

Chimneyrock Elementary School Annual Plan (2023 - 2024)

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[G 1] Reading/Language Arts

Chimneyrock Elementary School will increase ELA meeting or exceeding expectations proficiency rates in grades 3-5 from 32.6% in 2022 to 38% in 2024.

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>District Walkthrough data will be monitored through</p>	<p>[A 1.1.1] A 1.1.1 Support Rich Learning Environment To secure supplies, materials, equipment, and support for academic success.</p>	<p>Crystal Andrews-Principal, Dr. Sebrina Patton-PLC Coach/ELA Lead, John Dodd-Assistant Principal/Science Lead, Natasha Nash-Assistant Principal/Math Lead, Micah Mikula-Instructional Facilitator</p>	<p>05/31/2024</p>		

<p>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>Quarterly review of TEM observation data to monitor educators' delivery of standard aligned lessons to the TN Standards.</p>					
	<p>[A 1.1.2] A. 1.1.2 Building Teacher Capacity Teachers will gain clarity of focus standards through an examination of the skills, concepts and big ideas that are address during their grade level planning meetings. Grade levels will review the assessment data that is available of TCAP assessments in order to determine the target skills to address during intervention and core instruction. The highest levels of learning occur when teachers have effectively planned and implemented standards-based instruction using research-based instructional strategies and communicated clearly with students the objective of learning. By unwrapping the standards, teachers can ensure that they are focusing on the same learning targets that are contained with the standard.</p>	<p>Crystal Andrews-Principal, Dr. Sebrina Patton-PLC Coach/ELA Lead, Natasha Nash-Math Lead, John Dodd-Science Lead, Micah Mikula-Instructional Facilitator</p>	<p>05/31/2024</p>		
<p>[S 1.2] Professional Development Provide professional development for teachers, administrators, instructional leaders and district advisors on how to articulate the instructional practice shifts that will improve teachers' pedagogy of the content, master of standard look fors, students' skill set, and students' proficient reading level of grade supported texts.</p> <p>Benchmark Indicator 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 in order to plan</p>	<p>[A 1.2.1] A 1.2.1 Improve Student Achievement in Reading Language Arts Professional development will be provided at the school level to address the standards and how to construct an effective, standard-based objective in order to improve student achievement in Reading/Language Arts. District level literacy professional development will be promoted to the faculty and staff which supports the curriculum and Reading/Language Arts instruction. Also, administration and teachers will conduct frequent standard analysis to determine ongoing instructional practice for each non-mastery standard.</p> <p>Provide academic interventions and personalized learning activities that are designed to meet the</p>	<p>Dr. Sebrina Patton-PLC Coach/ELA Lead, Stacey Benson-Literacy Laureate</p>	<p>05/31/2024</p>		

<p>professional development support.</p> <p>District Walkthrough data will be monitored through the district's PD management system (Professional Learning Zone/PLZ) and Microsoft Forms for 80% standard aligned core instructional implementation with fidelity at 2 per teacher per semester in order to provide individualized professional learning support.</p> <p>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.</p> <p>Zone meetings and small-group ILT sessions are facilitated monthly by Instructional Leadership Directors at 85% attendance to support content lead teachers, PLC Coaches, and administrators with feedback and targeted training that should result in more effective daily instructional practices that should be observed during district walk throughs.</p> <p>Quarterly district-level PD sessions for volunteers and parents to learn effective strategies to help students reach the district's ELA goal.</p> <p>New teacher professional learning supports are offered at various times throughout each semester for new hires. Mentor rosters are submitted at the beginning of each semester to ensure collegial support is assigned to each new hire.</p>	<p>individual needs of the student and provide a learning pace and instructional approaches to meet the needs of each learner.</p> <p>Educators and/or the admin team will attend district trainings as well as out of town professional developments to improve student achievement.</p>				
<p>[S 1.3] Targeted Intervention 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</p>	<p>[A 1.3.1] A 1.3.1 Providing Additional Support for Struggling Students All students in grades kindergarten through fifth grade will be administered a formative assessment three times a year in order to determine their progress in Reading and Mathematics. Students</p>	<p>John Dodd-Assistant Principal/RTI Lead, Sebrina Patton-PLC Coach/ELA</p>	<p>05/31/2024</p>		

<p>student achievement.</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>Monthly progress monitoring data review of students' performance in targeted intervention (i-Ready) to determine next steps of intervention support in an effort to get them to grade level.</p> <p>Weekly review of grade reports for students enrolled in summer learning opportunities to monitor and adjust the effectiveness of the learning opportunity and the impact on student learning and content delivery.</p>	<p>who are determined to be in the lower 15% will then be administered another assessment in order to determine their Tier level of 2 or 3. The students who are identified as Tier 2 will have additional support in their area of highest need based on the assessments. They will be provided extra support during small group instruction twice a week for 30 minutes and having additional time using the computer intervention software programs, IReady for Mathematics and literacy. The students who are identified as Tier 3 will have additional small group instruction 3 times a week, totaling 135 minutes, and have additional sessions using the computer intervention software programs, based on their academic needs. Progress monitoring will be maintained and monitored. The RTI2 Data team will monitor and adjust intervention plans as needed for the students based on their progress. The school psychologist is assisting with the RTI2 process.</p> <p>The Extended Learning Program will be implemented for the tested grades.</p> <p>Recruit, retain, and hire highly effective teachers in ELA</p> <p>Additional technology will be purchased to assist with improving student achievement.</p>	<p>Lead, Natasha Nash-Assistant Principal/Math Lead, Micah Mikula-Instructional Facilitator</p>			
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[G 2] Mathematics
On TCAP, Chimneyrock will increase the percentage of students meeting and exceeding expectation from 25.7% in the Spring of 2022 to 31% in the Spring of 2024.

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
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<p>[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.</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>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>District Walkthrough data will be monitored through the district's management system (Professional Learning Zone/PLZ). Data will be collected and analyzed to determine trends and implementation of the instructional practices using Microsoft Teams. Data should show teachers implementing the practices at or above 80% per visit.</p> <p>Quarterly review of TEM observation data to monitor educators delivery of standard aligned lessons to the TN Standards.</p>	<p>[A 2.1.1] A 2.1.1 Building Teacher Capacity Teachers will gain clarity of focus standards through an examination of the skills, concepts and big ideas that are address during their grade level planning meetings. Grade levels will review the assessment data that is available of TCAP assessments in order to determine the target skills to address during intervention and core instruction. The highest levels of learning occur when teachers have effectively planned and implemented standards-based instruction using research-based instructional strategies and communicated clearly with students the objective of learning. By unwrapping the standards, teachers can ensure that they are focusing on the same learning targets that are contained with the standard.</p>	Crystal Andrews-Principal, Dr. Sebrina Patton-PLC Coach/ELA Lead, John Dodd-Assistant Principal/Science Lead, Natasha Nash-Assistant Principal/Math Lead, Micah Mikula-Instructional Facilitator	05/31/2024		
	<p>[A 2.1.2] A 2.1.2 Support Rich Learning Environment To secure supplies, materials, equipment, and support for academic success.</p>	Crystal Andrews-Principal, Dr. Sebrina Patton-PLC Coach/ELA	05/31/2024		

		Lead, John Dodd-Assistant Principal/Science Lead, Natasha Nash-Assistant Principal/ELA Lead, Micah Mikula- Instructional Facilitator			
<p>[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.</p> <p>Benchmark Indicator 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 in order to plan professional development support.</p> <p>District Walkthrough data will be monitored weekly through the district's PD management system (Professional Learning Zone/PLZ) and Microsoft Teams for 80% standard aligned core instructional implementation with fidelity in order to provide individualized professional learning support.</p> <p>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</p>	<p>[A 2.2.1] A 2.2.1 Improve Student Achievement in Math Professional development will be provided at the school level to address the standards and how to construct an effective, standard-based objective in order to improve student achievement in Math. District level professional development will be promoted to the faculty and staff which supports the curriculum and Math instruction. Also, administration and teachers will conduct frequent standard analysis to determine ongoing instructional practice for each non-mastery standard.</p> <p>The school will provide academic interventions and personalized learning activities that are designed to meet the individual needs of the student and provide a learning pace and instructional approaches to meet the needs of each learner.</p> <p>The admin team and/or educators will attend local and out of town professional developments to strengthen knowledge and skills to assist with improving student performance.</p>	Natasha Nash-Assistant Principal/Math Lead, Micah Mikula- Instructional Facilitator	05/31/2024		

<p>school-level educators.</p> <p>Zone meetings and small-group ILT sessions are facilitated monthly by Instructional Leadership Directors at 85% attendance to support content lead teachers, PLC Coaches, and administrators with feedback and targeted training that should result in more effective daily instructional practices that should be observed during district walkthroughs.</p> <p>Quarterly district-level PD sessions for volunteers and parents to learn effective strategies to help students reach the district's mathematics goal.</p> <p>New teacher professional learning supports are offered at various times throughout each semester for new hires. Mentor rosters are submitted at the beginning of each semester to ensure collegial support is assigned to each new hire.</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 standards for the specific quarter.</p> <p>Monthly progress monitoring data review of students' performance in targeted intervention (i-Ready) to determine next steps of intervention support in an effort to get them to grade level.</p>	<p>[A 2.3.1] A 2.3.1 Providing Additional Support for Struggling Students All students in grades kindergarten through fifth grade will be administered a formative assessment three times a year in order to determine their progress in Reading and Mathematics. Students who are determined to be in the lower 15% will then be administered another assessment in order to determine their Tier level of 2 or 3. The students who are identified as Tier 2 will have additional support in their area of highest need based on the assessments. They will be provided extra support during small group instruction twice a week for 30 minutes and having additional time using the computer intervention software programs, IReady for Mathematics and literacy. The students who are identified as Tier 3 will have additional small group instruction 3 times a week, totaling 135 minutes, and have additional sessions using the computer intervention software programs, based on their academic needs. Progress monitoring will be maintained and monitored. The RTI2 Data team will</p>	<p>John Dodd-Assistant Principal/RTI Lead, Sebrina Patton-PLC Coach/ELA Lead, Natasha Nash-Assistant Principal/Math Lead</p>	<p>05/31/2024</p>		

<p>Weekly review of grade reports for students enrolled in summer learning opportunities to monitor and adjust the effectiveness of the learning opportunity and the impact on student learning and content delivery.</p>	<p>monitor and adjust intervention plans as needed for the students based on their progress. The school psychologist is assisting with the RTI2 process.</p> <p>The Extended Learning Program will be implemented for the tested grades.</p> <p>Recruit, retain, and hire highly effective teachers in Math.</p>				
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[G 3] Chronic Absenteeism

Chimneyrock Elementary School will decrease its chronic absence rate from 24.3% in 2023 to 19.0% in 2024.

Performance Measure

Interventions and supports will be measured using the following:

- * PowerSchool Data
- * PowerBI Data
- * Share Point

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 3.1] Attendance and Behavior Interventions and Supports Implement targeted interventions and support programs and initiatives that address identified behavior needs and provide appropriate student supports.</p> <p>Benchmark Indicator 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</p>	<p>[A 3.1.1] A 3.1.1 Promote 100% Attendance Implement activities school-wide and by classrooms in order to promote and encourage student attendance. During afternoon announcements, recognize the classrooms that have 100% attendance for the day. Classroom teachers will promote the importance of attendance and recognize students who attend school regularly. When students are absent for consecutive days, the parent/guardian will be contacted about the importance of student attendance and how it impacts student achievement. We will have monthly attendance celebrations for students who have perfect attendance each month</p>	<p>Crystal Andrews-Principal, John Dodd-Assistant Principal, Rayvn Jones-Counselor, Dr. Tanya Walker-Barnes - Counselor</p>	<p>05/31/2024</p>		

<p>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>[S 3.2] 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>Benchmark Indicator Student discipline and attendance reports 20-day reporting cycle will be used to measure impact of changed practices as a result of professional development.</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>Quarterly Reports will be shared district-wide.</p>	<p>[A 3.2.1] A 3.2.1 Professional Development Professional Development will be provided at a district and school level. During In service teachers develop their classroom management plans and routines that aid in creating a positive classroom environment. These systems help to lessen the behavior problems and disciplinary actions.</p>	<p>Dr. Sebrina Patton- PLC Coach, Micah Mikula- Instructional Facilitator</p>	<p>05/31/2024</p>		
	<p>[A 3.2.2] A 3.2.2 McKinney-Vento Training for Faculty and Staff The McKinney Vento Training is designed to ensure that every child and youth experiencing homelessness is successful in school, from kindergarten through fifth grade here at Chimneyrock Elementary School. Homeless students must have equal access to the same free appropriate public education as provided to other students.</p>	<p>Dr. Sebrina Patton-PLC Coach</p>	<p>05/31/2024</p>		
<p>[S 3.3] Parent, Family, and Community Engagement</p>	<p>[A 3.3.1] A 3.3.1 Parent Meetings and Communication</p>	<p>Crystal Andrews-</p>	<p>05/31/2024</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 Review 20-day student attendance reports at the end of each semester to determine the impact after engagement events.</p> <p>At the end of each semester, review the attendance and discipline 20 day report for schools that have a trained parent ambassador to determine the impact on their attendance rates.</p> <p>Evidence of parent participation in decisions relating to the education of their children and collaboration efforts on district level topics through monthly parent surveys.</p> <p>Conduct a semi-annual adopter surveys to monitor their impact on students' success by way of their contributions of resources and time.</p>	<p>As a school we will implement more parent meetings with our ESL population. The ESL team will create a calendar of sessions to support our families. All correspondence given to students will be provided in Spanish in addition to English.</p>	<p>Principal, Dr. Sebrina Patton- PLC Coach, Micah Mikula- Instructional Facilitator</p>			
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[G 4] Early Literacy
Chimneyrock Elementary School will increase Early Literacy meeting or exceeding expectations proficiency rates in grades K-2 from 43% in 2023 to 48% in 2024 on IReady Assessments.

Performance Measure
By June 2024, 40% of third grade students score proficient or advanced on the TN Ready assessment. KK-2 students will achieve Success criteria relative to the grade by the following: (a) Kindergarten students must master 80% Literacy Skills per quarter on Report Card grades.(b) 1st grade students must earn 70 or higher in Reading per quarter on Report Card grades.(c) 2nd grade students must earn 8 of 12 Success Criteria* in report card grading, district formative assessment (Mastery Connect), and universal screener (iReady) with a Lexile level of 350 in the fall to 485 by spring.*Success Criteria potential point system: report card (4 points), DFA (3 points), screener (3 points), and TNReady (2 points) which total 12 points.

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</p>	<p>[A 4.1.1] A 4.2.1 Professional Development The PLC Coach will deliver ongoing professional development for teachers to strengthen foundational and meaning based skills and analyze</p>	<p>Crystal Andrews, Principal; Dr. Sebrina</p>	<p>05/31/2024</p>		

<p>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 assistants support in K-2 classrooms to inform professional learning and resources needed to improve instruction and student achievement; MONTHLY attendance and completion review of specialized PD focused on foundational literacy and to inform future professional learning opportunities;</p> <p>Once a semester DECHS will review the Fall pre-post teacher survey supporting the cohort session to provide feedback, additional PD opportunities, and individualized coaching to K-2 sped teachers.</p>	<p>the data sets. Also the other admin team leads will support on going professional developments.</p>	<p>Patton, PLC Coach; Stacey Benson, Literacy Laureate</p>			
<p>[S 4.2] Foundational Literacy Laureates Designate one Laureate to support K-2 teachers with implementing high quality foundational literacy instruction and strategies.</p> <p>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</p>	<p>[A 4.2.1] A 4.3.1 Foundational Literacy Laurette The Foundational Literacy Laurette will help to lead the K-2 teachers in making significant gains. She will attend the district professional development sessions and redeliver the information to the K-2 teachers. By being a member of the Instructional Leadership team, she will complete informal observations and meet with the team to analyze the needs of the school. The Foundational Literacy</p>	<p>Crystal Andrews, Principal; Dr. Sebrina Patton, PLC Coach</p>	<p>05/31/2024</p>		

<p>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</p>	<p>Laurette will develop a rapport with the teachers so that she can support them in a non-evaluative process.</p>				
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