

Dexter Elementary Annual Plan (2021 - 2022)

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[G 1] Reading/Language Arts

By spring 2022, Dexter Elementary will improve K-5 literacy, with a particular emphasis on early grades literacy. We believe improvement in this area can continue based on work done in the prior year and also by the support of Highly Specialized Educational Assistants in Grades K-2 as well the implementation of Read 360. ELA teachers will use the Reading Prescriptions as outlined through District PD which incorporates the use of the Wonders reading curriculum material and the Donyall Dickey Educational Epiphany materials, as well as i-Ready Reading.

Performance Measure

TN Ready Assessment -DES 3-5 OnTrack plus Mastery percent will reach at least 22%.85 % Mastery on Mastery Connect Quarterly Common Formative Assessments-i-Ready and Illuminate Data diagnostic and screening data-Fall/Winter/Spring

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 1.1] Standard Aligned Core Instruction DES ELA teachers will 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 grade level standards to ensure students are career and college ready.</p> <p>Benchmark Indicator Benchmark IndicatorDES lesson plans which will include Performance Based Objectives, formal and informal observation data captured through the Educational Epiphany Informal Observation tool, TEM (Teacher Effectiveness Measure), and data notebooks.Students performance at or above the 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter.Daily classroom observations conducted by the DES ILT using the Educational Epiphany Classroom Walkthrough Protocol and Debriefing Document and TEM formal observation data.</p>	<p>[A 1.1.1] Implementation of District Curriculum Maps and District Reading Prescriptions ELA teachers will use the Wonders curriculum, the District Curriculum Maps, the ELA Educational Epiphany Resources, the Florida Virtual Curriculum resources, District Reading Prescriptions and assessment data to plan lessons with Performance Based Objectives to be delivered daily.Secure supplies, materials, technology and equipment and support for academic instruction.</p>	<p>Teachers: Daniels, Eddings, Fossett, R. Walker, Phillips, Carey, S. Thomas, White, B. Walker, Sims, Admin: Certion, Hicks, Billingsley</p>	<p>05/27/2022</p>		

<p>[S 1.2] Professional Development Dexter Elementary will provide ongoing, high quality professional development at the school level for school leaders, teachers, parents, and paraprofessionals that focuses on changing instructional practices that result in improved student performance.</p> <p>Benchmark Indicator Data from Formal and Informal Classroom observations using Educational Epiphany Informal Observation forms; the Teacher Effectiveness Measure rubric, Student assessment data, teacher surveys; Mastery Connect Formative Assessment data, Illuminate Data, TNReady Data. DES ILT members will attend bi-weekly meetings to share trends observed in their content area and determine pd and support needed for growth. Attendance will be logged. DES staff will attend Zone meetings and small-group ILT sessions which are facilitated monthly by Instructional Leadership Directors .New teachers will attend the District New teacher professional learning supports offered at various times throughout each semester for new hires. DES will also conduct new teacher meetings the 2nd Tuesday of each month to support the new staff. Attendance will be logged.</p>	<p>[A 1.2.1] Differentiated Professional Development-instruction and intervention Monthly school-embedded PD on Instructional Practices and ELA content as well as developing standards based small group blended learning activities which will support mastery of ELA performance based standards. Use Title I funds to secure supplies, materials, equipment, and support for academic instruction</p>	<p>Administrative Team: Patrick Certion, Principal; Latrenda Hicks, AP & ELA Lead; Rebecca Billingsley, PLC Coach; Alicia Daniels and Mary Ogden, ELA Instructional Leadership Team Lead; Wanda Phifer, ELA-ISA</p>	<p>04/29/2022</p>		
<p>[S 1.3] Targeted Intervention and Personalized Learning DES staff 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>Benchmark Indicator DES students should perform at or above 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional</p>	<p>[A 1.3.1] Academic Interventions - RTI2 1. Tier 2 and 3 interventions which address skill deficits in reading will be delivered daily during 45-minute intervention block. 2. Intervention providers submit weekly intervention plans and log interventions in EdPlan. 3. District RTI Advisor and School Psychologist will provide support during PLCs on instructional resources and best practice strategies which target skill deficit areas. 4. Fidelity checks conducted during intervention blocks. 5. Title I funds will be used to secure supplies, materials, equipment, and support for academic instruction</p>	<p>Certion, Hicks, Billingsley - Admin Team; Sherman, Johnson - Guidance; K-5 ELA Teachers; HSEAs in Grades K-2; Celeste Frazer, District RTI2 Support.</p>	<p>05/27/2022</p>		

standards for the specific quarter. DES intervention providers will review monthly progress monitoring data in targeted intervention (Illuminate Fastbridge) to determine next steps of intervention support in an effort to get them to grade level performance. Weekly data reviews during data team meetings as teachers conduct analysis of student work. Working Data Trackers which include i-Ready, Illuminate, Mastery Connect, TNReady and Report Card grades will be kept by individual teachers and posted in the PLC Room.

	<p>[A 1.3.2] Extended Learning Program to address ELA Deficits and Learning Loss 1-Extended Learning ELA Tutoring will be offered to students in K-5.2-K-5 Reading, Math, ESL, and Instructional Resource teachers will be paid for part-time tutoring through Title I funds.3-Title I funds will be used to secure supplies, materials, equipment, and support for tutoring.</p>	<p>RBillingsley, PLC Coach; ESL Teachers, Inst. Resource Teachers, K-5 ELA teachers</p>	<p>04/29/2022</p>		
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[G 2] Mathematics

DES will improve grades 3-5 Math on track plus mastery percent performance on the state TNReady Assessment from 11.6% in spring 2021 to 23% in spring 2022. Improvement in this area will be supported and developed through the implementation of planning performance based lessons using the District Curriculum Guide, Eureka Math, Great Minds, Educational Epiphany Resources and i-Ready resources for Mathematics, the execution of rigorous professional development to support math, targeted interventions for all learners, and continued coaching support to develop high quality mathematics instruction.

Performance Measure

Spring 2022 Math TNReady Assessment DES student performance on Quarterly District Formative Assessment (Mastery Connect) - 70% on track/mastery for all students grades K-5

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 2.1] Plan Standards-Aligned Lessons with Performance Based Objectives DES Math 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</p>	<p>[A 2.1.1] Standards Aligned Math Instruction 1.Weekly collaborative planning during Professional Learning Community meetings facilitated by Rebecca Billingsley, PLC Coach and Math Admin Content Lead.2.Math teachers will utilize the District Curriculum resource guide and materials including the Educational Epiphany</p>	<p>Math Teachers:K-2 Math, G. Ross, D. Newton, Weaver, Fairley, Reed-Thomas,</p>	<p>05/20/2022</p>		

<p>on prior knowledge (pre-requisite skills), and promote mastery of TN grade level standards.</p> <p>Benchmark Indicator DES student performance at or above 75% on Quarterly District Mastery Connect CFAs.Data from daily classroom observations using the Educational Epiphany Classroom Walkthrough Protocol and Debriefing Document. DES ILT will use data collected to identify trends and provide support to teachers.DES 3-5 Students scoring at least 23% on track plus mastered on the Spring 2022 TNReady Math assessment.</p>	<p>Resources for Planning Standards Driven Instruction with Performance based objectives.3.Math teachers will plan lessons using Eureka In Sync, as well as I-Ready Math Lessons to support instruction.4.Title I funds will be used to secure supplies, materials, equipment, and support for academic instruction</p>	<p>Johnson, Hall, Earle, Mascolo, Bells; S. Thomas, Math Lead; Rebecca Billingsley, Admin Math Lead; P.Certion, Principal;Deborah Atkins, Math ISA</p>			
<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 Data from Formal and Informal Classroom observations using Educational Epiphany Informal Observation forms; the Teacher Effectiveness Measure rubric, Student assessment data, teacher surveys; Mastery Connect Formative Assessment data, Illuminate Data, TNReady Data.DES ILT members will attend bi-weekly meetings to share trends observed in their content area and determine pd and support needed for growth. Attendance will be logged.DES staff will attend Zone meetings and small-group ILT sessions which are facilitated monthly by Instructional Leadership Directors .New teachers will attend the District New teacher professional learning supports offered at various times throughout each semester for new hires. DES will also conduct new teacher meetings</p>	<p>[A 2.2.1] Job Embedded Professional Development Math teachers will engage in professional development to include vertical team planning and collaboration and facilitated by our Zone 2 Math Advisor, Debra Atkins, School Level Math Leads Sheri Thomas and Rebecca Billingsley and Zone 2 i-Ready consultant Lorene Essex. PD will be offered in-person and virtually.Math teachers will explore effective uses of Eureka In Sync to support Math Instruction.Math teachers will receive PD support during weekly PLCs for developing Performance Based standards using Educational Epiphany Resources.Math teachers will explore effective uses of the i-Ready Teacher Toolbox and I-Ready Data along with I-Ready supplemental materials through Professional Development provided by our I-Ready Zone support person.Title I funds will be used to secure supplies, materials, equipment, and support for academic instruction.</p>	<p>Patrick Certion, Principal, Rebecca Billingsley, PLC Coach, Sheri Thomas, Math Teacher Lead, Debra Atkins, Zone 2 Math ISA, Lorene Essex, Zone 2 I-Ready Support</p>	<p>05/20/2022</p>		

the 2nd Tuesday of each month to support the new staff. Attendance will be logged.					
<p>[S 2.3] Targeted Interventions and Personalized Learning, DES teachers will 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>Benchmark Indicator DES Math 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. DES teachers will review progress monitoring data during monthly data team meetings to determine next steps for intervention support to move students to grade level performance. Weekly review of grade reports during weekly data team meetings and conducting student work analysis.</p>	<p>[A 2.3.1] Academic Intervention RTI2 and Blended Learning Stations 1. Dexter Elementary teachers will explore all data sources, including Spring 2021 TNReady assessment data, Illuminate data, Mastery Connect Data and I-Ready data to identify skill deficits of students needing tier 2 or tier 3 intervention in mathematics. Teachers will develop intervention plans for students based on areas of greatest need. Teachers will also create weekly intervention lesson plans which address the support that all students, Tiers 1, 2, and 3 will receive during the daily 45 minute intervention block, using I-Ready online intervention, Teacher ToolBox and Curriculum Associates workbooks purchased with Title I funds. 2. Title I funds will be used to pay part-time salaries for Dexter teachers who provide Extended Learning Tutoring, to increase student achievement in Math and Reading. 3. Computer labs and laptop carts will be used by all students to complete I-Ready online interventions and support, monitored by computer assistants funded by Title I. 4. Title I funds will be used to secure supplies, materials, equipment, and support for academic instruction.</p>	K-5 Math Teachers; P. Certion, L. Hicks, R. Billingsley, S. Thomas, D. Atkins, L. Essex, C. Frazer	05/27/2022		
<p>[G 3] Safe and Healthy Students Students at Dexter Elementary will have equal access to a safe learning environment. Based on gains made in the area of discipline, attendance will be our focus to move us toward our goal.</p> <p>Performance Measure DES will reduce our percentage of chronically out of school students from 10.3 % in 2021 to 6/1% for the 2021-2022 School Year. The following data sources will be used to track and monitor student attendance: Power BI data, PowerSchool data, SART documentation for at-risk students</p>					
Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes

<p>[S 3.1] Attendance and Behavior Interventions and Supports DES will Implement targeted interventions, initiatives and support programs that address chronic absenteeism and behavioral needs for all students.</p> <p>Benchmark Indicator Monitor 20 day reports to identify students at risk of high chronic absenteeism Monitor 20 day reports to assess the impact of suspensions on daily attendance. Monitor students every 20 days who have been identified as needing additional support (i.e. homeless, foster care, student involved in RTIB programs). RTI-A and RTI-B data Behavior Logs Parent Contact Logs SART Meeting minutes</p>	<p>[A 3.1.1] Attendance Intervention 1. School-wide daily deadline for recording daily attendance. 2. Office staff and Paraprofessionals making daily phone calls to parents of absent students. 3. The Student Review and Attendance Team (SART) will monitor students' attendance. 4. Teachers make wellness check calls to students who are absent. Parent contact logs are submitted weekly. 5. School-wide recognition of classes with perfect attendance. 6. Quarterly recognition of students with perfect attendance. 7. Title I funds will be used to secure supplies, materials, equipment and support for academic instruction.</p>	<p>All Teachers, L. Sherman, N. Johnson, L. Boykins, M. Smith, M. Brooks, P. Certion, L. Hicks, R. Billingsley</p>	<p>05/27/2022</p>		
<p>[S 3.2] DES Parent, Family, and Community Engagement DES will promote effective parent, family, and community engagement activities that support safe schools which will improve student attendance and behavior.</p> <p>Benchmark Indicator DES will: Review parent contact logs and determine the impact on student behavior and discipline after involving parents. Review 20-day student attendance reports to monitor the students of those parents contacted for excessive absences. Review data from parent involvement surveys</p>	<p>[A 3.2.1] DES Parent and Community Involvement Activities 1-DES Annual Meet the Teacher - Virtual 2-DES Annual am and pm Title I meetings 3-DES Curriculum Night 4-DES Fall Family Reading and Math Night 5-DES grade level data meetings 6-DES PTO</p>	<p>All teachers, R. Billingsley, P. Certion, L. Hicks, L. Sherman, N. Johnson</p>	<p>04/29/2022</p>		
<p>[S 3.3] Behavior Intervention DES will implement targeted interventions and support programs that address students with identified behavior needs.</p> <p>Benchmark Indicator RTI-B Data in Power BI Discipline Referrals Student Behavior Logs Parent Contact Logs</p>	<p>[A 3.3.1] DES Behavior Intervention 1. Daily recitation school-wide of the Dexter Character traits and the Fabulous Four. 2. Recognition for students demonstrating positive character and behavior. 3. The RTI-B behavior intervention plan is being fully implemented at Dexter Elementary. 4. Professional school counselors along with classroom teachers</p>	<p>All classroom teachers, L. Sherman, N. Johnson, P. Certion, L. Hicks, R. Billingsley, and</p>	<p>05/27/2022</p>		

	develop individual behavior intervention plans for students in need.5.Professional counselors have daily morning and afternoon "check-ins" for students with chronic behavioral concerns.6.Monthly school-wide rewards and programs for students exemplifying positive behavior.	all Educational Assistants			
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[G 4] Early Literacy

DES early learners in grades K-2 will be surrounded by literacy -rich learning environments that offer meaningful and authentic opportunities to develop the reading, writing, speaking and listening skills essential to meeting the requirements of the Third Grade Commitment and becoming college and career ready.

Performance Measure

Report card skills, Universal Screener Assessment-Illuminate Fastbridge, Mastery Connect formative assessment, Summative Assessment-Spring 2021TNReady data for 2nd grade.By June 2022, 85% of KK-2 students will achieve Success criteria relative to the grade by the following:KK - Students must master 80% Literacy Skills per quarter on Report Card grades;1st grade - Students must earn 70 or higher in Reading per quarter on Report Card grades;2nd grade - Students must earn 8 of 12 Success Criteria* in report card grading, district formative assessment(Mastery Connect), and universal screener (Illuminate Fastbridge) 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] Early Learning-Coaching/Literacy Laureate</p> <p>Provide opportunities for students to access early learning opportunities that appropriately support their academic, social, and emotional development and create a continuum of learning through third grade.</p> <p>Benchmark Indicator</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 K-2 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</p>	<p>[A 4.1.1] Collaborative planning for K-2 Foundational Literacy Instruction</p> <p>1.K-2 ELA teachers will collaboratively plan and practice weekly with the support from the Literacy Laureate, the ELA Instructional Leadership Team and PLC Coach Rebecca Billingsley for upcoming Foundational Skills lessons.2.K-2 teachers will use the Wonders curriculum, the District Instructional Maps, the Educational Epiphany PLC planning guide and the K-2 Foundational Literacy walkthrough tool as a guide when planning instruction.3.K-2 teachers will utilize the online learning tools with Wonders and Teacher Toolbox to support virtual instruction.4.Secure supplies, materials, equipment, and support for academic instruction</p>	<p>S. Angotti, C. Dalton, C. Gullete, M. Shockey, Goughnour, F. Elliott, S. Hall, S. Dowell, J. Watson, M. Shorts, K. Porter, C. Stimson K. Hankins J. Grayson, D. Allen, M. Jones, K. Weaver, K. Murray, E. Allgood, P.</p>	<p>05/20/2022</p>		

<p>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>Certion, L. Hicks, R. Billingsley</p>			
<p>[S 4.2] Professional Learning DES will 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 DES expects 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; DES will conduct quarterly observations of educational assistants support in K-2 classrooms to inform professional learning and resources needed to improve instruction and student achievementMONTHLY attendance and completion review of specialized PD focused on foundational literacy and to inform future professional learning opportunities;</p>	<p>[A 4.2.1] School Embedded Early Literacy PD 1- Early Literacy PD during weekly PLCs provided by Literacy Laureate, ELA Lead, and Zone ISA2-Extended hours optional PD on RTI2 Interventions and small group activities provided by PLC Coach and RTI2 Zone Advisor.3-Early Literacy PD during Wednesday Vertical Team Meetings</p>	<p>M. Shockey, Literacy Laureate, W. Phifer-Zone ELA ISA, L. Hicks-Admin ELA Lead, R. Billingsley, PLC Coach and RTI2 Lead, C. Frazer, Zone 2 RTI2 Advisor</p>	<p>04/29/2022</p>		
<p>[S 4.3] Highly Specialized Educational Assistants All K-2 classrooms will have a Highly Specialized Educational Assistant (HSEA) in every classroom to support the Literacy block as well as literacy interventions.</p> <p>Benchmark Indicator RTI2 - Illuminate Benchmark and Progress Monitoring DataStudent Report Card DataMastery Connect Data</p>	<p>[A 4.3.1] HSEA Small Group Support HSEAs will support instruction by:1- Using research-based materials to work with tier 2 and tier 3 Early Literacy students 2-Create Data Trackers for at risk early learners and track progress on weekly assignments and interventions3-Work with the teacher to create focused support plans for at risk students. 4- Title I funds will be used to secure supplies, materials, equipment and support for academic instruction.</p>	<p>P. Certion, L. Hicks, R. Billingsley, K-2 teachers, 21 HSEAs</p>	<p>05/27/2022</p>		

