
|--|---|--|--|--|--|
| <p>Supporting Data<br/>-----</p> <p>According to the data, 2.8% of LaRose's students met proficiency in Spring 23, which is an increase from 0% in Spring of 22. As a school, we moved from a literacy TVVAS Level 1 in 2022 to a TVVAS Level 2 in 2023.</p> <p>According to TCAP results, 0% of 3rd Grade students, 4.3% of 4th Grade students, and 2.7% of 5th grade students Met/Plus Exceeded the 22-23 ELA TCAP mastery. 68.8% of 3rd grade students, 60.9% of 4th grade students, and 75.7% of 5th grade students fell in the below category. 31.3% of 3rd grade students, 34.8% of 4th grade students, and 21.6% of 5th grade students fell in the approaching category on the 22-23 TCAP assessment</p> <p>**Mastery connect ELA Grade band 0-2**</p> <p>Grade K increased from 47.2% to 90.0% from fall to spring. Grade 1 increase from 45.3% to 53.2% from fall to spring. Grade 2 increase 22.0% to 52.1% from fall to spring.</p> <p><b>Benchmark Indicator</b><br/>Implementation<br/>-----</p> <p>* Quarterly School Wide Formative Assessment<br/>* Weekly classroom observations using the School Walkthrough Protocol and Debriefing Document .<br/>* Quarterly Review of TEM observation data</p> | <p>approved by the district to address areas of strength and areas needed to be strengthened. Differentiated Instruction will be provided based on tiered support. Remediation and enrichment will be embedded within small group instruction.</p> <p>Implementation<br/>-----</p> <ul style="list-style-type: none"> <li>* Monthly progress monitoring data review</li> <li>* Monthly data meeting agenda/sign in sheets</li> <li>* Weekly IReady Reports</li> </ul> <p>Effectiveness<br/>-----</p> <ul style="list-style-type: none"> <li>* Monthly progress monitoring data will reflect students increasing by at least 2-3 data points.</li> <li>* Monthly data team meetings will reflect at least 10% of students being able to exit RTI2 supports and interventions.</li> <li>* Weekly IReady Reports will reflect a 5% increase in the number of students who score mastery on skill deficit areas.</li> </ul> <p>4 – Promethean Boards @ 2,095 = 9,779</p> <p>30 – All in One Dell OptiPlex 7490 Desktop @ 875.14 = 26,254.20</p> |  |  |  |  |
|--|---|--|--|--|--|

|   |  |   |                   |                               |  |
|---|--|---|-------------------|-------------------------------|--|
| <p>Effectiveness<br/>-----</p> <p>* 80% of students will increase by 5 percentage points on quarterly District common assessment during the 2024-2025 SY</p> <p>* Weekly classroom observations at least 90% of teachers will consistently plan and deliver standards aligned lessons that are consistent with the demands of the standards based objective as measured by indicator 3.12 on the walkthrough tool.</p> <p>* Quarterly review of TEM observation data to show 75% of teachers score 3 or higher on Indicator 2 on the TEAM Rubric, which is Explain Content.</p> | <p>10 – HP Color Classroom Printers @ 465.98 = 4,659.80</p> <p>Total = **\$40,693**</p><br><p>30 – Deployment for desktops @ 15.75 = 472.50</p> <p>Total = **\$472.50**</p>  |   |                   |                               |  |
|   | <p><b>[A 1.3.2] Technology &amp; Computer Based Assessment/Intervention (iReady)</b></p> <p>Description<br/>-----</p> <p>All students will receive on-line instructional experiences each day. These experiences will provide students with a personalized intervention and benchmark plan using iReady. Teachers will also use technology (Smart Boards, student desktops and printers) in the classrooms, during small group instruction, to provide students with opportunities to review grade level content and material in an interactive setting, and complete online assignments.</p> <p>100% of students will complete computer based</p> | <p>Staci Hendrix,<br/>Principal,<br/>Veronica Becton,<br/>Assistant Principal,<br/>Wanda Gillard=Phifer<br/>PLC Coach</p> | <p>05/23/2025</p> | <p>TAG 4<br/>[\$34975.00]</p> |  |

|  |  |  |                   |  |  |
|--|--|--|-------------------|--|--|
|  | <p>screening and benchmark assessments using iReady.</p> <p>Technology, including computers, document cameras, pointers, and printers will be used to ensure that all students are able to complete assessments and that teachers have access to the tools needed to analyze data and develop individualized reteaching plans.</p> <p><b>**Implementation**</b><br/>-----</p> <ul style="list-style-type: none"> <li>* Weekly Informal classroom observations using the School Walkthrough Protocol and Debriefing Document</li> <li>* 20-day RTI Implementation Guide/Intervention block schedule</li> <li>* Monthly Comprehensive Review Spread Sheet</li> <li>* Quarterly I-Ready Reports</li> </ul> <p><b>**Effectiveness**</b><br/>-----</p> <ul style="list-style-type: none"> <li>* 80% of students will increase their individual percentages, by a minimum of 5 percentage points, on each bi-weekly CFA during the 2024-2025 SY.</li> <li>* 40% of students will obtain OT/M on the Fall, Winter, and Spring Mastery Connect Assessment.</li> <li>* At least 50% of T2/T3 ED students will have a 70% passing rate on each I-ready intervention lesson.</li> </ul> |  |                   |  |  |
|  | <p><b>[A 1.3.3] Implement Response to Instruction &amp; Intervention</b><br/>Rationale<br/>-----</p>   | <p>Wanda Gillard-Phifer,<br/>PLC Coach</p> | <p>05/23/2025</p> |  |  |

|  |  |  |                   |  |  |
|--|--|--|-------------------|--|--|
|  | <p>LaRose teachers will provide students with daily additional instructional support in identified deficit areas. The Admin Team will monitor the fidelity of implementation of Response to instruction and intervention. LaRose will continue to collaborate with data team members and school psychologists to support the implementation of the Response to Instruction and Intervention. Students will receive forty-five minutes of quality intervention instruction daily. Students' progress and teachers' effective teaching practices will be monitored through intervention walkthrough tools, fidelity checks, universal screeners and progress monitoring assessments.</p> <p>Implementation<br/>-----</p> <ul style="list-style-type: none"> <li>* Data Team Meeting agenda and sign in</li> <li>* Bi-Weekly Fidelity check notes/records</li> <li>* RTI Compliance Reports</li> <li>* Informal Walkthroughs</li> </ul> <p>Effectiveness<br/>-----</p> <ul style="list-style-type: none"> <li>* The percentage of out of compliance students will decrease incrementally by 1.5% quarterly</li> <li>* The number of TIER 3 students needing intervention will decrease by 5% quarterly</li> </ul> |  |                   |  |  |
|  | <p><b>[A 1.3.4] Provide Supplemental Resources to Improve Student Achievement</b><br/>Students and teachers will be provided with additional resources such as reading subscriptions</p>   | <p>Wanda Gillard-Phifer,<br/>PLC Coach</p> | <p>05/23/2025</p> |  |  |

(Scholastic Weekly Reader, etc.); online resources (NEWSLA); classroom materials for literacy centers, including books for classroom libraries; hands-on manipulatives and games for centers; educational technology (computers, science materials, interactive boards, headphones, mice etc.); and classroom/student supplies (pencils, paper, tablets, folders, agenda books, glue, tape, etc.) to enhance classroom instruction and improve student achievement.

Implementation

-----

- \* Daily classroom observations using the District Walkthrough Protocol and Debriefing Document .
- \* Quarterly Review of TEM observation data
- \* PD and or Planning collaborative agendas and sign in sheets
- \* IReady Data

Effectiveness

-----

- \* 80% of students will increase by 5 percentage points on bi-weekly school common assessment during the 2024-2025 SY
- \* The TCAP Met and Plus Exceeded in ELA will increase from 2.8% Spring 2023 to 15% Spring 2025.
- \* Weekly classroom observations at least 90% of teachers will consistently plan and deliver standards aligned lessons that are consistent with the demands of the standards based objective as

|  |   |  |  |  |  |
|--|---|--|--|--|--|
|  | measured by indicator 3.12 on the walkthrough tool. |  |  |  |  |
|--|---|--|--|--|--|

**[G 2] Mathematics-Mathematics-LaRose Elementary will work toward increasing the following percentage of students who are on track or mastered from 1.8% in 2022-2023 SY to 15% in 2024-2025**  
**\*\*Effective Instruction | Best for All Strategic Plan alignment: Academics\*\***

Effective instruction is built around standards-aligned, high quality curricula and assessments that measure student progress and provide timely information regarding student achievement and growth. Providing students with rigorous, standards-aligned instruction delivered through best practices will help to ensure that all students in Tennessee's high opportunity schools have access to a comprehensive educational system which will prepare them for the career path of their choice.

**District Turnaround Plan Goal**  
 [G 4] CSI students will increase the percent of Met Plus Exceeded Rate in all grades on Spring 2025 TCAP Math by 3% or higher from Spring 2024 TCAP.

| Strategy   | Action Step   | Person Responsible   | Estimated Completion Date | Funding Source | Notes |
|--|---|--|---------------------------|----------------|-------|
| <p><b>[S 2.1] Standards Aligned Core Instruction</b><br/>           Rationale<br/>           -----</p> <p>LaRose Elementary teachers will plan and execute standards 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>Supporting Data<br/>           -----</p> <p>According to the data, 1.8% of LaRose's students met proficiency in Spring 23, which is an increase</p> | <p><b>[A 2.1.1] Building Teacher Capacity</b><br/>           Description<br/>           -----</p> <p>1.8% of LaRose students were On/Track/Mastered 2023.</p> <p>The leadership team will model instructional expectations, engage teachers in PLCs collaborative planning and deliberate practice, allow a safe space for practice, conduct classroom informal walkthroughs, provide feedback and monitor implementation to increase student mastery. Teachers will also provide standards aligned instruction in Math by implementing the Envision Math curriculum. The Envision Math Curriculum builds math conceptual understanding. The Envision Curriculum will help Economically Disadvantaged students understand the why behind the math which increases math competency. Envision Math will be implemented daily for 80 - 110 minutes. Teachers will teach the various components fluency, application, concept development, and allow student debrief. The three</p> | <p>Staci Hendrix, Principal,<br/>           Veronica Becton, Assistant Principal,<br/>           Wanda Gillard-Phifer, PLC Coach</p> | <p>05/23/2025</p>         |                |       |

|  |  |  |  |  |  |
|--|--|--|--|--|--|
| <p>from 0% in Spring of 22. As a school, we moved from a math TVVAS Level 1 in 2022 to a TVVAS Level 3 in 2023.</p> <p>Students should perform at or above 70% on School-based Formative Assessments which align with core instructional standards for the specific quarter.</p> <p>Math Fall 2023 Kindergarten 15.1% students Below, 11.3% Approaching, 28.3% Met, 45.3% Exceeded, 73.6% Met + Exceeded. Math Spring 2024 Kindergarten 6.1 students Below, 10.2% Approaching, 32.7% Met, 51.0% Exceeded, 83.7% Met + Exceeded. Math 1st Grade Fall 2023 49.1% students Below, 32.1% Approaching, 17.0% Met, 1.9% Exceeded, 18.9% Met + Exceeded. Math 1st Grade Spring 2024 10.9% students Below, 26.1% Approaching, 32.6% Met, 30.4% Exceeded, 63.0% Met + Exceeded. Math 2nd Grade Fall 2023 41.2% students Below, 23.5% Approaching, 21.6%, Met, 13.7% Exceeded, 35.3% Met + Exceeded. Math 2nd Grade Spring 2024 14.6% students Below, 26.8% Approaching, 39.0% Met, Exceeded, 19.5%, 58.5% Met + Exceeded. Math 3rd Grade Fall 2023 71.1% students Below, 17.8% Approaching, 11.1% Met, 0% Exceeded, 11.1% Met + Exceeded. Math 3rd Grade Spring 2024, 65.7% students Below, 20.0% Approaching, 14.3% Met, 0% Exceeded, 14.3% Met + Exceeded. Math 4th Grade Fall 2023, 54.5% students Below, 21.2% Approaching, 15.2% Met, 9.1% Exceeded 36.4% Met + Exceeded. Math 4th Grade Spring 2024, 25.0% Below, 35.7% Approaching, 35.7% Met, 35.7% Exceeded, 3.6%, 39.3% Met + Exceeded. Math 5th Grade Fall 2023, 98.0% Students Below 2.0 Approaching, 0% Met, 0% Exceeded, 0% Met + Exceeded. Math 5th Grade Spring 2024 16.7% Students Below, 55.6% Approaching, 27.8% Met, 0% Met + Exceeded.</p> <p>Math Students with Disabilities Fall, 2023 3.3% students below, 1.3% Approaching, 0.8% Met, 0%</p> | <p>aspects of rigor are addressed which will increase student achievement.</p> <p><b>**Implementation**</b></p> <p>****</p> <ul style="list-style-type: none"> <li>* Weekly PLCs/Collaborative Planning Mtgs.</li> <li>* Weekly Lesson Plan Feedback</li> <li>* Quarterly Data Did Minutes</li> </ul> <p><b>**Effectiveness**</b>.</p> <ul style="list-style-type: none"> <li>* Weekly PLCs will result in 100% of teachers receiving support to increase overall student achievement by 10%</li> <li>* Weekly lesson plan checks will show that 100% of teachers are on track with following the curriculum and overall teacher LOE will reflect level 3 or higher.</li> <li>* Quarterly data dig minutes will show at least 80% of students tested will meet or exceed expectations on assessments with a score of 80% or higher.</li> </ul> |  |  |  |  |
|--|--|--|--|--|--|

|  |  |  |  |  |  |
|--|--|--|--|--|--|
| <p>Met + Exceeded Math Students with Disabilities<br/>Spring 2024, 0% students below, 0.9%<br/>Approaching, 1.4% Met, 0.5% Met + Exceeded</p> <p><b>Benchmark Indicator</b><br/>Implementation<br/>=====</p> <ul style="list-style-type: none"> <li>* Quarterly School-Wide Formative Assessment</li> <li>* Classroom Observations/District Walkthrough Protocol and Debriefing Document</li> <li>* Review of TEM Observation Data</li> <li>* Student Failure/Grading Report, per nine weeks</li> <li>* Quarterly Formal Observation Tool</li> <li>* Weekly Lesson Plan</li> <li>* Daily Exit Tickets</li> </ul> <p>Effectiveness<br/>=====</p> <ul style="list-style-type: none"> <li>* 80% of students will increase proficiency by at least 5 percentage points on formative assessments per quarter.</li> <li>* Classroom observations scoring data and feedback will show at least 90% of teachers consistently plan and deliver standards aligned lessons, to impact student grades per nine week grading period by one letter grade (F to D, D to C, C to B, or B to A).</li> <li>* Review of TEM observation data to show 75% of teachers score 3 or higher on Indicator 2 on the TEAM Rubric, which is Explain Content.</li> <li>*</li> </ul> |  |  |  |  |  |
|--|--|--|--|--|--|

|  |   |  |                   |  |  |
|--|---|--|-------------------|--|--|
| <p>* Daily exit tickets will reflect at least 90% of students scoring 80% or higher.</p> <p>* Weekly lesson plan checks will show that 100% of teachers are on track with following the curriculum and overall teacher LOE will reflect level of 3 or higher.</p> <p>* Quarterly school-wide Formative assessment will reflect a 5% increase in the of students scoring 80% or better after each each assessment.</p> <p>* Quarterly formal observation tool will reflect that 100% of teachers will have an overall LOE score of 3 or higher.</p> |   |  |                   |  |  |
|  | <p><b>[A 2.1.2] Implement Key Student Engagement Strategies</b></p> <p>Description</p> <p>-----</p> <p>The following student achievement strategies will be implemented to ensure standards aligned instruction and increase Economically Disadvantaged students opportunities to achieve. Utilizing TN academic standards, we will focus on unpacking and building teacher capacity to ensure each lesson includes.</p> <ul style="list-style-type: none"> <li>* Performance Based Instructional Objectives</li> <li>* General &amp; Content Specific Vocabulary</li> <li>* Gradual Release of Responsibility</li> <li>* Writing in response to math contextual problems &amp; Manipulatives</li> <li>* Read Draw Write Strategy</li> <li>* C.U.B.E.S. Strategy</li> <li>* Summer Professional Development</li> <li>* Backwards Planning</li> <li>* 70 minute Collaborative Planning</li> <li>* Deliberate Practice (Practice Delivery)</li> <li>* Implementation of Instructional Focus Document</li> <li>* Data Driven Instruction</li> <li>* Implementation of Best for All Central</li> <li>* Vertical Team Planning Grades 3-5</li> <li>* Error Analysis</li> <li>**Implementation**</li> </ul> | <p>Staci Hendrix,<br/>Principal,<br/>Veronica<br/>Becton,<br/>Assistant<br/>Principal,<br/>Wanda<br/>Gillard-Phifer,<br/>PLC Coach</p> | <p>05/23/2025</p> |  |  |

|  |  |   |                   |                             |  |
|--|--|---|-------------------|-----------------------------|--|
|  | <p>* Weekly Faculty Meetings Focused on Engagement Strategies with sign in.<br/> * Daily Error Analysis Strategies (Twice weekly-Tuesday/Thursdays Do Now)</p> <p><b>**Effectiveness**</b></p> <p>* Weekly Faculty meetings will result in 100% of teaches receiving support to increase overall student achievement by 10%<br/> * Twice weekly error analysis resulting in an increase of student achievement by 10%.</p>   |   |                   |                             |  |
|  | <p><b>[A 2.1.3] Provide Supplemental Resources to Improve Student Achievement</b><br/> Description<br/> -----<br/> Students and teachers will be provided with additional resources such classroom materials for math centers, including books for classroom libraries; hands-on manipulatives and games for centers; ; and classroom/student supplies (pencils, paper, tablets, folders, agenda books, glue, tape, etc.) to enhance classroom instruction and improve student achievement.</p> <p>Implementation<br/> -----</p> <p>* Weekly informal observation tool and rubric<br/> * Quarterly Formal Observation Tool<br/> * Bi-Weekly ILT agenda and minutes<br/> * Quarterly student work samples</p> | <p>Staci Hendrix,<br/> Principal,<br/> Veronica Becton,<br/> Assistant Principal,<br/> Wanda Gillard-Phifer,<br/> PLC Coach</p> | <p>05/23/2025</p> | <p>Title 1<br/> TAG 4.0</p> |  |

|  |   |  |                   |  |  |
|--|---|--|-------------------|--|--|
|  | <p>Effectiveness<br/>-----</p> <ul style="list-style-type: none"> <li>* Weekly informal observations data will indicate that at least 95% of teachers observed will demonstrate effective implementations of the instructional practices identified by the rubric.</li> <li>* Quarterly formal observation tool will reflect that 100% of teachers will have an overall LOE score of 3 or higher.</li> <li>* Bi-weekly ILT meetings will result in at least 95% of teachers following the instructional framework, resulting in LOE scores of level 3 or higher.</li> <li>* o Quarterly review of student work samples will show students' mastery of standards at 80% or higher.</li> </ul>  |  |                   |  |  |
| <p><b>[S 2.2] Professional Development</b><br/>Rationale<br/>-----</p> <p>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>Supporting Data<br/>-----</p> <p>Mastery Connect</p> <p>Math Fall 2023 Kindergarten 15.1% students Below, 11.3% Approaching, 28.3% Met, 45.3% Exceeded, 73.6% Met + Exceeded. Math Spring 2024 Kindergarten 6.1 students Below, 10.2%</p> | <p><b>[A 2.2.1] Build Teacher Capacity</b><br/>Description<br/>-----</p> <p>LaRose Elementary Instructional Leadership Team, and Instructional Coach will provide multiple opportunities to support teachers in planning and delivering curriculum contents Teachers will participate in vertical planning sessions led by the Math ILT Lead to discuss questions, concepts, and math academic vocabulary needed for students to meet and exceed expectations. Teachers will also implement 5 E Model.</p> <p>Implementation<br/>-----</p> <ul style="list-style-type: none"> <li>* Daily classroom observations using the School Walkthrough Tool</li> <li>* Students should perform at or above the 70% on the District Common Formative Assessment</li> <li>* Quarterly Review of TEM observation data to monitor educators' delivery of standard aligned</li> </ul> | <p>Staci Hendrix,<br/>Principal,<br/>Veronica<br/>Becton,<br/>Assistant<br/>Principal,<br/>Wanda<br/>Gillard-Phifer,<br/>PLC Coach</p> | <p>05/23/2025</p> |  |  |

|  |  |  |  |  |  |
|--|--|--|--|--|--|
| <p>Approaching, 32.7% Met, 51.0% Exceeded, 83.7% Met + Exceeded. Math 1st Grade Fall 2023 49.1% students Below, 32.1% Approaching, 17.0% Met, 1.9% Exceeded, 18.9% Met + Exceeded. Math 1st Grade Spring 2024 10.9% students Below, 26.1% Approaching, 32.6% Met, 30.4% Exceeded, 63.0% Met + Exceeded. Math 2nd Grade Fall 2023 41.2% students Below, 23.5% Approaching, 21.6%, Met, 13.7% Exceeded, 35.3% Met + Exceeded. Math 2nd Grade Spring 2024 14.6% students Below, 26.8% Approaching, 39.0% Met, Exceeded, 19.5%, 58.5% Met + Exceeded. Math 3rd Grade Fall 2023 71.1% students Below, 17.8% Approaching, 11.1% Met, 0% Exceeded, 11.1% Met + Exceeded. Math 3rd Grade Spring 2024, 65.7% students Below, 20.0% Approaching, 14.3% Met, 0% Exceeded, 14.3% Met + Exceeded. Math 4th Grade Fall 2023, 54.5% students Below, 21.2% Approaching, 15.2% Met, 9.1% Exceeded 36.4% Met + Exceeded. Math 4th Grade Spring 2024, 25.0% Below, 35.7% Approaching, 35.7% Met, 35.7% Exceeded, 3.6%, 39.3% Met + Exceeded. Math 5th Grade Fall 2023, 98.0% Students Below 2.0 Approaching, 0% Met, 0% Exceeded, 0% Met + Exceeded. Math 5th Grade Spring 2024 16.7% Students Below, 55.6% Approaching, 27.8% Met, 0% Met + Exceeded.</p> <p>Math Students with Disabilities Fall, 2023 3.3% students below, 1.3% Approaching, 0.8% Met, 0% Met + Exceeded Math Students with Disabilities Spring 2024, 0% students below, 0.9% Approaching, 1.4% Met, 0.5% Met + Exceeded</p> <p><b>**TNReady 2022-2023**</b></p> <p>According to TCAP results in Grades 3-5, 2.4% of 5th grade students Met/Plus exceed the 21-22 Math TCAP mastery. 92.0% of 3rd grade students, 89.3% of 4th grades students, and 92.7% of 5th</p> | <p>lessons</p> <p>* Monthly PD Agendas/Minute Meetings</p> <p>Effectiveness</p> <p>-----</p> <p>* Mastery Connect Math Grades 3-5 will increase from 7.0% in Spring 2023 to 15% in Winter 2023, 15% to 40% Spring 2025</p> <p>* 80% of LaRose Elementary teachers will implement instructional math practices daily -Semester 1, 2024.</p> <p>* 100% of LaRose Elementary teachers will implement instructional math practices daily - Semester 2, 2025.</p> <p>* 85% of LaRose Elementary teachers will attend Mathematical Professional Development Sessions</p> |  |  |  |  |
|--|--|--|--|--|--|

|   |  |  |                   |   |  |
|---|--|--|-------------------|---|--|
| <p>Grade students fell in the Below Category. 8.0% of 3rd grade students, 10.7% of 4th Grade students, and 4.9% of 5th grade students fell in the approaching category.</p> <p>LaRose Elementary School Students with Disabilities Performance Rates 2022-2023</p> <p>100% of students with disabilities were below expectations 2022-2023SY.</p> <p><b>Benchmark Indicator</b><br/>Implementation<br/>-----</p> <ul style="list-style-type: none"> <li>* Weekly Collaborative Planning agenda/minutes</li> <li>* Saturday Professional Development</li> <li>* Weekly PLC meeting agenda/minutes</li> <li>* Bi-Weekly Instructional Leadership Team ILT agenda minutes</li> </ul> <p>Effectiveness<br/>-----</p> <ul style="list-style-type: none"> <li>* Bi-Weekly admin meetings will monitor classroom observations that will reflect a 10% increase of teachers demonstrating effective implementation of instructional practices.</li> <li>* Weekly PLCs will result in 100% of teachers receiving support to increase overall student achievement by 10%.</li> <li>* BI-Weekly ILT meetings will result in at least 95% of teachers following the instructional framework, resulting in LOE scores of level 3 or higher.</li> </ul> |  |  |                   |   |  |
|   | <p><b>[A 2.2.2] Additional Saturday Professional Development</b><br/>Description</p> | <p>Staci Hendrix,<br/>Principal,<br/>Assistant</p> | <p>05/23/2025</p> | <p>Tag 4.0<br/>Grant<br/>[\$20022.29]</p> |  |

|  |  |  |            |  |  |
|--|--|--|------------|--|--|
|  | <p>-----</p> <p>All teachers (20 for ELA/Math) will participate in up to 10 school based Saturday professional development with school administrators. In these CDs, administration/teachers will unpack standards and receive training on how to understand the demands of the standards. Teachers and school leaders will also discuss instructional practices, instructional planning and assessing data. Teachers will participate in reviewing "tasks on the table, as well as review data to inform instructional practices. Teachers will also share best practices and innovative ways to improve student learning.</p> <p>Implementation</p> <p>-----</p> <ul style="list-style-type: none"> <li>* Bi-weekly School Common Formative Assessments</li> <li>* Monthly PD Sign-in sheets/Agendas/Minutes</li> <li>* Daily Classroom Observations using the District Classroom Walkthrough Protocol and Debriefing Document</li> </ul> <p>Effectiveness</p> <p>-----</p> <ul style="list-style-type: none"> <li>* 100% of teachers will attend Saturday PD which will result in 80% of students will increase by 5 percentage points on bi-weekly school common assessment during the 2024-2025 SY</li> <li>* Weekly classroom observations at least 90% of teachers will consistently plan and deliver standards aligned lessons that are consistent with the demands of the standards-based objective as measured by indicator 3.12 on the walkthrough tool.</li> </ul> | Principal<br>Veronica<br>Becton, PLC<br>Coach, Wanda<br>Gillard-Phifer |            |  |  |
|  | <p><b>[A 2.2.3] Support Rich Learning Environment</b><br/>Description</p>  | Staci Hendrix,<br>Principal,   | 05/23/2025 |  |  |

|  |   |  |                   |  |  |
|--|---|--|-------------------|--|--|
|  | <p>-----</p> <p>Students and teachers will be provided with additional resources such as reading subscriptions, online resources available within the teacher's CLEVER account, classroom materials for literacy stations, including classroom hands on manipulatives and games for centers educational technology laptop carts laptops and crayons to enhance classroom instruction classroom/student supplies chart paper, pencils folders, agenda books, tape, etc.</p> <p>Implementation</p> <p>-----</p> <ul style="list-style-type: none"> <li>* Daily classroom observations using the School Walkthrough Document</li> <li>* Students should perform at or above 70% on the District Formative Assessment (Fall, Winter, Spring)</li> <li>* PD/Planning Collaborative agendas</li> </ul> <p>Effectiveness</p> <p>-----</p> <ul style="list-style-type: none"> <li>* IReady Math Grades 3-5 will increase from 7.0% in Spring 2024 to 15% in Winter 2024, 15% to 40% Spring 2025.</li> <li>* 85% of teachers will attend Mathematical Professional Development/Collaborative Planning Sessions weekly</li> </ul> | <p>Veronica Becton,<br/>Assistant Principal,<br/>Wanda Gillard-Phifer,<br/>PLC Coach</p>     |                   |  |  |
| <p><b>[S 2.3] Provide additional support for students who are failing to make academic progress</b></p> <p>Rationale</p> <p>-----</p> <p>Provide academic interventions, personalized learning activities, an individualized learning pace, and various instructional approaches designed to</p> | <p><b>[A 2.3.1] Implement Small Group Instruction</b></p> <p>Description</p> <p>-----</p> <p>Provide small group instruction to meet the needs of specific learners to improve student achievement.</p>   | <p>Staci Hendrix,<br/>Principal,<br/>Veronica Becton,<br/>Assistant Principal,<br/>Wanda</p> | <p>05/23/2025</p> |  |  |

|   |  |                                      |  |  |  |
|---|--|--------------------------------------|--|--|--|
| <p>meet the needs of specific learners to improve student achievement.</p> <p>SUPPORTING DATA<br/>=====</p> <p><b>**Mastery Connect Math**</b></p> <p>Math Fall 2023 Kindergarten 15.1% students Below, 11.3% Approaching, 28.3% Met, 45.3% Exceeded, 73.6% Met + Exceeded. Math Spring 2024 Kindergarten 6.1 students Below, 10.2% Approaching, 32.7% Met, 51.0% Exceeded, 83.7% Met + Exceeded. Math 1st Grade Fall 2023 49.1% students Below, 32.1% Approaching, 17.0% Met, 1.9% Exceeded, 18.9% Met + Exceeded. Math 1st Grade Spring 2024 10.9% students Below, 26.1% Approaching, 32.6% Met, 30.4% Exceeded, 63.0% Met + Exceeded. Math 2nd Grade Fall 2023 41.2% students Below, 23.5% Approaching, 21.6%, Met, 13.7% Exceeded, 35.3% Met + Exceeded. Math 2nd Grade Spring 2024 14.6% students Below, 26.8% Approaching, 39.0% Met, Exceeded, 19.5%, 58.5% Met + Exceeded. Math 3rd Grade Fall 2023 71.1% students Below, 17.8% Approaching, 11.1% Met, 0% Exceeded, 11.1% Met + Exceeded. Math 3rd Grade Spring 2024, 65.7% students Below, 20.0% Approaching, 14.3% Met, 0% Exceeded, 14.3% Met + Exceeded. Math 4th Grade Fall 2023, 54.5% students Below, 21.2% Approaching, 15.2% Met, 9.1% Exceeded 36.4% Met + Exceeded. Math 4th Grade Spring 2024, 25.0% Below, 35.7% Approaching, 35.7% Met, 35.7% Exceeded, 3.6%, 39.3% Met + Exceeded. Math 5th Grade Fall 2023, 98.0% Students Below 2.0 Approaching, 0% Met, 0% Exceeded, 0% Met + Exceeded. Math 5th</p> | <p>Implementation<br/>-----</p> <ul style="list-style-type: none"> <li>* Weekly small group instruction</li> <li>* Weekly school-based common assessments</li> <li>* Weekly progress monitoring</li> </ul> <p>Effectiveness<br/>-----</p> <ul style="list-style-type: none"> <li>* Quarterly Universal Screener decrease the total number Tier 2/Tier 3 intervention students by 10%.</li> <li>* Weekly Progress Monitoring increase number of proficient/mastery students by 15%</li> <li>* Monthly RTI2 Data Meetings increasing number of students who progress in skill deficit or tier by 10%.</li> </ul> | <p>Gillard-Phifer,<br/>PLC Coach</p> |  |  |  |
|---|--|--------------------------------------|--|--|--|

Grade Spring 2024 16.7% Students Below, 55.6% Approaching, 27.8% Met, 0% Met + Exceeded.

Math Students with Disabilities Fall, 2023 3.3% students below, 1.3% Approaching, 0.8% Met, 0% Met + Exceeded Math Students with Disabilities Spring 2024, 0% students below, 0.9% Approaching, 1.4% Met, 0.5% Met + Exceeded

TCAP Data 2022-2023

0% of LaRose Elementary students were on track/mastered 2022 SY.

Overall, LaRose Elementary students showed growth on MasteryConnect Common Formative Assessment from Fall 2023-Spring 2024. However, there was 0% of students on track/mastered for TCAP.

**Benchmark Indicator**

Implementation

-----

- \* Monthly progress monitoring data
- \* Monthly data meeting agenda and minutes
- \* Quarterly benchmark assessment data
- \* Weekly IReady reports.

Effectiveness

-----

\* Monthly progress monitoring data will reflect students increasing by at least 2-3 data points.

|  |  |   |                   |  |  |
|--|--|---|-------------------|--|--|
| <p>* Monthly data team meetings will reflect at least 10% of students being able to exit RTI2 supports and interventions.</p> <p>* Quarterly IReady Benchmark assessment data will reflect at least 5% o students moving from Tier III to Tier II or Tier II to Tier 1</p> <p>* Weekly IReady Reports will reflect a 5% increase in the number of students who score mastery on skill deficit areas.</p> |  |   |                   |  |  |
|  | <p><b>[A 2.3.2] Targeted Intervention and Personalized Learning</b><br/> Description<br/> -----</p> <p>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>Implementation<br/> -----</p> <p>* Monthly Progress Monitoring data review<br/> * Monthly Data Team Meetings/Agenda<br/> * Weekly review of grade reports for students enrolled in during and afterschool tutoring</p> <p>Effectiveness<br/> -----</p> | <p>Staci Hendrix,<br/> Principal,<br/> Veronica Becton,<br/> Assistant Principal,<br/> Wanda Gillard-Phifer,<br/> PLC Coach</p> | <p>05/23/2025</p> |  |  |

|  |   |  |  |  |  |
|--|---|--|--|--|--|
|  | <p>* I-Ready Math Grades 3-5 will increase from 7.0% in Spring 2024 to 15% in Winter 2025, 15% to 40% Spring 2024.</p> <p>* 5% of RTI Students progressing from Tier 3 to Tier 2-deficit skill(s) within an eight-week cycle.</p> <p>* 5% decrease in number of failing grades of tutoring students per four-weeks.</p> |  |  |  |  |
|--|---|--|--|--|--|

**[G 3] Safe and Healthy Students-LaRose Elementary will reduce the percentage of chronically absent students from 52.1% to 15%**  
**\*\*Student Support and Services | Best for All Strategic Plan alignment: Student Readiness\*\***

Schools, in partnership with parents and the community, can create a positive, child-centered learning environment which provides support to students to remove the barriers to learning that students in high opportunity schools often experience. Supporting the whole child begins with eliminating barriers to physical and mental health, well-being and learning; then planning for and implementing strategies which support the emotional, physical, mental, cognitive and social development of students.

**District Turnaround Plan Goal**  
[G 1] CSI schools will reduce chronic absenteeism rates from approximately 36% in 2024 to approximately 26% in 2025 with clearly defined systems and operating procedures for monitoring identified at-risk and chronically absent students weekly.

| Strategy   | Action Step   | Person Responsible  | Estimated Completion Date | Funding Source | Notes |
|--|---|---|---------------------------|----------------|-------|
| <p><b>[S 3.1] Support students in overcoming barriers related to student attendance</b></p> <p>Rationale<br/> -----</p> <p>Implement targeted interventions and support programs and initiatives that address identified behavior/attendance needs and provide appropriate student supports.</p> <p>Supporting Data<br/> -----</p> <p>52.1% of students were chronically out of school 2023-2024 vs. 47.4% were chronically out of school 2023-2024.</p> | <p><b>[A 3.1.1] Develop RTI2B Team</b></p> <p>Description<br/> -----</p> <p>RTI2B team will be developed to support the social and emotional climate of our school. This team will provide a positive environment that maximizes social, emotional ,and academic achievement for all students in grades K-5. This team will assist in the prevention and intervention of disruptive and at-risk behavior of students by facilitating behavioral services as needed to students, families and educational staff. They are responsible for providing support to students with chronic absenteeism and therapeutic services; assisting teachers with classroom management skills, providing on-going and crisis counseling and assistance, and maintaining records and reports as required</p> | <p>Staci Hendrix,<br/> Principal,<br/> Kamesha Johnson,<br/> School Counselor</p> | <p>05/23/2025</p>         |                |       |

|  |  |  |  |  |  |
|--|--|--|--|--|--|
| <p>There was a 4.7% increase in students being chronically out of school at LaRose Elementary during the 2023-2024 school year.</p> <p>Grade KK- 31 out of 51 students were considered chronically out of school (60.8%).</p> <p>Grade 1-26 out 50 students were considered chronically out of school. (52.0%)</p> <p>Grade 2-24 students out of 48 students were considered chronically out of school. (50%)</p> <p>Grade 3-24 students out of 45 students were considered chronically out of school. (53.3%)</p> <p>Grade 4-17 students out of 30 students were considered chronically out of school (56.7%)</p> <p>Grade 5-17 students out of 43 were considered chronically out of school 39.5.</p> <p><b>Benchmark Indicator</b><br/>Implementation<br/>-----</p> <ul style="list-style-type: none"> <li>* 20-day attendance reports</li> <li>* 20-day behavior reports</li> <li>* 20-day suspension report</li> <li>*</li> </ul> <p>Effectiveness<br/>-----</p> <p>* 20-day attendance reports will reflect a 5%</p> | <p>Implementation<br/>-----</p> <ul style="list-style-type: none"> <li>* BI Weekly RTI2B Meetings</li> <li>* Monthly disaggregation of attendance data</li> </ul> <p>Effectiveness<br/>-----</p> <ul style="list-style-type: none"> <li>* 5% decrease in number of student absences each 20-day attendance reporting cycle.</li> <li>* 5% increase in the overall attendance rate each 20-day attendance reporting cycle.</li> </ul> |  |  |  |  |
|--|--|--|--|--|--|

|   |   |   |                   |  |  |
|---|---|---|-------------------|--|--|
| <p>decrease in the number of students absent from school.<br/> * 20-day behavior reports will reflect a 5% decrease in the number of student infractions.<br/> * 20-day suspension reports will reflect a 5% decrease in the student suspension rate.</p> |   |   |                   |  |  |
|   | <p><b>[A 3.1.2] Rethink Curriculum</b><br/> Description<br/> -----<br/> <br/> ReThink curriculum will be implemented weekly to assist students in developing their social and emotional intelligence. Professional School Counselor will teach these lessons to students weekly. ReThink helps students do the following:</p> <ul style="list-style-type: none"> <li>* Improve their intellectual development and academic performance</li> <li>* Elevate their awareness, management, and expression of feelings</li> <li>* Develop focusing and attention skills</li> <li>* Reduce bullying and impulsive behavior</li> <li>* Learn how to deal with conflict and stress</li> <li>* Elevate self-esteem and confidence</li> <li>* Strengthen social skills</li> <li>* Increase sensitivity and empathy</li> <li>* Build self-reflection and self-awareness skills</li> <li>* Develop problem-solving skills</li> <li>* Improve teamwork and collaboration skills</li> <li>* Increase social and emotional intelligence</li> </ul><br>Implementation<br>-----<br><br>* Weekly SEL Lessons<br>* Weekly SEL Reports<br>Effectiveness<br>-----<br><br>* 5% decrease in number of chronically absent | <p>Principal Staci Hendrix,<br/> Counselor,<br/> Kamesha Johnson,<br/> Classroom Teachers</p> | <p>05/23/2025</p> |  |  |

|  |   |   |                   |  |  |
|--|---|---|-------------------|--|--|
|  | <p>students each 20-day attendance reporting cycle report</p> <p>* 5% increase in overall attendance rate each 20-day attendance reporting cycle.</p>   |   |                   |  |  |
| <p><b>[S 3.2] Support students in overcoming barriers related to student behavior</b></p> <p><b>**Rationale**</b></p> <p>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><b>**Supporting Data**</b></p> <p>According to Power BI, LaRose Elementary Suspension Rate increased from 6.4% in 2022-2023 to 12.1% 2023-2024, which is an increase of 5.7%.</p> <p>Grade KK Suspension Rate 10.8%</p> <p>Grade 1 Suspension Rate 9.7%</p> <p>Grade 2 Suspension Rate 5.0%</p> <p>Grade 3 Suspension Rate 7.0%</p> <p>Grade 4 Suspension Rate 17.5%</p> <p>Grade 5 Suspension Rate 25.5%</p> <p>SWDs Suspension Rate increased from 22.2% in 2022-2023 to 43.8% 2023-2024.</p> <p>Grade 2 Suspension Rate SWD 33.3% (1 student)</p> <p>Grade 3 Suspension Rate SWD 50% (3 students)</p> <p>Grade 5 Suspension Rate SWD 60% (3 students)</p> | <p><b>[A 3.2.1] Professional Development Rules &amp; Procedures (Behavior Matrix)</b></p> <p>Description</p> <p>-----</p> <p>RTI2B team will train the LaRose Elementary Staff on the utilization of the Behavior Matrix. The matrix lists expectations for all classrooms, library, playground, bus, cafeteria, restroom, water fountain, hallway, stairwell, counselor's office, and main office. This matrix is designed to ensure students are safe and orderly.</p> <p>Implementation</p> <p>-----</p> <p>Weekly Faculty meeting with sign in sheets</p> <p>Biweekly Data analysis of student behavior data</p> <p>Daily behavioral tracking form will be used by all teachers.</p> <p>Effectiveness</p> <p>-----</p> <p>5% decrease in the number of progressive discipline incidents per quarter.</p> <p>5% decrease in the number of out of school suspensions per quarter.</p> <p>5 % decrease in the number of in-school suspensions per quarter.</p> <p>100% teacher compliance of use of daily behavioral trackers.</p> | <p>Staci Hendrix,<br/>Principal,<br/>Veronica Becton,<br/>Assistant Principal,<br/>Wanda Gillard-Phifer,<br/>PLC Coach,<br/>Kamesha Johnson,<br/>School Counselor</p> | <p>05/23/2025</p> |  |  |

|  |  |   |                   |  |  |
|--|--|---|-------------------|--|--|
| <p><b>Benchmark Indicator</b><br/>Implementation<br/>-----</p> <p>Student discipline and attendance reports 20-day reporting cycle will be used to measure impact of changed practices as a result of professional development.</p> <p>Fidelity checks of student discipline data entry will be conducted during the 20-day reporting cycle to monitor the incidents of data entries.</p> <p>Quarterly Reports will be shared district-wide.</p> <p>Effectiveness<br/>-----</p> <p>Monthly knowledge gained from Attendance of Professional Development for General Office Secretary and Professional School Counselor will increase attendance rates by 3%.</p> <p>Quarterly discipline/attendance analysis will be conducted to decrease 10% of chronically absent students by the end of each reporting period.</p> |  |   |                   |  |  |
|  | <p><b>[A 3.2.2] Bi-Weekly ILT/RTI2B Meetings (Discipline Data)</b><br/>Description<br/>-----</p> <p>The ILT/RTI2B team meets bi-weekly to review progress of strategies and discipline data to plan PD follow-up based on trends indicated in classroom walkthroughs.</p> <p><b>**Implementation**</b><br/>-----</p> <p>Bi-Weekly ILT Sign-In Sheets</p> | <p>Staci Hendrix,<br/>Principal,<br/>Veronica<br/>Becton,<br/>Assistant<br/>Principal,<br/>Kamesha<br/>Johnson,<br/>School<br/>Counselor,<br/>Wanda<br/>Gillard-Phifer,<br/>PLC Coach</p> | <p>05/23/2025</p> |  |  |

|   |  |   |                   |  |  |
|---|--|---|-------------------|--|--|
|   | <p>Weekly Informal Classroom Walkthroughs</p> <p>Classroom Management Strategies PD</p> <p><b>**Effectiveness**</b><br/>-----</p> <p>5% decrease in office referrals per quarter.</p> <p>80% of Lead Teachers will attend Bi-Weekly ILT Meetings.</p> <p>80% of classroom teachers will implement school-wide progressive discipline strategies daily.</p>   |   |                   |  |  |
| <p><b>[S 3.3] Engage students, families, and communities to support students in overcoming barriers to learning</b></p> <p>Rationale<br/>-----</p> <p>Promote effective parent, family, and community engagement activities and resources that support safe schools which will improve student attendance and behavior.</p> <p>Supporting Data<br/>-----</p> <p>52.1% of students were chronically out of school 2023-2024 vs. 47.4% were chronically out of school 2022-2023.</p> <p>There was a 4.7% increase in students being chronically out of school at LaRose Elementary during the 2023-2024 school year.</p> <p>Grade KK- 31 out of 51 students were considered chronically out of school (60.8%).</p> <p>Grade 1-26 out 50 students were considered chronically out of school. (52.0%)</p> | <p><b>[A 3.3.1] Provide Parental Training on Reducing Chronic Absenteeism and Increasing Parental Involvement Opportunities</b></p> <p>Conduct Parent Meeting to Revise Parent/School Compact and Family Engagement Plan. Parents will review Academic, Discipline, and Chronic Absenteeism Data. LaRose Admin Team and Parents will review the Parent/School Compact and Family Engagement Plan. Team will revise the plans for the next school year based on the data. Parents and Administration will discuss possible strategies.</p> <p>Utilize School Counselor to provide trainings to parents on reducing chronic absenteeism. LaRose will provide information on opportunities for parental involvement on the school-level. School Counselor will provide information on opportunities for parents to become involved on the District level. LaRose Elementary Family Engagement Specialist will provide trainings on importance of parental involvement.</p> <p><b>**Implementation**</b></p> <p>* Semesterly parent teacher conference sign-in sheets<br/>* Quarterly Parent agenda meeting(s)/minutes</p> | <p>Staci Hendrix,<br/>Principal,<br/>Veronica Becton,<br/>Assistant Principal,<br/>Wanda Gillard-Phifer,<br/>PLC Coach,<br/>Kamesha Johnson,<br/>School Counselor</p> | <p>05/23/2025</p> |  |  |

|  |  |  |  |  |  |
|--|--|--|--|--|--|
| <p>Grade 2-24 students out of 48 students were considered chronically out of school. (50%)</p> <p>Grade 3-24 students out of 45 students were considered chronically out of school. (53.3%)</p> <p>Grade 4-17 students out of 30 students were considered chronically out of school (56.7%)</p> <p>Grade 5-17 students out of 43 were considered chronically out of school 39.5.</p> <p><b>Benchmark Indicator</b><br/>Implementation<br/>-----</p> <p>* Quarterly parent surveys<br/>* Quarterly parent meeting agenda and minutes<br/>* Semesterly parent-teacher conference sign-in sheets/minutes</p> <p>Effectiveness<br/>-----</p> <p>* Parent surveys will result in at least 1 additional family engagement and involvement meetings/events based on feedback each semester.<br/>* Quarterly parent meetings will result in an increase in participation by at least 10%.<br/>* Semesterly parent-teacher conferences will result in a 5% decrease in student infractions and a 5% decrease in student absences.</p> | <p><b>**Effectiveness**</b></p> <p>* Quarterly parent meetings will result in an increase in participation by at least 10%</p> <p>* Semesterly parent-teacher conferences will result in a 5% decrease in student infractions and a 5% decrease in student absences.</p> |  |  |  |  |
|--|--|--|--|--|--|

**[G 4] Early Literacy-LaRose Elementary School will increase the following percentage of students in grades K-2 who are on track and mastered from 3.4% Spring 2023 to 15% Spring 2025**

**\*\*Effective Instruction | Best for All Strategic Plan alignment: Academics\*\***

Effective instruction is built around standards-aligned, high quality curricula and assessments that measure student progress and provide timely information regarding student achievement and growth. Providing students with rigorous, standards-aligned instruction delivered through best practices will help to ensure that all students in Tennessee's high opportunity schools have access to a comprehensive educational system which will prepare them for the career path of their choice.

**District Turnaround Plan Goal**

[G 3] Build teacher capacity and content knowledge so that instruction reflects the District's four Instructional Practices from 46.3% in Spring 2024 to a minimum of 70% in 2025.

| Strategy  | Action Step  | Person Responsible  | Estimated Completion Date | Funding Source | Notes |
|---|--|---|---------------------------|----------------|-------|
| <p><b>[S 4.1] Early Literacy Opportunity</b><br/>                     Rationale<br/>                     -----<br/>                     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>Supporting Data<br/>                     -----<br/>                     ELA Fall 2023 Kindergarten 13.2% students Below, 39.6% Approaching, 39.6% Met, 7.5% Exceeded, 47.2% Met + Exceeded. ELA Spring 2024 Kindergarten 6.0 students Below, 4.0% Approaching, 40.0% Met, 50.0% Exceeded, 90.0% Met + Exceeded. ELA 1st Grade Fall 2023 17.0% students Below, 37.7% Approaching, 30.2% Met, 15.1% Exceeded, 45.3% Met + Exceeded. ELA 1st Grade Spring 2024 14.9% students Below, 31.9%</p> | <p><b>[A 4.1.1] Professional Learning (Early Literacy)</b><br/>                     Description<br/>                     -----<br/>                     LaRose Elementary ELA problem of practice focuses on a gap in teachers' knowledge and skill set around teaching basic foundational skills (rules/sounds).</p> <p>Rationale<br/>                     -----<br/>                     All K-2 teachers will participate in weekly PLCs, collaborative planning, and informal walkthroughs of peer teacher's classroom(s). Teachers will incorporate a 60-minute Foundation Skills Block. All teachers will maintain a data binder monitoring the growth and progress of students.</p> <p>Implementation<br/>                     -----<br/>                     * Weekly collaborative planning agenda and minutes<br/>                     * Monthly professional development agenda and minutes<br/>                     * Weekly PLC meeting agenda and minutes<br/>                     * Bi-weekly Instructional Leadership Team (ILT)</p> | <p>Staci Hendrix, Principal,<br/>                     Veronica Becton, Assistant Principal,<br/>                     Wanda Gillard-Phifer, PLC Coach,<br/>                     Shania Stewart, ILT Early Literacy Trainer</p> | <p>05/23/2025</p>         |                |       |

|   |   |  |  |  |  |
|---|---|--|--|--|--|
| <p>Approaching, 29.8% Met, 23.4% Exceeded, 53.2% Met + Exceeded. ELA 2nd Grade Fall 2023 30.0% students Below, 48.0% Approaching, 18.0%, Met, 4.0% Exceeded, 22.0% Met + Exceeded. ELA 2nd Grade Spring 2024 16.7% students Below, 31.2% Approaching, 41.7% Met, Exceeded, 10.4%, 52.1% Met + Exceeded.</p> <p>MasteryConnect ELA K-2 2023-3024 students below 19.9% Approaching 41.7%, Met 29.5%, Exceeded 9.0%, 38.5% Met + Exceeded</p> <p><b>Benchmark Indicator</b><br/>Implementation<br/>-----</p> <ul style="list-style-type: none"> <li>* Quarterly School-wide Formative Assessments</li> <li>* Weekly Informal Observation Tool and rubric</li> <li>* Quarterly Formal Observation Tool</li> <li>* Weekly lesson plans</li> <li>* Daily exit tickets</li> </ul> <p>Effectiveness<br/>-----</p> <ul style="list-style-type: none"> <li>* Quarterly School-wide Formative Assessments will reflect a 5% increase in the number of students scoring 80% or better after each assessment.</li> <li>* Weekly informal observation data will indicate that at least 95% of teachers observed will demonstrate effective implementation of the instructional</li> </ul> | <p>agenda and minutes</p> <p>Effectiveness<br/>-----</p> <ul style="list-style-type: none"> <li>* Bi-weekly admin meetings will monitor classroom observations that will reflect a 10% increase of teachers demonstrating effective implementation of instructional practices.</li> <li>* Monthly professional development will result in at least 95% of teachers demonstrating effective implementation of the identified instructional strategies, resulting in an increase of student achievement by 10%.</li> <li>* Weekly PLCs will result in 100% of teachers receiving departmentalized support to increase overall student achievement by 10%.</li> <li>* Bi-weekly ILT meetings will result in at least 95% of teachers following the instructional framework, resulting in LOE scores of level 3 or higher.</li> </ul> |  |  |  |  |
|---|---|--|--|--|--|

|  |  |  |                   |  |  |
|--|--|--|-------------------|--|--|
| <p>practices identified by the rubric, resulting in effectiveness scores of 3 or better.</p> <ul style="list-style-type: none"> <li>* Quarterly formal observation tool will reflect that 100% of teachers will have an overall LOE score of 3 or higher.</li> <li>* Weekly lessons plan checks will show that 100% of teachers are on track with following the curriculum and overall teacher LOE will reflect level 3 or higher.</li> <li>* Daily exit tickets will reflect at least 90% of students scoring 80% or higher.</li> </ul> |  |  |                   |  |  |
|  | <p><b>[A 4.1.2] Literacy Commitment</b></p> <p>Description<br/>-----</p> <p>Parents of LaRose Pre-kindergarten will receive information regarding second grade policy and the Literacy Commitment outlining the expectations for all students. LaRose Elementary has a foundational skills model classroom. The Instructional Leadership Team will also support teachers to build capacity through observational practice and professional development to strengthen the area of foundational literacy instruction.</p> <p>Implementation<br/>-----</p> <ul style="list-style-type: none"> <li>* Daily classroom observations using District Classroom Walkthrough Tool</li> <li>* Quarterly review of TEM observation data to monitor educators' delivery of standard aligned lessons to the TN Standards</li> <li>* Bi-Weekly ILT agenda minutes</li> </ul> <p>Effectiveness<br/>-----</p> <ul style="list-style-type: none"> <li>* Weekly informal observation data will indicate that</li> </ul> | <p>Principal, Staci Hendrix,<br/>Assistant Principal, Veronica Becton, PLC Coach, Wanda Gillard-Phifer</p> | <p>05/23/2025</p> |  |  |

|  |  |  |            |                        |  |
|--|--|--|------------|------------------------|--|
|  | <p>at least 95% of teachers observed will demonstrate effective implementation of the instructional practices identified by the rubric, resulting in effectiveness scores of 3 or better.</p> <p>* Quarterly formal observation tool will reflect that 100% of teachers will have an overall LOE score of 3 or higher.</p>   |  |            |                        |  |
|  | <p><b>[A 4.1.3] Improve Student Achievement &amp; Growth by Supporting Print Rich Learning Environment</b></p> <p><b>**Description**</b></p> <p>-----</p> <p>LaRose Elementary will secure supplies, materials, equipment and resources to support academic growth and achievement in reading/language arts. Teachers will need support working with larger number of students with a variety of academic challenges. Teachers are more successful when they have support to build capacity around good first teaching.</p> <p><b>**Implementation**</b></p> <p>-----</p> <p>* Quarterly review of IReady OTM scores in ELA<br/> * Daily classrooms observations will be reflective of teachers using the supplemental materials and equipment.</p> <p><b>**Effectiveness**</b></p> <p>-----</p> <p>* IReady OT/M scores will increase by 15% from 69.9% in the Spring of 2023 to 80.4%.<br/> (Winter 2023 target 75%; Spring 2025 target 80%).</p> <p>* 90% of teachers will be observed using the supplemental supplies and materials with the scholars.</p> | Principal Staci Hendrix,<br>Assistant Principal,<br>Veronica Becton, PLC Coach, Wanda Gillard-Phifer | 05/23/2025 | Tag 1.0<br><br>Tag 2.0 |  |
| <b>[S 4.2] Professional Learning Rationale</b> | <b>[A 4.2.1] Foundational Literacy ILT Support Description</b>   | Staci Hendrix Principal,   | 05/23/2025 |                        |  |

|   |   |  |  |  |  |
|---|---|--|--|--|--|
| <p>-----</p> <p>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 to support Economically Disadvantage students</p> <p>Supporting Data<br/>-----</p> <p>ELA Fall 2023 Kindergarten 13.2% students Below, 39.6% Approaching, 39.6% Met, 7.5% Exceeded, 47.2% Met + Exceeded. ELA Spring 2024 Kindergarten 6.0 students Below, 4.0% Approaching, 40.0% Met, 50.0% Exceeded, 90.0% Met + Exceeded. ELA 1st Grade Fall 2023 17.0% students Below, 37.7% Approaching, 30.2% Met, 15.1% Exceeded, 45.3% Met + Exceeded. ELA 1st Grade Spring 2024 14.9% students Below, 31.9% Approaching, 29.8% Met, 23.4% Exceeded, 53.2% Met + Exceeded. ELA 2nd Grade Fall 2023 30.0% students Below, 48.0% Approaching, 18.0%, Met, 4.0% Exceeded, 22.0% Met + Exceeded. ELA 2nd Grade Spring 2024 16.7% students Below, 31.2% Approaching, 41.7% Met, Exceeded, 10.4%, 52.1% Met + Exceeded.</p> <p>MasteryConnect ELA K-2 2023-3024 students below 19.9% Approaching 41.7%, Met 29.5%, Exceeded 9.0%, 38.5% Met + Exceeded</p> <p><b>Benchmark Indicator</b><br/>Implementation<br/>-----</p> | <p>-----</p> <p>LaRose Elementary Foundational Literacy Support Teacher will help lead K-2 teachers in making significant gains. She will attend the district professional development sessions and redeliver the information to the K-2 teachers. By being a member of the Instructional Leadership Team, she will complete informal observations and meet with the team to analyze the needs of the school The Foundational Literacy Support Teacher will develop a rapport with the teachers so that she can support them in a non-evaluative process.</p> <p>Implementation<br/>-----</p> <ul style="list-style-type: none"> <li>* Monthly review of Literacy Support Teacher support logs</li> <li>* Weekly classroom observations</li> <li>* Bi-Weekly observations of SEAs engaged in small groups</li> </ul> <p>Effectiveness<br/>-----</p> <ul style="list-style-type: none"> <li>* Tier 3 academic support plans will decrease 5% each benchmark testing period Fall 2024, Winter 2024, and Spring 2025.</li> <li>* Overall ELA IReady OTM in grades K-2 at LaRose Elementary School will increase from 69.9% Spring 2024, to 75% Winter, 2024 and 80% in Spring 2025.</li> </ul> | <p>Veronica Becton,<br/>Assistant Principal,<br/>Wanda Gillard-Phifer,<br/>PLC Coach,<br/>Shania Steward, ILT Foundational Support</p> |  |  |  |
|---|---|--|--|--|--|

|   |  |  |  |  |  |
|---|--|--|--|--|--|
| <p>ON-GOING 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>Effectiveness<br/>-----</p> <p>Weekly Professional Development (Performance Based Objectives, Vocabulary, Gradual Release of Responsibility Aggressive monitoring, etc.) through faculty meetings increase implementation by 80%.</p> <p>Quarterly Professional Development (Performance Based Objectives, Vocabulary, Gradual Release of Responsibility Aggressive monitoring, etc.)</p> |  |  |  |  |  |
|---|--|--|--|--|--|

|   |  |   |                   |  |  |
|---|--|---|-------------------|--|--|
| <p>conducted by ILT to increase teacher implantation of district and school instructional practices by 70% based on trends.</p> |  |   |                   |  |  |
|   | <p><b>[A 4.2.2] Professional Development</b><br/> Description<br/> -----<br/> LaRose will provide ongoing high quality professional development for teachers in K-2 and other instructional staff to focus on early literacy best practices that will result in improved student performance. Instructional staff will undergo inhouse professional development as well as district level, local, regional, national meetings, workshops and conferences to build the capacity of educators through high quality professional development/learning to maximize student achievement.</p> <p>Implementation<br/> -----<br/> Monthly PD Logs<br/> Daily Observational K-2 ELA Blocks<br/> Weekly observation of SEAs during K-2 ELA Blocks</p> <p>Effectiveness<br/> -----<br/> * Tier 3 academic support plans will decrease 5% each benchmark testing period Fall 2024, Winter 2024, and Spring 2025.<br/> * Overall ELA IReady OTM in grades K-2 at LaRose Elementary School will increase from 69.9% Spring 2024, to 75% Winter, 2024 and 80% in Spring 2025.</p> | <p>Staci Hendrix,<br/> Principal,<br/> Veronica Becton,<br/> Assistant Principal,<br/> Wanda Gillard-Phifer,<br/> PLC Coach</p> | <p>05/23/2025</p> |  |  |

