

Delano Elementary Annual Plan (2024 - 2025)

Last Modified at Aug 28, 2024 09:44 PM CDT

[G 1] Reading/Language Arts K5 Delano will increase ELA on track and mastery proficiency rates in grades 3 - 5 from 47.3% in 2023 to 52.3% in 2025.
Delano will increase ELA on track and mastery proficiency rates in grades 3 - 5 from 47.3% in 2023 to 52.3% in 2025.

Performance Measure

Performance will be measured using the following tools:

TCAP Assessment

District Formative Assessment on i-Ready Fall 2024, Winter 2024, and Spring 2025

School-level weekly and bi-weekly common formative assessments

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 1.1] Standard Aligned Core Instruction **Rationale:**</p> <p>Provide daily access to a rigorous reading/language arts curriculum that will develop students' deep understanding of the content, strengthen comprehension, and promote mastery of TN Standards to ensure students are career and college ready. We will utilize the "Hit the Prompt" by Ruby Hardin Liggins as a writing resource and implementation of district daily writing expectation.</p> <p>**Supporting Data:**</p> <p>School level data shows the following for Spring 2024 Mastery Connect overall data results show overall 72.7% met plus exceeded in ELA. For Spring 2023 Mastery Connect results show overall 79.7% met plus exceeded in ELA.</p> <p>Benchmark Indicator **Implementation**</p>	<p>[A 1.1.1] Analysis of School-Wide Data Analysis of data from formative common assessments will serve as the primary source of all data digs. Administration and K-5 teachers will participate in a continuous cycle analyzing results from multiple data sources including i-Ready (Reading), and District Common Formative Assessments from i-Ready. By analyzing the data with fidelity, Delano administration and teachers will create actionable goals and implement a system for redelivery, and reassess non-mastered standards, which will increase mastery. This information will be shared with parents as well as students via parent-teacher conferences, progress reports, and data folders.</p>	<p>Karen Simmons, Lajoyce, Cole, Toneka Charleston, Monica Clark-Nunley, Lakundra Shepherd</p>	<p>04/11/2025</p>		

<ul style="list-style-type: none"> * Daily Informal Walkthroughs * Monthly Data Team Meetings to discuss student assessments and standards aligned instruction * Weekly PLC Meetings * Weekly Collaborative Planning and Deliberate Practice <p>**Effectiveness**</p> <ul style="list-style-type: none"> * Executing daily walkthroughs will show an increase of rigorous reading language arts curriculum where 20% of students will increase 5% on track or mastery. * Implementing monthly data team meetings will show 20% of students will increase 5% on track or mastery. * Implementing weekly collaborative planning and deliberate practice sessions where 20% of students will increase 5% on track or mastery. 					
	<p>[A 1.1.2] Building Teacher Capacity We are committed to develop a cycle of continuous improvement where the leadership team will model instructional expectations, engage teachers in collaborative planning and deliberate practice, allow a safe space for practice, conduct classroom walkthroughs, provide feedback, and monitor implementation to increase student mastery of the standards. Teachers will engage in the following activities: 1:1 planning conferences, peer observations, bi-weekly data digs, and analysis of student work.</p>	<p>Monica Nunley - PLC Coach, Toneka Charleston - Instructional Coach, Lajoyce Cole - Dean of Students and Math Lead, Felicha McVay - Early Literacy, Karen Simmons - Principal, Stephanie T. Tooles - Social Studies Lead</p>	04/11/2025		
	<p>[A 1.1.3] Support a Rich Learning Environment Students and teachers will be provided with</p>	<p>Monica Clark- Nunley - PLC</p>	08/30/2024		

	additional resources such as "Hit the Prompt" writing guide, classroom materials for literacy stations, including flashcards, hands-on manipulatives and games for centers, and classroom/student supplies (chart paper, pencils, folders, agenda books, tape, and crayons) to enhance classroom instruction and improve student achievement.	Coach, Barbara Boller-Whitmore - Financial Secretary			
<p>[S 1.2] Professional Development **Rationale:**</p> <p>* Provide professional development for teachers, administrators, and instructional leaders on how to articulate the instructional practice shifts that will improve teachers' pedagogical knowledge of the content and increasing student skill set to reading proficiency.</p> <p>**Supporting Data:**</p> <p>* Students should perform at or above 70% on District i-Ready Formative Assessments (Fall 2024, Winter 2024, and Spring 2025).</p> <p>* School level data points will be analyzed from the 2022-2023 ELA TCAP assessment to increase from 47.3% to 52.3%.</p> <p>Benchmark Indicator **Implementation:**</p> <p>* Monthly differentiated professional development sessions for teachers from ILT Team, content leads, expert teachers in the building, or admin.</p> <p>* Monthly new teacher professional development sessions based on trends from observations, needs assessment, or survey.</p> <p>* Monthly PLCs focused on standard(s) and student work analysis.</p> <p>* Monthly Data Team Meetings to discuss student assessments (bi-weekly common formative assessments, weekly quizzes, common formative assessments, writing, and cyclical district assessments).</p>	<p>[A 1.2.1] Professional Development Provide professional development for teachers, administrators, and instructional leaders on how to articulate the instructional practice shifts that will improve teachers' pedagogical knowledge of content and increasing student's skill set and lead to student proficiency.</p>	All teachers (K-5) Monica Clark-Nunley - PLC Coach, Toneka Charleston - Instructional Coach, Karen Simmons - Principal, Lajoyce Cole - Dean of Students, Lakundra Shepherd - Guidance Counselor	04/11/2025		

<p>**Effectiveness.**</p> <p>* Implementing monthly professional development sessions will reflect 20% of students will increase by 5% on-track or mastery.</p> <p>* Implementing weekly PLC meetings to discuss and address data analysis of multiple data sets (student work, formative and informative assessments, standards analysis, and common formative assessments) where 20% of students will increase by 5% on track or mastery.</p> <p>* Implementing monthly data team meetings will reflect 20% of students will increase by 5% on-track or mastery.</p>					
	<p>[A 1.2.2] Additional Professional Development Opportunities</p> <p>Provide ongoing, high quality professional development at the school level that focuses on changing instructional practices that result in increased student achievement. Delano Optional School faculty and staff will participate in a continuous cycle of improvement including professional development provided by staff instructional experts, continued support on using Wonders, Writing and RTI implementation. A writing professional development with ELA Content Leads will support writing instructional delivery and student independent writing in alignment with the TDOE Writing Rubric. Administration and teachers participate in weekly PLC and collaborative planning meetings that focus on analysis of student work, data driven instruction, and increasing rigor and engagement.</p> <p>Professional development will be provided for Specialized Educational Assistants to build capacity and equip staff to efficiently support K-2 classroom teachers.</p>	<p>K-5 Content Leads, Monica Clark-Nunley - PLC Coach, Toneka Charleston - Instructional Coach, Lajoyce Cole - Dean of Students, and Lakundra Shepherd - Guidance Counselor</p>	04/11/2025		

<p>[S 1.3] Targeted Intervention and Personalized Learning Professional Development</p> <p>**Rationale: **</p> <p>Provide academic interventions, personalized learning activities, an individualized learning plan, and various instructional approaches designed to meet the needs of specific learners to improve student achievement. Instructional leaders will conduct professional development of strategies for navigating AimsWeb, progress monitoring, and data management to provide cyclical support for teachers to ensure effective implementation of intervention strategies.</p> <p>**Supporting Data:**</p> <ul style="list-style-type: none"> * 76% of students proficient on the i-Ready 2023-2024 Spring Assessment. * 76% of students proficient on the i-Ready 2022-2023 Spring Assessment. * Data reflects students are making progress. <p>Benchmark Indicator</p> <p>**Implementation:**</p> <ul style="list-style-type: none"> * Monthly progress monitoring data review of student's performance in targeted intervention (i-Ready) to determine student's progress and intervention path to minimize learning gaps. * Weekly monitoring of multiple data sets (district commons assessments, weekly quizzes, weekly common assessments, and writing samples) to track student progress. * Improved academic performance and achievement * Weekly or bi-weekly progress monitoring based on tiers * Daily designated intervention block and resources to intervene based on tier, skill deficit, and instructional level. 	<p>[A 1.3.1] Providing Additional Support for Struggling Learners</p> <p>A personalized learning plan will be created for all tier 2 and tier 3 students that prescribes intervention activities to meet their individual academic needs. Teachers will create personalized online lessons using the i-Ready platform and use the data to track student progress. This will be shared with students and parents during data conferences. Administration and K-5 teachers will monitor RTI intervention, facilitate professional development, review EdPlans, facilitate data meetings, and attend district mandated RTI training. Teachers will use grade level/content specific assessments to track student progress and identify skill deficits to reinforce through RTI2 intervention, and small group instruction. Host After School Tutoring twice per week for targeted students to provide intensive support to increase student mastery of standards and performance on formative assessments.</p>	<p>All teachers (K-5) Monica Clark-Nunley - PLC Coach, Toneka Charleston - Instructional Coach, Karen Simmons - Principal, Lajoyce Cole - Dean of Students, Lakundra Shepherd - Guidance Counselor</p>	<p>04/11/2025</p>		
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	<p>[A 1.3.2] School-Level Invention (Response to Instruction & Intervention)</p> <p>Delano will provide students with daily, additional instructional support in identified deficit areas via Response to Instruction and Intervention. Delano's Admin Team will monitor the fidelity of implementation of Response to Instruction and Intervention. Delano will continue to collaborate with school's data team (K-5 teachers) to support the implementation of the Response to Instruction and Intervention instructional design.</p>	<p>All teachers (K-5) Monica Clark-Nunley - PLC Coach, Toneka Charleston - Instructional Coach, Karen Simmons - Principal, Lajoyce Cole - Dean of Students, Lakundra Shepherd - Guidance Counselor</p>	04/11/2025		
<p>[G 2] Mathematics K5 Delano will increase Mathematics on track and mastery proficiency rates in grades 3 - 5 from 36.3% in 2023 to 49.5% in 2025.</p> <p>Delano will increase Mathematics on track and mastery proficiency rates in grades 3 - 5 from 36.3% in 2023 to 49.5% in 2025.</p> <p>Performance Measure</p> <p>Performance will be measured using the following tools:</p> <p>TCAP Assessment</p> <p>District Formative Assessment on i-Ready Fall 2024, Winter 2024, and Spring 2025</p> <p>School-level weekly and bi-weekly common formative assessments</p>					
Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 2.1] Standard Aligned Core Instruction</p> <p>Teachers will plan and execute standard aligned lessons with intentionality and focus (data-informed instruction) to provide daily access to a rigorous math curriculum (Envision/5E Model) 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>[A 2.1.1] Analysis of School-Wide Data</p> <p>Analysis of data from formative common assessments will serve as the primary source of all data digs. Administration and K-5 teachers will participate in a continuous cycle analyzing results from multiple data sources including i-Ready (Math), and District Common Formative Assessments from i-Ready. By analyzing the data with fidelity, Delano administration and teachers</p>	<p>Karen Simmons, Lajoyce, Cole, Toneka Charleston, Monica Clark-Nunley, Lakundra Shepherd</p>	04/11/2025		

<p>**Rationale:**</p> <p>Provide daily access to a rigorous reading/language arts curriculum that will develop students' deep understanding of the content, strengthen comprehension, and promote mastery of TN Standards to ensure students are career and college ready. We will utilize the Envision math curriculum and 99 Math as an online fluency resource and implementation of district curriculum expectation.</p> <p>**Supporting Data:**</p> <p>School level data shows the following for Spring 2024 Mastery Connect overall data results show overall 75.9% met plus exceeded in Math. For Spring 2023 Mastery Connect results show overall 77.7% met plus exceeded in Math.</p> <p>Benchmark Indicator</p> <p>**Implementation**</p> <ul style="list-style-type: none"> * Daily Informal Walkthroughs * Monthly Data Team Meetings to discuss student assessments and standards aligned instruction * Weekly PLC Meetings * Weekly Collaborative Planning and Deliberate Practice <p>**Effectiveness**</p> <ul style="list-style-type: none"> * Executing daily walkthroughs will show an increase of rigorous reading language arts curriculum where 20% of students will increase 5% on track or mastery. * Implementing weekly PLC meetings to discuss and address data analysis of multiple data sets (student work, formative and informative 	<p>will create actionable goals and implement a system for redelivery, and reassess non-mastered standards, which will increase mastery. This information will be shared with parents as well as students via parent-teacher conferences, progress reports, and data folders.</p>				
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assessments, standards analysis, and common formative assessments) where 20% of students will increase 5% on track or mastery. * Implementing weekly collaborative planning and deliberate practice sessions where 20% of students will increase 5% on track or mastery.					
	[A 2.1.2] Building Teacher Capacity We are committed to develop a cycle of continuous improvement where the leadership team will model instructional expectations, engage teachers in collaborative planning and deliberate practice, allow a safe space for practice, conduct classroom walkthroughs, provide feedback, and monitor implementation to increase student mastery of the standards. Teachers will engage in the following activities: 1:1 planning conferences, peer observations, bi-weekly data digs, and analysis of student work.	Monica Nunley - PLC Coach, Toneka Charleston - Instructional Coach, Lajoyce Cole - Dean of Students and Math Lead, Felicha McVay - Early Literacy, Karen Simmons - Principal, Stephanie T. Tooles - Social Studies Lead	04/11/2025		
	[A 2.1.3] Improving Student Achievement Students and teachers will be provided with additional resources such as flashcards, hands-on manipulatives and games for centers, and classroom/student supplies (calculators, chart paper, pencils, folders, agenda books, and crayons) to enhance classroom instruction and improve student achievement.	Monica Clark-Nunley - PLC Coach, Barbara Boller-Whitmore - Financial Secretary	04/11/2025		
[S 2.2] Professional Development Provide ongoing, high quality professional development at the district and school level for school leaders, teachers, and other instructional staff that focuses on instructional shifts and strategies that result in improved student performance. **Rationale:**	[A 2.2.1] Differentiated Professional Development Provide professional development for teachers, administrators, and instructional leaders on how to articulate the instructional practice shifts that will improve teachers' pedagogical knowledge of the content and increasing student's skill set and proficiency in mathematics.	All teachers (K-5) Monica Clark-Nunley - PLC Coach, Toneka Charleston - Instructional Coach, Karen Simmons -	04/25/2025		

<p>* Provide professional development for teachers, administrators, and instructional leaders on how to articulate the instructional practice shifts that will improve teachers' pedagogical knowledge of the content and increasing students' skill set, and proficiency in mathematics.</p> <p>**Supporting Data:**</p> <p>* Students should perform at or above 70% on District i-Ready Formative Assessments (Fall 2024, Winter 2024, and Spring 2025).</p> <p>* School level data points will be analyzed from the 2022-2023 Math TCAP assessment to increase from 36.3% to 49.5%.</p> <p>Benchmark Indicator</p> <p>**Implementation:**</p> <p>* Monthly differentiated professional development sessions for teachers from ILT Team, content leads, expert teachers in the building, or admin.</p> <p>* Monthly new teacher professional development sessions based on trends from observations, needs assessment, or survey.</p> <p>* Monthly PLCs focused on standard(s) and student work analysis.</p> <p>* Monthly Data Team Meetings to discuss student assessments (bi-weekly common formative assessments, weekly quizzes, common formative assessments, writing, and cyclical district assessments).</p> <p>**Effectiveness:**</p> <p>* Implementing monthly professional development sessions will reflect 20% of students will increase by 5% on-track or mastery.</p> <p>* Implementing weekly PLC meetings to discuss and address data analysis of multiple data sets</p>		Principal, Lajoyce Cole - Dean of Students, Lakundra Shepherd - Guidance Counselor			
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<p>(student work, formative and informative assessments, standards analysis, and common formative assessments) where 20% of students will increase by 5% on track or mastery.</p> <p>* Implementing monthly data team meetings will reflect 20% of students will increase by 5% on-track or mastery.</p>					
	<p>[A 2.2.2] Additional Professional Development Opportunities</p> <p>Provide ongoing, high quality professional development at the school level that focuses on changing instructional practices that result in increased student achievement. Delano Optional School faculty and staff will participate in a continuous cycle of improvement including professional development provided staff instructional experts, continued support on using Envision math curriculum, and RTI implementation. Administration and teachers participate in weekly PLC and collaborative planning meetings that focus on analysis of student work, data driven instruction, and increasing rigor and engagement.</p>	<p>K-5 Content Leads, Monica Clark-Nunley - PLC Coach, Toneka Charleston - Instructional Coach, Lajoyce Cole - Dean of Students, and Lakundra Shepherd - Guidance Counselor</p>	04/11/2025		
<p>[S 2.3] Targeted Interventions and Personalized Learning,</p> <p>Provide academic interventions, personalized learning activities, an individualized learning plan, and various instructional approaches designed to meet the needs of specific learners to improve student achievement.</p> <p>**Rationale:**</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. Instructional leaders will conduct professional development of strategies for navigating AimsWeb, progress monitoring, data management and provide cyclical support for teachers to ensure effective implementation of</p>	<p>[A 2.3.1] Providing Additional Support for Struggling Learners</p> <p>A personalized learning plan will be created for all tier 2 and tier 3 students that prescribes intervention activities to meet their individual academic needs. Teachers will create personalized online lessons using the i-Ready platform and use the data to track student progress. This will be shared with students and parents during data conferences. Administration and K-5 teachers will monitor RTI intervention, facilitate professional development, review EdPlans, facilitate data meetings, and attend district mandated RTI training. Teachers will use grade level/content specific assessments to track student progress and identify skill deficits to reinforce through RTI2 intervention, and small group instruction. Host After School Tutoring twice per week for targeted students to provide intensive support to increase</p>	<p>All teachers (K-5) Monica Clark-Nunley - PLC Coach, Toneka Charleston - Instructional Coach, Karen Simmons - Principal, Lajoyce Cole - Dean of Students, Lakundra Shepherd - Guidance Counselor</p>	04/11/2025		

<p>intervention strategies.</p> <p>**Supporting Data:**</p> <p>* 76% of students proficient on the i-Ready 2023-2024 Spring Assessment.</p> <p>* 76% of students proficient on the i-Ready 2022-2023 Spring Assessment.</p> <p>* Data reflects students are making progress.</p> <p>Benchmark Indicator</p> <p>**Implementation:**</p> <p>* Monthly progress monitoring data review of student's performance in targeted intervention (i-Ready) to determine student's progress and intervention path to minimize learning gaps.</p> <p>* Weekly monitoring of multiple data sets (district commons assessments, weekly quizzes, weekly common assessments, and writing samples) to track student progress.</p> <p>* Improved academic performance and achievement</p> <p>* Weekly or bi-weekly progress monitoring based on tiers</p> <p>* Daily designated intervention block and resources to intervene based on tier, skill deficit, and instructional level.</p> <p>**Effectiveness**</p> <p>* Executing daily walkthroughs will show an increase of rigorous reading language arts curriculum where 20% of students will increase 5% on track or mastery.</p> <p>* Implementing weekly PLC meetings to discuss and address data analysis of multiple data sets (student work, formative and informative assessments, standards analysis, and common formative assessments) where 20% of students will</p>	<p>student mastery of standards and performance on formative assessments.</p>				
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<p>increase 5% on track or mastery.</p> <p>* Implementing weekly collaborative planning and deliberate practice sessions where 20% of students will increase 5% on track or mastery.</p> <p>*</p>					
	<p>[A 2.3.2] School-Level Intervention (Response to Instruction & Intervention)</p> <p>Delano will provide students with daily, additional instructional support in identified deficit areas via Response to Instruction and Intervention. Delano's Admin Team will monitor the fidelity of implementation of Response to Instruction and Intervention. Delano will continue to collaborate with school psychologist) to support the implementation of the Response to Instruction and Intervention instructional design.</p>	<p>All teachers (K-5) Monica Clark-Nunley - PLC Coach, Toneka Charleston - Instructional Coach, Karen Simmons - Principal, Lajoyce Cole - Dean of Students, Lakundra Shepherd - Guidance Counselor</p>	04/11/2025		
<p>[G 3] Chronic Absenteeism: Delano would like to reduce chronic absenteeism from 20.0% in Spring 2023 to 10% for Spring 2025</p> <p>Delano will work to establish and execute strategies to address both chronic absenteeism, at-risk, and attendance rates.</p> <p>Performance Measure</p> <p>Interventions and supports will be measured using the following:</p> <p>* PowerSchool Data</p> <p>* PowerBI Data</p> <p>* Share Point</p>					
Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 3.1] Attendance and Behavior Interventions and Supports</p> <p>**Rationale**</p> <p>Implement targeted interventions and support programs and initiatives that address identified</p>	<p>[A 3.1.1] Attendance & Behavior Interventions and Supports</p> <p>Implement targeted interventions, support programs and initiatives that address identified behavior needs and provide appropriate student supports.</p>	<p>K-5 Teachers, Lakundra Shepherd - Guidance Counselor, Lajoyce Cole -</p>	05/16/2025		

<p>behavior needs and provide appropriate student supports.</p> <p>**Supporting Data**</p> <p>Delano Optional School will reduce the percentage of chronically out of school students from 19.9% in 2022 - 2023 to 15.0% for the 2023 – 2024 academic school year. Delano Optional School will cultivate a positive climate to ensure that school environments are safe and conducive for instruction to increase rate from 93.4% in 2022 - 2023 to 96.4% in 2023 - 2024 academic school year.</p> <p>Benchmark Indicator</p> <p>**Implementation**</p> <p>In order to look at attendance rates and factors that cause students to be absent from school the benchmark indicators are:</p> <p>Student discipline reports - 20-day reporting period will assist in monitoring students' behavior and effectiveness behavioral interventions and supports measures aimed at reducing student discipline incidents.</p> <p>Attendance and suspension data - 20-day reporting period, will assist in monitoring students' attendance and the effectiveness of behavioral interventions and supports measures aimed at improved student attendance.</p> <p>Monitoring students who have been identified as needing additional support (i.e. homeless, foster care, student involved in RTIB programs, Truancy Supports and progressive discipline supports).</p> <p>**Effectiveness**</p> <p>Executing monthly incentive celebrations</p>		<p>Dean of Students, Karen Simmons - Principal, Marilyn Grandberry - Secretary</p>			
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<p>Delano Attendance Hero Class recognition on morning announcement.</p> <p>Quarterly parent meetings with parents of chronically absent students to reduce the number of absences.</p> <p>Daily phone calls of absent students by teachers, office admin, dean of students, or guidance counselor.</p>					
	<p>[A 3.1.2] Decrease Chronically Absenteeism Delano Optional School will consistently track and analyze attendance data to monitor absenteeism rates and identify family needs having an adverse effect on attendance. The team will develop a "Count On Me Everyday" Plan aligned to monitoring, tracking, and incentivizes students for positive attendance rates and to decrease the chronic absenteeism rate caused by excessive tardiness, which will improve the overall student attendance rate. Develop and agreed upon definition and understanding of the impact of chronic absences, the capacity to track and analyze data including the influence of health and behavioral issues, and strategies and plans to address the issue.</p>	<p>Karen Simmons-Principal, LaKundra Shepherd-Guidance Counselor, Lajoyce Cole - Dean of Students, Marilyn Grandberry - Secretary</p>	05/23/2025		
	<p>[A 3.1.3] Implement RTI-B Plan Delano will utilize and fully implement the Response to Instruction and Intervention for Behavior (RTI2-B) initiative. The Response to Instruction and Intervention for Behavior Team will provide training for the school's faculty and staff on classroom management techniques to prevent and lessen the number of minor infractions. The school counselor will monitor the number of student referrals. The RTI-B Team will meet collectively with stakeholders including parents, teachers, to implement positive behaviors supports. We will provide incentives such as the 20-day attendance celebrations, Blue Jean Fridays, School-wide daily</p>	<p>K-5 Teachers, Karen Simmons - Principal, Lakundra Shepherd - Guidance Counselor, Lajoyce Cole - Dean of Students, Marilyn Grandberry - Secretary</p>	05/23/2025		

	announcement of attendance, E-Club Parties after each report card period, and Weekly Attendance Shout Out to classes with the highest attendance rate during morning announcements to encourage upward trajectory of attendance. The plan will go into effect the first day of school, 2024 - 2025 school year.				
<p>[S 3.2] Professional Development **Rationale**</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>**Supporting Data**</p> <p>Benchmark Indicator **Implementation**</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 data entry will be conducted during the 20-day reporting cycle to monitor the incidents of data entry errors and erroneous reporting.</p> <p>Weekly reports will be monitored via PowerBi.</p> <p>**Supporting Data**</p> <p>PowerBi Data</p> <p>20-Day Attendance Reports</p> <p>Weekly Attendance Reports PowerSchool</p>	<p>[A 3.2.1] Professional Development Provide ongoing, high quality professional development at the district-level and school site for school leaders, teachers, and other instructional staff to focus on changing instructional practices that result in improved student attendance and behavior positively impacting student achievement.</p>	<p>K-5 Teachers, Karen Simmons - Principal, Lakundra Shepherd - Guidance Counselor, Lajoyce Cole - Dean of Students</p>	05/23/2025		

<p>**Effectiveness**</p> <p>* Implementing yearly professional development training on ACEs Awareness with teachers will decrease chronically absenteeism from 20% to 15%.</p> <p>* Implementing yearly training on SEL strategies with teachers will show 30% of students with 5% increase on track or mastery</p>					
	<p>[A 3.2.2] Additional Professional Development Opportunities Delano's administrators, ILT members, content leads, and District Coaches will facilitate learning opportunities for teachers in grades K-5. Teachers will participate in professional development to support academic growth and achievement. PD will be provided to increase teachers' understanding of blended learning, technology integration, STEM, project-based learning, school counseling services, and delivering highly rigorous instruction.</p>	Karen Simmons-Principal, Monica Clark-Nunley, PLC Coach, Lajoyce F. Cole - Dean of Students, Lakundra Shepherd - Guidance Counselor	05/23/2025		
<p>[S 3.3] Parent, Family, and Community Engagement **Rationale**</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>Benchmark Indicator **Implementation**</p> <p>Monthly parent, family, and community engagement events will be offered at flexible times to promote family involvement leading to an increased awareness of school expectations and to</p>	<p>[A 3.3.1] Parent and Family Engagement Student Attendance Review Team (SART) will meet weekly to analyze attendance data. SART mentors/classroom teacher will make contact with parents after 3 consecutive days, and after 5 consecutive days SART will begin review process and parent conference with administrator. Weekly newsletter and calls will go out weekly to communicate attendance rate. Monthly calendar is issued to provide school-wide updates, daily folder goes home to communicate conduct and academic progress. Monthly PTA Nights, Title I Meetings twice a year.</p>	Karen Simmons - Principal, Lakundra Shepherd - Guidance Counselor, Lajoyce Cole - Dean of Students	05/23/2025		

<p>promote a culture and climate that supports and reinforces positive behavior and a safe school environment.</p> <p>Outside community leaders and resources will be made available to parents and students in an attempt to gain additional resources and support.</p> <p>**Effectiveness**</p> <p>* Implementing quarterly parent, family, and community engagement events will show by reducing chronically absences and minimizing behavior impacting academics by 5% from 20% to 15%.</p>					
	<p>[A 3.3.2] School Level Parent Meeting The Delano Optional School Response to Instruction and Intervention for Behavior Team will provide a training session each quarter for parents of students. Each training session will address trending behaviors at school and possible ways parents can help lessen the likelihood of such behaviors. During the training sessions, the Team will emphasize what an important role attendance plays in their child's education. Parents will also be informed of the nature of the trending occurrences, how often these infractions are occurring, possible strategies to prevent these behaviors from happening again, and the effects of the consequences on a child's attendance if these issues persist. Parents should leave each training session equipped with knowledge of trends and possible ways to curtail it in support of their child's education.</p>	<p>Karen Simmons - Principal, Lakundra Shepherd - Guidance Counselor, Lajoyce Cole - Dean of Students</p>	05/23/2025		
<p>[G 4] Early Literacy KK2 :Delano will increase ELA meeting/exceeding expectations proficiency rates in grades K-2 from 35.1% in 2023 to 45.1% in 2025. By June 2025, 40% of third grade students score proficient or advanced on the TN Ready assessment.</p> <p>By June 2025, KK-2 students will increase iReady (URS) scores by at least 10% from fall to spring.</p> <p>Delano will increase ELA meeting/exceeding expectations proficiency rates in grades K-2 from 35.1% in 2023 to 45.1% in 2024.</p>					

Performance Measure

By May 2025, 40% of third grade students score proficient or advanced on the TN Ready assessment. KK-2 students be monitored through The Literacy Commitment which is a collaborative effort between schools, parents, and community to ensure our students are reaching readiness before grade 3. The Literacy Commitment monitors students' success in ELA for grades K-2 by Universal Screener Assessment (i-Ready) Normative Scores are by the following:

Our level up goals:

Kindergarten - Fall 357, Winter 371, Spring 417

1st Grade - Fall 417, Winter 429, Spring 476

2nd Grade - Fall 489, Winter 505, Spring 517

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 4.1] Professional Learning Build and strengthen the foundational literacy knowledge of instructional leaders, classroom teachers, and educational assistants through engagement in professional learning experiences anchored in the science of reading.</p> <p>Benchmark Indicator **Implementation**</p> <p>ON-GOING 80% attendance and completion of PD focused on foundational literacy for K-2 to gauge the transfer of knowledge into classroom instruction and inform future professional learning opportunities; MONTHLY monitoring of K-2 teachers' 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 K-2 Comprehensive Literacy walkthroughs from district instructional literacy advisors will monitor the academic gap and root cause analysis to support continued professional development opportunities;</p>	<p>[A 4.1.1] Literacy Commitment Delano Optional School hosts our PreK parents providing information about early literacy. Delano will also have a model classroom for foundational skills. District personnel will provide foundational skills training and enrichment courses for teachers to develop and support the instructional block. The Instructional Leadership Team will support teachers to build capacity through observational practice and professional development to strengthen the area of foundational literacy instruction. Delano will host Kindergarten Nights once per semester, establish a Delano Parent Contract with parents to increase parental involvement, and provide a paraprofessional in second grade to support teachers during innovation block, as well as five additional Highly Specialized Education Assistants to support the primary grades.</p>	K-2 Teachers, Toneka Charleston - Instructional Coach	05/23/2025		

<p>QUARTERLY surveys of educational assistant's support in K-2 classrooms to inform professional learning and resources needed to improve instruction and student achievement; Quarterly attendance and completion review of specialized PD focused on foundational literacy and to inform future professional learning opportunities.</p> <p>**Effectiveness**</p> <p>**WEEKLY** student assessment data to monitor daily task alignment with standards; Analysis of Benchmark assessment results **3 times per year** will inform the alignment of core instruction to Kindergarten standards at 70% on-track/mastery level; **QUARTERLY** review of student success criteria to measure progress toward 3rd grade proficiency to inform needed instructional changes and professional development; **QUARTERLY** analysis of District formative assessment (Mastery Connect); **QUARTERLY** Foundational Literacy Quality Reviews (FLQRs) from district instructional literacy advisors on academic gap and root cause analysis to support professional development opportunities based on measured needs</p>					
	<p>[A 4.1.2] K-2 Early Literacy All K-2 literacy teachers will receive training each quarter from Delano's Foundational Literacy Support Team. This training will help teachers develop a strong knowledge of foundational skills instruction and strategies and an in-depth understanding of the TN Academic Standards for Reading Foundational Literacy. The Literacy support team will guide teachers toward best practices for teaching foundational literacy. Teachers will also receive training from instructional coach in implementing best practices in teaching foundational skills. The instructional</p>	<p>K-2 Teachers, Toneka Charleston - Instructional Coach</p>	<p>05/23/2025</p>		

	coach will conduct informal observations and provide feedback to teachers to support goal attainment.				
<p>[S 4.2] Literacy Stations K-2 teachers with support from instructional coach will implement high quality foundational literacy instruction and strategies.</p> <p>Benchmark Indicator **Implementation**</p> <p>MONTHLY review of instructional practices with instructional coach 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. BI-WEEKLY review of data support to ensure high-yielding instructional and coaching practices meet the implementation expectations.</p> <p>Effectiveness</p>	<p>[A 4.2.1] Professional Development Provide ongoing, high quality professional development at the district and school level for school leaders, teachers, and other instructional staff that focuses on instructional shifts and strategies that result in improved student performance.</p>	<p>Karen Simmons - Principal, Toneka Charleston - Instructional Coach</p>	<p>04/25/2025</p>		