

Lowrance Elementary/Middle Annual Plan (2023 - 2024)

Last Modified at Sep 24, 2023 06:47 PM CDT

[G 1] Reading/Language Arts

In the Spring of 2024, our goal is to show a 25% or more increase in ELA on formative assessments to ensure more proficient and advance score in ELA on the TN Ready Assessment. Improvements in this area will occur through bi-weekly Common Formative Assessments (CFA) and quarterly district provided CFA results will be used to monitor our progress towards this goal. 20.8% to 31% in on the TCAP assessment.

Performance Measure

Performance will be measured using the following tools:

TNReady Assessment

District Formative Assessment using Mastery Connect

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 1.1] Standard Aligned Core Instruction Provide daily access to a rigorous reading/language arts curriculum that will develop students' deep understanding of the content, strengthen comprehension, and promote mastery of TN Standards to ensure students are career and college ready.</p> <p>Benchmark Indicator **Benchmark Indicator**</p> <p>Students should perform at or above the 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter.</p> <p>Daily classroom observations using the district Classroom Walkthrough Protocol and Debriefing Document will provide the district with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction.</p>	<p>[A 1.1.1] Provide Curriculum Resources Ensure that all teachers and students have access to the materials and resources that are needed for high quality instruction.</p>	Daphanie Swift	09/29/2023		

Data will be collected through informal walk-throughs.					
	[A 1.1.2] Conduct Collaborative Planning Collaborative planning sessions will be held every Tuesday, during the teacher's planning hour. Collaborative planning sessions are for teachers in grades K-8, with a focus on content subjects (ELA, Math, Science, and Social Studies). Teachers will discuss review the PLC Protocol and lesson planning.	Kenyan Rutledge	05/24/2024		
	[A 1.1.3] PLC Meeting PLC Meetings will be held every Wednesday, during the teacher's planning hour. Teachers will review the PLC Protocol, discuss lesson planning, carry out deliberate practice and give feedback as well as disaggregate data and student work.	Tamara L. Gatewood	05/24/2024		
[S 1.2] Professional Development Provide ongoing, high quality professional development at the school level for teachers, and other instructional staff that focuses on changing instructional practices that result in improved student performance. Benchmark Indicator Classroom observations using the district's Classroom Walkthrough Protocol and Debriefing Document will provide data to determine trends in teachers' ability to effectively implement the identified instructional shifts. Data collected through informal walk-throughs Instructional Leadership Team (ILT) meetings are conducted twice each month at 85% attendance to ensure district and school leaders are gaining and sharing knowledge of content, obtaining content support and resources through collaboration, and effectively communicating new information with school-level educators.	[A 1.2.1] New Hire Initiative Novice teachers will participate in a monthly after school meeting to build on becoming a quality teacher. The PLC Coach and members of the ILT (Instructional Leadership Team), will provide a safe space for new teachers to express their day-to-day concerns, successes, and challenges. Teachers will also be provided with strategies on classroom management, strengthening content subject areas, and team building.	Tamara L. Gatewood	05/24/2024		

<p>Teacher transcripts will consist of a minimum of 64 professional development hours.</p> <p>New teacher professional learning supports are offered at various times throughout each semester for new hires.</p>					
	<p>[A 1.2.2] Implement Pride Academy School-based professional development sessions provided by the PLC Coach, ILT, and fellow colleagues in the building for literacy will be held once each month to ensure that teachers are acquiring the skills that are necessary to provide quality instruction to students.</p>	Tamara L. Gatewood	05/24/2024		
<p>[S 1.3] Targeted Intervention and Personalized Learning Provide academic interventions, personalized learning activities, an individualized learning activities that are designed to meet the individual need of the student.</p> <p>Benchmark Indicator Students should perform at or above 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter.</p> <p>Although, Progress monitoring is held weekly/bi-weekly, monthly data review meetings of students' performance in targeted intervention (iReady & Aimsweb) will determine next steps of intervention support in an effort to get them to grade level.</p>	<p>[A 1.3.1] Study Island Literacy Program Study Island will be used to aid in all content subject areas. It will be used as a supplemental resource to the students to work on deficit skills. Study Island will also be used to strengthen students reading deficit when used in small group settings and to create assessments to gauge what each student needs are.</p>	Tamara L. Gatewood	05/24/2024		
	<p>[A 1.3.2] Implement Accelerated and Star Reading The Accelerated and Star reading programs will be used to provide strategic intervention to students. The program will identify the students' current reading levels to ensure that students are independently reading appropriate texts. The school will use data from the program to provide</p>	Tamara L. Gatewood	05/24/2024		

	students with incentives to motivate and encourage them to continue to enhance their reading skills.				
	[A 1.3.3] Tutoring Students in 3-8 will be provided with tutoring opportunities in literacy. Priority will be provided to ESL, SWD, and African American males as these subgroups had the largest declines of WIDA and TN Ready Assessments.	Tamara L. Gatewood	04/12/2024		

[G 2] Mathematics

Lowrance will increase by 25% or more in Math on formative assessments by Spring 2024 to ensure more proficient and advance score in Math on the TN Ready Assessment. Improvements in this area will occur through bi-weekly Common Formative Assessments (CFA) and quarterly district provided CFA results will be used to monitor our progress towards this goal. Increase 12.4% to 25% on TCAP Assessment.

Performance Measure

Performance will be measured using the following tools:

TNReady Assessment

District Formative Assessment using Mastery Connect

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 2.1] Standard Aligned Core Instruction Teachers will plan and execute standard aligned lessons with intentionality and focus (data-informed instruction) to provide daily access to a rigorous math curriculum that will develop students' engagement in important content, build on prior knowledge (pre-requisite skills), and promote mastery of TN Standards to ensure students are career and college ready. Benchmark Indicator Performance levels at 70% on track/mastery on district formative assessments (Fall, Winter and Spring) will demonstrate the alignment of core instruction being taught to standards for the specific quarter. Instructional Practice Guides (IPGs) will provide an	[A 2.1.1] Provide Curriculum Resources Ensure that all teachers and students have access to the materials, manipulatives and resources that are needed for high-quality instruction.	LaTrenda Hicks	09/29/2023		

<p>informal observation rubric to district academic leaders to gauge the implementation of standard aligned instruction. IPGs will be monitored through the district's PD management system (Professional Learning Zone/PLZ) for 80% standard aligned core instructional implementation with fidelity at 2 per teacher per semester.</p> <p>TEM rubric for formal observations for each observation at 3 or better.</p> <p>Envision curriculum for informal observations to benchmark the implementation of the curriculum and resources quarterly at 80% fidelity.</p> <p>TN Ready State Standards- annually meeting AMO's</p> <p>School Equity Walks conducted monthly by district Cross-functional teams.</p>					
	<p>[A 2.1.2] Conduct Collaborative Planning Collaborative planning sessions will be held every Tuesday, during the teacher's planning hour. Collaborative planning sessions are for teachers in grades K-8, with a focus on content subjects (ELA, Math, Science, and Social Studies). Teachers will discuss review the PLC Protocol and lesson planning.</p>	LaTrenda Hicks	05/24/2024		
	<p>[A 2.1.3] Instructional Supplies, materials, and Resources Provide instructional materials, supplies, and/or equipment (to support implementation of instructional programs). Examples of instructional materials, supplies, and equipment to be purchased include but are not limited to paper, notebooks, pencils, notepads, portable drives, practice books, manipulatives, calculators, laptops, carts, desktops, tablets, and interactive panels.</p>	Tamara L. Gatewood	05/24/2024		
<p>[S 2.2] Professional Development Provide ongoing, high quality professional development at the district and school level for</p>	<p>[A 2.2.1] New Hire Initiative Novice teachers will participate in a monthly after school meeting to build on becoming a quality</p>	Tamara L. Gatewood	05/24/2024		

<p>school leaders, teachers, and other instructional staff that focuses on instructional shifts and strategies that result in improved student performance.</p> <p>Benchmark Indicator Classroom observations using the district Classroom Walkthrough Protocol and Debriefing Document will provide data to determine trends in teachers' ability to effectively implement the identified instructional shifts.</p> <p>Data collected through informal walk-throughs</p> <p>Teacher transcripts will consist of a minimum of 64 professional development hours.</p> <p>New teacher professional learning supports are offered at various times throughout each semester for new hires.</p>	<p>teacher. The PLC Coach and members of the ILT (Instructional Leadership Team), will provide a safe space for new teachers to express their day-to-day concerns, successes, and challenges. Teachers will also be provided with strategies on classroom management, strengthening content subject areas, and team building.</p>				
	<p>[A 2.2.2] Pride Academy School-based professional development sessions for math will be held once each month to ensure that teachers are acquiring the skills that are necessary to provide quality instruction to students.</p>	<p>Tamara L. Gatewood</p>	<p>05/24/2024</p>		
<p>[S 2.3] Targeted Interventions and Personalized Learning, Provide academic interventions, personalized learning activities, an individualized learning pace, and various instructional approaches designed to meet the needs of specific learners to improve student achievement.</p> <p>** **</p> <p>** **</p> <p>Benchmark Indicator Students should perform at or above 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional</p>	<p>[A 2.3.1] Supplemental Resources Teachers will be provided with supplemental resources (Measuring Up Practice books) and materials that are needed to support student learning.</p>	<p>Tamara L. Gatewood</p>	<p>05/24/2024</p>		

standards for the specific quarter. Monthly progress monitoring data review of students' performance in targeted intervention (i-Ready & Aimsweb) to determine next steps of intervention support in an effort to get them to grade level.					
	[A 2.3.2] Study Island Literacy Program (Math) Study Island will be used to aid in all content subject areas. It will be used as a supplemental resource to the students to work on deficit skills. Study Island will also be used to strengthen students' math deficit when used in small group settings and to create assessments to gauge what each student needs are.	Tamara L. Gatewood	05/24/2024		
[G 3] Safe and Healthy Students Students will be provided with a safe and healthy learning environment. 95% attendance rate will be an area of focus for the school. Performance Measure Interventions and supports will be measured using the following: * PowerSchool Data * PowerBI Data * SART documentation for at-risk students					
Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 3.1] Attendance and Behavior Interventions and Supports Implement targeted interventions, initiatives and support programs that address chronic absenteeism and behavioral needs for all students. Benchmark Indicator In order to look at attendance rates and factors that cause students to be absent from school the benchmark indicators are: Monitor 20-day reports for behavior outputs, effectiveness of behavioral interventions and	[A 3.1.1] Implement RTI2-B Plan The school has developed an RTI2-B plan that provides students with positive rewards and acknowledgements for adhering to the school-wide rules/expectations that are in place.	Kimberly Springfield & Fatima Ellis-Clark	05/24/2024		

<p>supports aimed at reducing student discipline incidents.</p> <p>Monitor 20-day reports to identify students at risk of high chronic absenteeism</p> <p>Monitor 20-day reports to assess what impact suspensions have on daily attendance</p>					
	<p>[A 3.1.2] Implementation of Progressive Discipline</p> <p>Progressive Discipline is implemented prior to being suspended from school. This includes speaking with a school counselor or administrator, receiving detention, receiving in-school suspension, participating in SHAPE, and other alternatives.</p>	Daphanie Swift	05/24/2024		
	<p>[A 3.1.3] Conduct Administrative Team Meetings</p> <p>Weekly administrative meetings will be held to review student discipline data. Trends will be identified, and additional support and strategies will be provided to teachers who are experiencing difficulty with managing students with challenging behaviors.</p>	Daphanie Swift	05/24/2024		
	<p>[A 3.1.4] Behavior Specialist and ReSet Room</p> <p>When inappropriate behaviors arise, students will be directed to the Behavior Specialist and ReSet Specialist. Students are given strategies on handling situations better and are able to have a safe space to calm and gather themselves.</p>	Jerry Dover & LaTonya West	05/24/2024		
<p>[S 3.2] Professional Development</p> <p>Provide ongoing, high quality professional development for school leaders and other staff that focuses on classroom/behavior management and social emotional learning to improve student behavior and attendance.</p> <p>Benchmark Indicator</p> <p>Monitor the number of student referral to the ReSet Room and In-School Suspension (ISS) quarterly</p>	<p>[A 3.2.1] RTI2-B Pride Academy</p> <p>Teachers will be provided with monthly training that will assist them with effectively implementing the RTI2-B. They will also be provided with strategies for addressing challenging behaviors and social emotional issues.</p>	Kimberly Springfield & Fatima Ellis-Clark	05/24/2024		

and/or prior to professional development session.					
Monitor behavior plans per semester to determine the implementation and effectiveness of the strategies and resources shared during PD.					
	[A 3.2.2] Social Emotional Learning Training Teachers will be provided with Social Emotional Learning (SEL) Training to help with student emotional safety. Teachers will be trained on how to locate the teacher lesson plan to deliver to the students, where the weekly videos are housed, and how to keep students engaged and collaborating with peers. Teachers are expected to provide a SEL lesson weekly to their homeroom students.	Kimberly Springfield & Fatima Ellis-Clark	05/24/2024		
[S 3.3] Parent, Family, and Community Engagement Promote effective parent, family, and community engagement activities and resources that support safe schools which will improve student attendance and behavior. Benchmark Indicator Review 20-day student attendance reports at the end of each semester to determine the impact after engagement events. Evidence of parent participation in decisions relating to the education of their children and collaboration efforts on district level topics through monthly parent surveys.	[A 3.3.1] Parent & Community Meetings The PLC Coach, Administration and the Family Engagement Specialist will host monthly meetings for parents and community stakeholders. These meetings will give parents strategies on managing childhood misbehaviors and local programs that can assist them and how to aid with homework to improve grades and student motivation to come to school to learn.	Tamara L. Gatewood	05/24/2024		
	[A 3.3.2] Conduct SART Meetings Bi-Weekly SART meetings will be conducted to review school data in an effort to ensure that students and parents are provided with supports that they need to attend school on a consistent basis. Meetings will be held with parents and students on a weekly basis.	Daphanie Swift	05/24/2024		
[G 4] Early Literacy By the Spring of 2024, we want to maintain kindergarten's results of (82% Tier 1) and increase percentages for grades 1 & 2 by 20%.					

Our school goal is to support literacy improvements across all grade bands, however intentionality for change will be made for K-2.

Foundational literacy skills will be enhanced for all students enrolled in K-2. Students will be provided with high-quality instruction through addressing phonemic awareness, letter and word recognition skills, fluency, and comprehension.

Performance Measure

By the Spring of 2024, we want to maintain kindergarten's results of (82% Tier 1) and increase percentages for grades 1 & 2 by 20%.

Ensure that 60% of the students in K-2, maintain Tier 1, "On-Track" status after each early literacy benchmark and towards the 3rd Grade Commitment plan from August to April.

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 ON-GOING 80% attendance and completion of PD focused on foundational literacy for K-2 to gauge the transfer of knowledge into classroom instruction and inform future professional learning opportunities; MONTHLY monitoring of Laureates knowledge building as measured by the pre- and post-module assessments to measure the increase content and pedagogical knowledge around foundational literacy and inform future professional learning opportunities; QUARTERLY Foundational Literacy Quality Reviews (FLQRs) from district instructional literacy advisors will monitor the academic gap and root cause analysis to support continued professional development opportunities;</p> <p>Quarterly observations of educational assistant's support in K-2 classrooms to inform professional learning and resources needed to improve instruction and student achievement.</p>	<p>[A 4.1.1] Parent Meetings Monthly meetings will be held with incoming kindergarten parents to provide them with access to materials and resources to ensure that their child is prepared both socially and cognitively for kindergarten.</p>	Kenyan Rutledge	05/24/2024		

Monthly attendance and completion review of specialized PD focused on foundational literacy and to inform future professional learning opportunities.					
	[A 4.1.2] Collaborative Planning & PLC Meetings K-2 teachers will meet for weekly for training on how to teach the standards and implement the resources needed to educate K-2 students in ELA and Math.	Kenyan Rutledge & Tamara L. Gatewood	05/24/2024		
[S 4.2] Foundational Literacy Laureates Designate one Laureate in every elementary and K-8 school to support K-2 teachers with implementing high quality foundational literacy instruction and strategies. Benchmark Indicator MONTHLY review of Laureate support logs to measure the frequency and level of school-based support to K-2 teachers in the priority coaching areas to inform specific areas of support needed for Laureates; BI-ANNUAL classroom observations from district instructional literacy advisors to determine Laureate's implementation of the 3 major components of a comprehensive literacy block and inform the support needs of individual Laureates	[A 4.2.1] Pride Academy Laureate will provide PD opportunities for students in grades K-2, that will strengthen their ability to provide high-quality instruction in early literacy for all students in grades K-2.	Kenyan Rutledge & Tamara L. Gatewood	05/24/2024		