# Lowrance Elementary/Middle Annual Plan (2024 - 2025)

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| **[G 1] Reading/Language Arts: 3-8 Students will increase on track/mastery from 17.1 Spring 2023 to 21.1for Spring of 2025** In the Spring of 2025, our goal is to show a score of 70% or more in ELA on ANet assessments to ensure more proficient and advance scores in ELA on the TNReady Assessment. Improvements in this area will occur through bi-weekly Common Formative Assessments (CFA) using the ANet assessment platform. These results will be used to monitor our progress towards our goal of a 20% increase on the TNReady Assessment. The 20% goal will increase our score of 16.1% to 19.32% for grades 3-5 and 22.9% to 27.48% for grades 6-8 on the TNReady Assessment. These projections were made for all students, including those in the TSI subgroup, Hispanic. **Performance Measure** Performance will be measured using the following tools:  TNReady Assessment  Common Formative Assessments using the ANet Assessment tools | | | | | |
| **Strategy** | **Action Step** | **Person Responsible** | **Estimated Completion Date** | **Funding Source** | **Notes** |
| **[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. Projections were made for all students, including those in the TSI subgroup, Hispanic. **Benchmark Indicator** \*\*Benchmark Indicator\*\*  Implementation --------------  \*How will the turnaround strategy/intervention be monitored for implementation, including frequency.?\*  iReady Diagnostics Platform (FALL, WINTER, SPRING)  Weekly classroom informal observation data  Weekly lesson plans  Bi-weekly student work samples  Daily exit tickets  Effectiveness -------------  \*How will the turnaround strategy/intervention be monitored for effectiveness toward increasing student achievement, including the frequency?\*  Implementing Quarterly iReady Diagnostic results will show 20% of students with a 5% increase on grade level or beyond.  Weekly informal observation data will indicate that at least 90% of teachers observed will demonstrate effective implementation of the instructional practices identified by the rubric, resulting in effectiveness scores of 3 or better.  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.  Bi-weekly review of student work samples will show students' mastery of standards at 80% or higher and will make teachers aware of those students who will need a reteach lesson for better progression on the standard.  Daily exit tickets will reflect at least 90% of students scoring 80% or higher on the student task. | **[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. | Daphanie Swift | 09/27/2024 |  |  |
|  | **[A 1.1.2] Conduct Collaborative Planning** Collaborative planning sessions will be held every Monday and 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 best practices and lesson plans for the upcoming week. | Tamara Gatewood, Dr. Sherry Chatman, Kenyan Rutledge, Camesha Richardson, Dr. Juanita Crumbly-Franklin, Daphanie Swift | 05/23/2025 |  |  |
|  | **[A 1.1.3] PLC Meeting** PLC Meetings will be held every Wednesday, during the teacher's planning hour. Teachers will disaggregate data from weekly student work, record data on data form, determine if the lesson should be re-taught and how and when, misconceptions about the lesson, and the percentage of mastery and non-mastery on the assessment. | Tamara Gatewood, Dr. Sherry Chatman | 05/23/2025 |  |  |
| **[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.  For all students, including those in the TSI subgroup, Hispanic. **Benchmark Indicator** Implementation --------------  \*How will the turnaround strategy/intervention be monitored for implementation, including frequency.?\*  \*\*IMPLEMENTATION\*\*:  \* Weekly collaborative planning agenda and minutes \* Weekly PLC meeting agenda and minutes \* Bi-weekly Instructional Leadership Team (ILT) agenda and minutes \* Monthly Pride Academy professional development for teacher's agenda and minutes     Effectiveness -------------  \*How will the turnaround strategy/intervention be monitored for effectiveness toward increasing student achievement, including the frequency?\*  \*\*EFFECTIVENESS\*\*:  100% of teachers will attend weekly collaborative planning meetings which will result in 10% increase in student achievement scores due to the teacher's understanding the subject area content for an effective instructional classroom delivery to the students.    Weekly PLC meetings will result in 100% of teachers receiving departmentalized support to increase overall student achievement by 10%.   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.   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%. | **[A 1.2.1] New Teacher Initiative** Novice teachers will participate in a monthly after school meeting to build on becoming a quality teacher. The PLC Coach, Instructional Facilitator, 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 | 04/25/2025 |  |  |
|  | **[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. | Tamara L. Gatewood | 04/28/2025 |  |  |
| **[S 1.3] Targeted Intervention and Personalized Learning** Provide academic interventions, personalized learning activities, and individualized learning activities that are designed to meet the individual need of the student. Projections were made for all students, including those in the TSI subgroup, Hispanic. **Benchmark Indicator** Implementation --------------  \*How will the turnaround strategy/intervention be monitored for implementation, including frequency.?\*  \*\*IMPLEMENTATION:\*\*  \* QUARTERLY DISTRICT COMMON ASSESSMENT \* BIWEEKLY AIMSWEB PROGRESS MONITORING TOOL Effectiveness -------------  \*How will the turnaround strategy/intervention be monitored for effectiveness toward increasing student achievement, including the frequency?\*  \*\*EFFECTIVENESS:\*\*  \* 10% of Students in grades 3-8 should perform at or above 70% on District Formative Assessments (Fall, Winter and Spring) \* Biweekly progress monitoring data will show 80% of tier 2 and 3 students are progress monitored with fidelity | **[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 for 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. | Tamara L. Gatewood | 05/23/2025 |  |  |
|  | **[A 1.3.2] Tutoring** Students in grades 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 TNReady Assessments. | Tamara L. Gatewood | 04/11/2025 |  |  |
| **[G 2] Mathematics Students will increase on track/mastery from 8.8% Spring 2023 to 12.8% for Spring of 2025** In the Spring of 2025, Lowrance K-8 will improve meeting or exceeding expectation percentages in grades 3-8 math by 20%. Improvements in this area will occur through bi-weekly Common Formative Assessments (CFA) using the ANet assessment platform. These results will be used to monitor our progress towards our goal. The 20% goal will increase our score of 12.5% to 15% for grades 3-5 and 10.5% to 12.6% for grades 6-8 on the TNReady Assessment. These projections were made for all students, including those in the TSI subgroup, Hispanic. **Performance Measure** Performance will be measured using the following tools:  TNReady Assessment  Common Formative Assessment using ANet Assessment tools | | | | | |
| **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.  For all students, including those in the TSI subgroup, Hispanic. **Benchmark Indicator** Implementation --------------  \*How will the turnaround strategy/intervention be monitored for implementation, including frequency.?\*  iReady Diagnostics Platform (FALL, WINTER, SPRING)  Weekly classroom informal observation data  Weekly lesson plans  Bi-weekly student work samples  Daily exit tickets  Effectiveness -------------  \*How will the turnaround strategy/intervention be monitored for effectiveness toward increasing student achievement, including the frequency?\*  Implementing Quarterly iReady Diagnostic results will show 20% of students with a 5% increase on grade level or beyond.   Weekly informal observation data will indicate that at least 90% of teachers observed will demonstrate effective implementation of the instructional practices identified by the rubric, resulting in effectiveness scores of 3 or better.   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.   Bi-weekly review of student work samples will show students' mastery of standards at 80% or higher and will make teachers aware of those students who will need a reteach lesson for better progression on the standard.  Daily exit tickets will reflect at least 90% of students scoring 80% or higher on the student task. | **[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. | Camesha Richardson | 09/30/2024 |  |  |
|  | **[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 best practices and lesson plans for the upcoming week. | Camesha Richardson and Dr. Sherry Chatman | 05/23/2025 |  |  |
|  | **[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, practice books, manipulatives, calculators, and interactive panels. | Tamara L. Gatewood | 04/25/2025 |  |  |
| **[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. These projections were made or all students, including those in the TSI subgroup, Hispanic. **Benchmark Indicator** \*\*IMPLEMENTATION:\*\*  \*How will the turnaround strategy/intervention be monitored for implementation including frequency?\*  \* Weekly collaborative planning meetings \* Weekly PLC meetings \* Teacher transcripts will consist of a minimum of 64 professional development hours \* New Teacher Initiative monthly meeting for 1–2-year novice teachers for development \* In-house professional development workshops (Pride Academy) delivered by teacher peers every last Monday of the month     \*\*EFFECTIVENESS:\*\*  \*How will the turnaround strategy/intervention be monitored for effectiveness toward increasing student achievement, including the frequency?\*  \* 100% of teachers will attend weekly collaborative planning meetings which will result in 10% increase in student achievement scores due to the teacher's understanding the subject area content for an effective instructional classroom delivery to the students.  \* Weekly PLC meetings will result in 100% of teachers receiving departmentalized support to increase overall student achievement by 10%.  \* 100% of teachers who complete content development hours and the New Teacher's Initiative monthly program will show an increase of content knowledge which increases student achievement by 10%. \* 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%. | **[A 2.2.1] New Teacher Initiative** Novice teachers will participate in a monthly after school meeting to build on becoming a quality teacher. The PLC Coach, Instructional Facilitator, 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 | 04/25/2025 |  |  |
|  | **[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. | Tamara L. Gatewood | 05/26/2025 |  |  |
| **[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. For all students, including those in the TSI subgroup, Hispanic.  \*\* \*\*  \*\* \*\* **Benchmark Indicator** \*\*IMPLEMENTATION:\*\*  \*How will the turnaround strategy/intervention be monitored for implementation, including frequency?\*  \* Quarterly Benchmark Assessment data \* Bi-weekly Aimsweb Progress Monitoring Tool \* Weekly iReady reports     \*\*EFFECTIVENESS:\*\*  \*How will the turnaround strategy/intervention be monitored for effectiveness toward increasing student achievement, including the frequency? \*  \* Quarterly benchmark assessment data will reflect at least 10% of students moving from Tier III to Tier II or Tier II to Tier I.  \* Bi-weekly progress monitoring data will show 80% of Tier 2 and 3 students are progress monitored with fidelity. \* 10% of students in grades 3-8, should perform at or above 70% on iReady Math. Data review of students' performance in targeted intervention (iReady) will determine next steps of intervention support in an effort to move them to grade level performance. | **[A 2.3.1] Supplemental Resources** Teachers will be provided with supplemental resources (practice books and ANet Math) and materials that are needed to support student learning. | Tamara L. Gatewood | 05/23/2025 |  |  |
|  | **[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 | 05/23/2025 |  |  |
| **[G 3] Chronic Absenteeism:Students will be provided with a safe and healthy learning environment. 95% attendance rate will be an area of focus for the 2024-2025 school year.** Students will be provided with a safe and healthy learning environment. 95% attendance rate will be an area of focus for the 2024-2025 school year. Lowrance will also focus on decreasing the suspension rate by 20%. This will result in the suspension rate decreasing from 11.2% to 8.9% and a decrease in the Progressive Discipline Support Rate, which will land results of 18.4% to 14.7% for the upcoming 24-25 SY. For all students, including those in the TSI subgroup, Hispanic. **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 identified behavioral needs for all students. For all students, including those in the TSI subgroup, Hispanic. **Benchmark Indicator** Implementation --------------  \*How will the turnaround strategy/intervention be monitored for implementation, including frequency.?\*  20 Day PowerBI Student attendance and discipline reports - 20 day reporting period will assist in monitoring students behavior and effectiveness behavioral interventions and supports measures aimed at reducing chronic absenteeism and suspension rates affecting absenteeism.  Weekly PowerBI Attendance Reports - will assist in monitoring students’ attendance and SART process to identify at-risk students  Monthly Powerschool Special Discipline Report - Monitor 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).  Effectiveness -------------  \*How will the turnaround strategy/intervention be monitored for effectiveness toward increasing student achievement, including the frequency?\*  Review of 20 DAY attendance report will show growth with 90% or above for student attendance rate  Weekly review of attendance report will show growth with 90% or above for attendance rate per grade level  Monthly review of behavior report will show a decrease in discipline infractions by 10% | **[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 | 05/23/2025 |  |  |
|  | **[A 3.1.2] Implementation of Progressive Discipline** 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. | Daphanie Swift | 05/23/2025 |  |  |
|  | **[A 3.1.3] Conduct Administrative Team Meetings** 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. | Daphanie Swift | 05/23/2025 |  |  |
|  | **[A 3.1.4] Behavior Specialist and ReSet Room** 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. | LaTonya West | 05/23/2025 |  |  |
| **[S 3.2] Professional Development** 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. Projections were made for all students, including those in the TSI subgroup, Hispanic. **Benchmark Indicator** Implementation --------------  \*How will the turnaround strategy/intervention be monitored for implementation, including frequency.?\*  Student discipline and attendance reports 20-day reporting cycle will be used to measure impact of changed practices as a result of professional development.   Bi-weekly 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.       Effectiveness -------------  \*How will the turnaround strategy/intervention be monitored for effectiveness toward increasing student achievement, including the frequency?\*  Executing profession development will show the attendance rate of students in grades K-8 will meet 90% of better each 20-day period.  Implementing bi-weekly fidelity checks will show 80% of students in grades K-8 flagged for chronic absenteeism will undergo the SART process (letter after 3 absences, SART meeting after 5 or more absences) as documented by counselors. | **[A 3.2.1] RTI2-B Pride Academy** 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. | Kimberly Springfield, Fatima Ellis-Clark | 05/23/2025 |  |  |
|  | **[A 3.2.2] Social Emotional Learning** Teachers will be provided with strategies that aid in student's social emotional behaviors. Teachers will learn how to redirect behaviors in the learning environment, learn how to be better equipped with those students with ODD, and when to direct students to either the Behavior Specialist, ReSet Specialist, or School Counselor. | Kimberly Springfield, Fatima Ellis-Clark, LaTonya West | 05/23/2025 |  |  |
| **[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. Projections were made for all students, including those in the TSI subgroup, Hispanic. **Benchmark Indicator** Implementation --------------  \*How will the turnaround strategy/intervention be monitored for implementation, including frequency.?\*  Review 20-day student attendance and discipline reports at the end of each semester to determine the impact after engagement events.  Survey parents around decisions relating to the education of their children, attendance, and behavior topics  Host quarterly parent seminars and trainings that equip parents with strategies to promote the importance of school attendance and behavior.      Effectiveness -------------  \*How will the turnaround strategy/intervention be monitored for effectiveness toward increasing student achievement, including the frequency?\*  The attendance rate of students in grades K-8 will meet 90% of better each 20-day period.   The discipline rate of students in grades K-8 will remain under 20% for each 20-day period.  80% of parents surveyed will show favorable ratings in support of the effectiveness of parent meetings, trainings, and seminars provided that address attendance and behavior. | **[A 3.3.1] Parent & Community Meetings** The PLC Coach, Instructional Facilitator and Administration will host monthly meetings for parents and community stakeholders. These meetings will give parents strategies on managing childhood misbehaviors, information about local programs that can assist them with their needs and how to aid with homework to improve grades and student motivation. | Tamara L. Gatewood, Dr. Sherry Chatman | 04/25/2025 |  |  |
|  | **[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 | 05/23/2025 |  |  |
| **[G 4] Early Literacy:By the Spring of 2025, we want to maintain kindergarten's results of (81% Tier 1/on grade level) and increase percentages for grades 1 & 2 by 20% on iReady Reading. For 1st grade students will increase the score of 53% to 63.6% on grade** Our school goal is to support literacy improvements across all grade bands, however intentionality for change will be made for K-2. Students will be provided with high-quality instruction through addressing phonemic awareness, letter and word recognition skills, fluency, and comprehension.  By the Spring of 2025, we want to maintain kindergarten's results of (81% Tier 1/on grade level) and increase percentages for grades 1 & 2 by 20% on iReady Reading. For 1st grade students this will increase the score of 53% to 63.6% on grade level and for 2nd grade students the iReady Reading score will increase from 40% to 48% on grade level. These projections include all students, including those in the TSI subgroup, Hispanic. **Performance Measure** \*\*IMPLEMENTATION:\*\*  \*How will the turnaround strategy/intervention be monitored for implementation, including frequency?\*  \* IReady Diagnostic Assessment \* Weekly student work samples \* Weekly lesson plans     \*\*EFFECTIVENESS:\*\*  \*How will the turnaround strategy/intervention be monitored for effectiveness toward increasing student achievement, including the frequency?\*  \* 100% of the students will use the iReady assignments and pathways weekly to show a 20% increase in the reading diagnostic to progress or maintain on grade level or beyond status.  \* Weekly student work samples will show students' mastery of standards at 80% or higher on a week-to-week basis.  \* 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. | | | | | |
| **Strategy** | **Action Step** | **Person Responsible** | **Estimated Completion Date** | **Funding Source** | **Notes** |
| **[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.   For all students, including those in the TSI subgroup, Hispanic. **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 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;  QUARTERLY observations 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.  \*\*IMPLEMENTATION:\*\*  \*How will the turnaround strategy/intervention be monitored for implementation, including frequency? \*  \* Weekly collaborative planning  \* Weekly PLC meeting \* Monthly Pride Academy professional development for teachers  \*\*EFFECTIVENESS:\*\*  \*How will the turnaround strategy/intervention be monitored for effectiveness toward increasing student achievement, including the frequency? \*  \* 100% of teachers will attend weekly collaborative planning meetings which will result in 10% increase in student achievement scores due to the teacher's understanding the subject area content for an effective instructional classroom delivery to the students.  \* Weekly PLC meetings will result in 100% of teachers receiving departmentalized support to increase overall student achievement by 10%.  \* 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%. | **[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. | Kenyan Rutledge | 05/23/2025 |  |  |
|  | **[A 4.1.2] Collaborative Planning & PLC Meetings** K-2 teachers will meet 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, Dr. Sherry Chatman | 05/23/2025 |  |  |
| **[S 4.2] Early Literacy Opportunities** K-2, teachers will be provided the opportunity to engage in professional development learning. This will be delivered by members of the Instructional Leadership Team. This professional development opportunity will strengthen their ability to provide high-quality instruction in early literacy for all students in grades K-2.  For all students, including those in the TSI subgroup, Hispanic. **Benchmark Indicator** Classroom observations from Instructional coaches and district instructional literacy advisors to determine implementation of the 3 major components of a comprehensive literacy block.  \*\*IMPLEMENTATION:\*\*  \*How will the turnaround strategy/intervention be monitored for implementation including frequency?\*  \* Bi-weekly Instructional Leadership Team (ILT) meetings \* Monthly Pride Academy professional development for teachers \* Monthly New Teacher Initiative meetings for 1–2-year novice teachers     \*\*EFFECTIVENESS:\*\*  \*How will the turnaround strategy/intervention be monitored for effectiveness toward increasing student achievement, including the frequency? \*  \* \*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. \* \* Monthly professional development will result in a least 95% of teachers demonstrating effective implementation of the identified instructional strategies, resulting in an increase of student achievement by 10%. \* 100% of teachers who complete the New Teacher's Initiative monthly program will show an increase of content knowledge which increases student achievement by 10%. | **[A 4.2.1] 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. | Tamara L. Gatewood, Kenyan Rutledge | 05/23/2025 |  |  |