

Cordova Elementary Annual Plan (2022 - 2023)

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**[G 1] Reading/Language Arts**

Cordova Elementary School will increase TNReady ELA on-track and mastery proficiency rates in \*grades 3-5\* from 21.3% in 2021-2022 to 31.1% in 2022-2023; \*grade 3\* will increase ELA on-track and mastery proficiency rates from 24% in 2021-2022 to 33.5% in 2022-2023; \*grade 4\* will increase ELA on-track and mastery proficiency rates from 23.4% in 2021-2022 to 33% in 2022-2023; and \*grade 5\* will increase ELA on-track and mastery proficiency rates from 22.7% in 2021-2022 to 32.5% in 2022-2023.

Cordova Elementary School \*Black/Hispanic/Native American Subgroup\* will increase TNReady ELA on-track and mastery proficiency rates in grades 3-5 from 18.4% in 2021-2022 to 28.6% in 2022-2023; \*Economically Disadvantaged Subgroup\* will increase TNReady ELA on-track and mastery proficiency rates in grades 3-5 from 13.4% in 2021-2022 to 24.2% in 2022-2023; \*English Learners Subgroup\* will increase TNReady ELA on-track and mastery proficiency rates in grades 3-5 from 0% in 2021-2022 to 12.5% in 2022-2023; and \*Students with Disabilities Subgroup\* will increase TNReady ELA on-track and mastery proficiency rates in grades 3-5 from 12.5% in 2021-2022 to 23.4% in 2022-2023.

\*\*Targeted Support and Improvement White Subgroup\*\* will increase TNReady ELA on-track plus mastered proficiency rates in grades 3-5 from 37.2% in 2021-2022 to 45.1% in 2022-2023; grade 3 will increase ELA on-track and mastery proficiency rates from 30% in 2021-2022 to 22.2% in 2022-2023; grade 4 will increase ELA on-track and mastery proficiency rates from 41.7% in 2021-2022 to 49% in 2022-2023; and grade 5 will increase ELA on-track and mastery proficiency rates from 45.5% in 2021-2022 to 52.3% in 2022-2023.

**Performance Measure**

Performance will be measured using the following tools:

TNReady Assessment

District Formative Assessment using Mastery Connect

\*\*Targeted Support and Improvement White Subgroup\*\* 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><b>[S 1.1] Standard Aligned Core Instruction</b> Provide daily access to a rigorous reading/language arts curriculum that will develop</p>	<p><b>[A 1.1.1] Implementation of Effective Literacy Shifts</b> CES will utilize SCS informal observation tools to</p>	<p>CES Teachers, Tonya Miller, Sheena</p>	<p>04/30/2023</p>		

<p>students' deep understanding of the content, strengthen comprehension, and promote mastery of TN Standards to ensure students are career and college ready.</p> <p><b>Benchmark Indicator</b> **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 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><b>**Targeted Support and Improvement Subgroup</b> <b>**Benchmark Indicator</b></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>monitor effective delivery of standards aligned instruction.</p>	<p>Robinson, Rikki Glaser</p>			
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	<p><b>[A 1.1.2] Improving student achievement and growth by supporting rich learning environments.</b>  <b>**Targeted Support and Improvement White Subgroup**</b></p> <p>Secure supplies, materials, equipment, and resources to support reading academic growth and achievement.</p>	Tonya Miller, Rikki Glaser	01/29/2023		
	<p><b>[A 1.1.3] Alignment of Classroom Observation and Feedback</b>  Utilize formal (TEM rubric) and informal (SCS observation tools) observation processes to provide regular feedback to teachers to ensure ELA instruction is aligned to the TN State Standards and that evidenced based strategies are used to address varying student needs.</p>	Tonya Miller, Sheena Robinson, Rikki Glaser, Tracy Benson, Laquisha Garrett, Michelle Lake	04/30/2023		
	<p><b>[A 1.1.4] Use of Common Formative Assessment to Measure Student Progress</b>  Use the District Formative Assessment as an interim measure of K-5th grade student progress in English Language Arts. Use CES Common Formative Assessment as a triweekly measure of student progress.</p>	CES Teachers, Tonya Miller, Sheena Robinson, Rikki Glaser, Tracy Benson, Laquisha Garrett, Michelle Lake	05/26/2023		
	<p><b>[A 1.1.5] Focus on Early Learning</b>  Strengthen early literacy proficiency by focusing on early foundational skills. This will be accomplished by identifying one K-2 teacher leader as the CES literacy laureate, and by providing on-going professional development for educators on early foundational skills.</p>	Tonya Miller, Sheena Robinson, Rikki Glaser, Tracy Benson, Laquisha Garrett, Michelle Lake	06/02/2023		
	<p><b>[A 1.1.6] Differentiated Learning Opportunities</b>  CES will support ELA academic success through differentiated professional development for ELL, SPED, and Gen Ed ELA teachers that focus on building students' foundational skills and addressing grade level standards.</p>	CES Teachers, Tonya Miller, Sheena Robinson, Rikki Glaser, Tracy Benson,	05/26/2023		

		Laquisha Garrett, Michelle Lake			
	<b>[A 1.1.7] Uninterrupted Reading Block</b> Each classroom teacher will involve all students in K-5 in an uninterrupted literacy block in Tier I Reading. Daily reading instruction will include small group instruction and learning stations.	Tonya Miller, Sheena Robinson	05/26/2023		
	<b>[A 1.1.8] Improving Student Achievement through PLCS</b> PLC Teams will utilize weekly data to guide re-teaching, differentiated instruction and interventions for reading/language arts addressing specific individual student deficiencies. Teachers will share strategies to increase student achievement. ESL and SPED teachers will attend PLC meetings to collaborate on data.	CES Teachers, Tonya Miller, Sheena Robinson, Rikki Glaser	06/02/2023		
	<b>[A 1.1.9] PLC Coach</b> PLC Coach will assist daily in Reading to help identify at risk students to provide materials and professional development to increase Reading Scores.	Rikki Glaser	06/02/2023		
	<b>[A 1.1.10] Family Reading Night</b> Parents and students will participate in Family Reading Night. Reading activities will be planned for students in every grade K-5 for parents and students to participate together to strength the literacy instruction.	CES Classroom Teachers, Tonya Miller, Sheena Robinson, Rikki Glaser, Tracy Benson, Laquisha Garrett, Michelle Lake	12/16/2022		
	<b>[A 1.1.11] Blended Learning Stations</b> All Reading teachers will create daily, academically challenging, effective learning environments through the use of blended learning stations. Technology may be used during the literacy stations including the use of Smart Boards,	CES Classroom Teachers, Tonya Miller, Sheena Robinson, Rikki Glaser,	06/02/2023		

	document cameras, projectors, and literacy activities.	Tracy Benson, Laquisha Garrett, Michelle Lake			
	<b>[A 1.1.12] Monitor and Ensure ESL Student Progress</b> Utilize ELLevation and ESL Walkthrough tool to provide regular feedback to teachers to ensure ESL students are progressing.	Tonya Miller, Sheena Robinson, Rikki Glaser, ESL Teachers, CES Teachers	05/26/2023		
<p><b>[S 1.2] Professional Development</b> Provide professional development for teachers 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><b>Benchmark Indicator</b> Weekly 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 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 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 school leaders are gaining and sharing knowledge of content, obtaining content support and resources through collaboration, and effectively communicating new information with</p>	<b>[A 1.2.1] High-Quality, Continuous Professional Development</b> Teachers and staff will participate in ongoing, research-based professional development through various activities including modeling effective instructional practices (including implementing Common Core State Standards), behavior management strategies, assessment techniques, and directed teaching methods; acting as a coach and support to teachers; and, modeling effective intervention strategies.	CES Teachers, Rikki Glaser, Alicia Irvin, Kimberly DeLara Staunton, Blanche Steward, Tracy Benson, Laquisha Garrett, Michelle Lake	06/02/2023		

<p>school-level educators.</p> <p>Monthly PD sessions for parents to learn effective strategies to help students reach Cordova Elementary's ELA goal.</p> <p>New teacher professional learning supports are offered at various times throughout each semester for new hires.</p>					
	<p><b>[A 1.2.2] Use of Instructional Leadership Team</b>  Use Instructional Leadership including ILT ELA Leads, Literacy Laureate, SPED Lead Teacher, ESL Lead Teacher, and PLC Coaches to provide direct support to teachers to improve reading instructional practices in classrooms and across relevant content areas.</p>	<p>Tonya Miller</p>	<p>05/26/2023</p>		
	<p><b>[A 1.2.3] Inclusion Professional Development</b>  SPED and ESL Co-Teachers will attend district and/or state offerings alongside of their regular education co- teacher</p>	<p>Blanch Steward and Kimberly DeLara Staunton</p>	<p>06/02/2023</p>		
	<p><b>[A 1.2.4] Parent Training - Literacy</b>  Provide literacy trainings to empower parents to promote literacy at home, as well as help parents learn teaching strategies that can help their child succeed in school.</p>	<p>CES Teachers, Tonya Miller Sheena Robinson, Rikki Glaser, ILT Team Members</p>	<p>05/26/2023</p>		
	<p><b>[A 1.2.5] New Teacher Mentor</b>  CES will support ELA academic success through the development and implementation of a targeted support mentor program for new teachers to CES. On-going monthly new teacher training will focus on proven instructional strategies, behavior management, effective routines and procedures, teacher reflection, and observation of master teachers.</p>	<p>Tonya Miller, Sheena Robinson, Tamara Johnson, Alicia Irvin, Crystal Truelove, Brandy Murrell, Sarah Pelke, Holly Hester, Chandra Madden</p>	<p>06/02/2023</p>		

	<p><b>[A 1.2.6] PLC Teams Utilizing Data</b>          PLC Teams will utilize weekly data to guide re-teaching, differentiated instruction and interventions for reading/language arts addressing specific individual student deficiencies. Teachers will share strategies to increase student achievement. ESL and SPED teachers will attend PLC meetings to collaborate on data. Copiers will be used to make copies of data and benchmark materials.</p>	CES Teachers, Tonya Miller, Sheena Robinson, Rikki Glaser, Tracy Benson, Laquisha Garrett, Michelle Lake	06/02/2023		
<p><b>[S 1.3] Targeted Intervention and Personalized Learning</b>          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><b>Benchmark Indicator</b>          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 (AimsWeb) 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>**Targeted Support and Improvement White Subgroup: **Benchmark</p> <p>Students should perform at or above 70% on District Formative Assessments (Fall, Winter and</p>	<p><b>[A 1.3.1] Response to Intervention</b>          Identification of Tier II and Tier III students by utilizing Universal Screener assessments. Students scoring below the 10th percentile on either assessment shall receive follow-up benchmark assessments to assist in determining the appropriateness of a tiered intervention. Implementation monitoring is ongoing. ESL student requiring additional language support will receive English language development intervention during scheduled RTI.</p>	CES Teachers, Tonya Miller, Sheena Robinson, Rikki Glaser, Tracy Benson, Laquisha Garrett, Michelle Lake	06/02/2023		

Spring) which align with core instructional standards for the specific quarter.					
	<p><b>[A 1.3.2] Personalized Literacy Supports</b> Provide targeted enrichment and support for students using District-provided online intervention tools (IReady), differentiated instruction and classes with fidelity.</p>	<p>CES Teachers, Rikki Glaser, Tracy Benson, Laquisha Garrett, Michelle Lake</p>	<p>06/02/2023</p>		
	<p><b>[A 1.3.3] Extended Learning</b> **Targeted Support and Improvement White Subgroup - **Extended Learning  Provide extended learning opportunities students to support ELA academic success.</p>	<p>Tonya Miller, Rikki Glaser, Laquisha Garrett</p>	<p>05/26/2023</p>		
	<p><b>[A 1.3.4] Parent and Community Volunteer Plan</b> Create and implement a plan for parent and community volunteers to support and promote literacy.</p>	<p>Tonya Miller, Sheena Robinson, Rikki Glaser, Thelma Doss</p>	<p>10/30/2023</p>		
	<p><b>[A 1.3.5] ELA Homework - Reading Fluency Focus</b> Create and implement a homework policy plan for kindergarten through fifth grade with a focus on reading literacy, high frequency words, and vocabulary.</p>	<p>CES Teachers, Tonya Miller, Sheena Robinson, Rikki Glaser, Tracy Benson, Laquisha Garrett, Michelle Lake</p>	<p>10/31/2022</p>		
	<p><b>[A 1.3.6] Attending High Quality Professional Development</b> Teachers and administrators will participate in local, state and national conferences and trainings based on the academic and social needs of the students of Cordova Elementary School to increase their professional knowledge to become more effective teachers and administrators. Teacher and administrators will learn a variety of strategies and techniques to use in the classrooms to enhance the curriculum and increase student achievement.</p>	<p>CES Teachers, Tonya Miller, Sheena Robinson, Rikki Glaser, Tracy Benson, Laquisha Garrett, Michelle Lake</p>	<p>06/02/2023</p>		



	Teachers and administrations will return after the PD and provide ongoing, research-based professional development for teachers and staff through various activities including modeling effective instructional practices (including Common Core State Standards), behavior management strategies, assessment techniques, and directed teaching methods; acting as a coach and support to teachers; and modeling effective intervention strategies.				
	<b>[A 1.3.7] Strategies for the English Language Learner</b> ESL Teachers will provide ongoing, research-based professional development for teachers and staff through various activities including modeling effective instructional practices (including implementing Common Core State Standards), behavior management strategies, assessment techniques, and directed teaching methods; acting as a coach and support to teachers and modeling effective intervention strategies. PD will be for all staff and will be ongoing through PLCs	Kimberly DeLara	06/02/2023		

**[G 2] Mathematics**

Cordova Elementary School will increase TNReady Math on-track and mastery proficiency rates in grades 3-5 from 15.7% in 2021-2022 to 26.2% in 2022-2023; grade 3 will increase Math on-track and mastery proficiency rates from 14.2% in 2021-2022 to 24.9% in 2022-2023; grade 4 will increase Math on-track and mastery proficiency rates from 22.2% in 2021-2022 to 31.9% in 2022-2023; and grade 5 will increase Math on-track and mastery proficiency rates from 11.5% in 2021-2022 to 22.5% in 2022-2023.

Cordova Elementary School \*Black/Hispanic/Native American Subgroup\* will increase TNReady Math on-track and mastery proficiency rates in grades 3-5 from 18.2% in 2021-2022 to 23.7% in 2022-2023; \*Economically Disadvantaged Subgroup\* will increase TNReady Math on-track and mastery proficiency rates in grades 3-5 from 7.9% in 2021-2022 to 19.4% in 2022-2023; \*English Learners Subgroup\* will increase TNReady Math on-track and mastery proficiency rates in grades 3-5 from 4.5% in 2021-2022 to 16.5% in 2022-2023; and \*Students with Disabilities Subgroup\* will increase TNReady Math on-track and mastery proficiency rates in grades 3-5 from 18.8% in 2021-2022 to 28.9% in 2022-2023.

\*\*Targeted Support and Improvement White Subgroup\*\* will increase TNReady Math on-track plus mastered proficiency rates in grades 3-5 from 28.6% in 2021-2022 to 37.5% in 2022-2023; grade 3 will increase Math on-track and mastery proficiency rates from 31.6% in 2021-2022 to 40.1% in 2022-2023; grade 4 will increase Math on-track and mastery proficiency rates from 25% in 2021-2022 to 34.4% in 2022-2023; and grade 5 will increase Math on-track and mastery proficiency rates from 27.3% in 2021-2022 to 36.4% in 2022-2023.

**Performance Measure**

Performance will be measured using the following tools:

TNReady Assessment

District Formative Assessment using Mastery Connect

\*\*Targeted Support and Improvement White Subgroup \*\*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><b>[S 2.1] Standard Aligned Core Instruction</b> 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><b>Benchmark Indicator</b> 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>Weekly 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 tool. Data should show</p>	<p><b>[A 2.1.1] Improving student achievement and growth by supporting rich learning environments.</b> **Targeted Support and Improvement White Subgroup Improving student achievement and growth by supporting rich learning environments.**</p> <p>CES will secure supplies, materials, equipment, and resources to support math academic growth and achievement.</p>	<p>Tonya Miller and Rikki Glaser</p>	<p>06/02/2023</p>		

<p>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><b>**Targeted Support and Improvement White Subgroup**</b>: Benchmark</p> <p>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><b>[A 2.1.2] Alignment of Classroom Observation and Feedback</b> Utilize formal (TEM rubric) and informal (SCS observation tools) observation processes to provide regular feedback to CES teachers to ensure instruction is aligned to the TN State Standards and that evidenced based strategies are used to address varying student needs.</p>	<p>Tonya Miller, Sheena Robinson, Rikki Glaser, Michelle Lake, Laquisha Garrett, Tracy Benson</p>	<p>04/28/2023</p>		
	<p><b>[A 2.1.3] Use of Assessment to Measure Student Progress</b> <b>**Targeted Support and Improvement White Subgroup: Use of Assessment to Measure Student Progress**</b></p> <p>Use District Formative Assessment as an interim measure and triweekly CES Common Formative Assessment as an on ongoing measure of K-5 math progress.</p>	<p>CES Teachers, Tonya Miller, Sheena Robinson, Rikki Glaser, Michelle Lake, Tracy Benson, Laquisha Garrett, ILT Team</p>	<p>05/26/2023</p>		
	<p><b>[A 2.1.4] Implementation of Effective Mathematics Shifts</b> CES will utilize SCS observation tools to monitor effective delivery of standards aligned instruction.</p>	<p>CES Teachers, Tonya Miller, Sheena Robinson, Rikki Glaser, ILT Team</p>	<p>04/28/2023</p>		

		Members, Laquisha Garrett			
	<p><b>[A 2.1.5] Differentiated Learning Opportunities</b>  <b>**Targeted Support and Improvement White Subgroup: Differentiated Learning Opportunities**</b></p> <p>CES will support Mathematics academic success through differentiated professional development for ELL, SPED, and Gen Ed ELA teachers that focus on building students' mathematics foundational skills and addressing grade level standards.</p>	Tonya Miller, Rikki Glaser, Blanche Steward, Kimberly deLara, Michelle Lake, Tracy Benson, Laquisha Garrett	05/26/2023		
	<p><b>[A 2.1.6] Improving student achievement through PLCs</b></p> <p>PLC Teams will break down the standards and utilize weekly data to guide re-teaching, differentiated instruction, and interventions for math addressing specific individual student deficiencies. Teachers will share strategies to increase student achievement ESL and SPED representatives will attend PLC meeting to collaborate on data.</p>	CES Math Teachers, CES ESL Teachers, CES SPED Teachers, Tonya Miller, Sheena Robinson, Rikki Glaser	05/26/2023		
	<p><b>[A 2.1.7] PLC Coach</b>  <b>** **PLC Coach will assist daily in Math to help identify at risk students to provide materials and professional development to increase Math scores</b></p>	Rikki Glaser	06/09/2023		
	<p><b>[A 2.1.8] Parental Training</b></p> <p>Parental Training will be offered for parents in all grades to help their child succeed in school. Parents will learn grade specific strategies to use at home to help their child improve in Math.</p>	CES Teachers, Tonya Miller, Sheena Robinson, Rikki Glaser, ILT Team Members, Laquisha Garrett	05/26/2023		
	<p><b>[A 2.1.9] Math and Science Manipulatives</b></p> <p>Students will be provided with additional resources for hands-on Math and Science instruction. In addition Science subscriptions may be used to enhance the curriculum. Classroom resources for</p>	Tonya Miller, Rikki Glaser	05/26/2023		

	<p>science experiments, including books for math and science classroom libraries will be purchased to enhance the curriculum. In addition, hands on manipulatives for math and science centers will be purchased to enhance the curriculum. Technology, computers, Promethean Boards, etc. will be purchased to enhance instruction.</p>				
<p><b>[S 2.2] Professional Development</b> Provide ongoing, high quality professional development for teachers and other instructional staff that focuses on instructional shifts and strategies that result in improved student performance.</p> <p><b>Benchmark Indicator</b> 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>Walkthrough data will be monitored weekly through the district's PD management system (Professional Learning Zone/PLZ) 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 school leaders are gaining and sharing knowledge of content, obtaining content support and resources through collaboration, and effectively communicating new information with educators.</p> <p>Monthly PD sessions for parents to learn effective strategies to help students reach Cordova Elementary's mathematics goal.</p>	<p><b>[A 2.2.1] High-Quality Professional Development</b> Teachers and staff will participate in ongoing, research-based professional development through various activities including modeling effective instructional practices ( including implementing, TN State Standards), behavior management strategies, assessment techniques, and directed teaching methods, acting as a coach and support to teachers, and modeling effective intervention strategies.</p>	<p>CES Math Teachers, Tonya Miller, Sheena Robinson, Rikki Glaser, Blanche Steward, Kimberly DeLara, ISA Math Coach</p>	<p>06/02/2023</p>		

<p>New teacher professional learning supports are offered at various times throughout each semester for new hires.</p>					
	<p><b>[A 2.2.2] Use of Instructional Leadership</b>  Use Instructional Leadership including ILT Math Leads and PLC Coaches to provide direct support to teachers to improve math instructional practices in classrooms and across relevant content areas.</p>	<p>Tonya Miller, Sheena Robinson, Rikki Glaser, ISA Math Coach</p>	<p>05/26/2023</p>		
	<p><b>[A 2.2.3] Inclusion Professional Development</b>  SPED Co-Teachers will attend district and/or state offerings alongside of their regular education co-teacher</p>	<p>Tonya Miller, Sheena Robinson, Rikki Glaser, Blanche Steward, ISA Math Coach</p>	<p>06/02/2023</p>		
	<p><b>[A 2.2.4] Parent Training - Mathematics</b>  Provide parent mathematics training opportunities to empower parents to promote mathematics at home, as well as help parents learn teaching strategies that can help their children succeed in school. Develop and offer periodic math trainings directly specific to Eureka curriculum and iReady Math curriculum for parents and family. Provide parent surveys to assess parent understanding of math curriculum and determine the area to focus math trainings.</p>	<p>CES Teachers, Tonya Miller, Sheena Robinson, Rikki Glaser, Blanche Steward, Kimberly DeLara, ISA Math Coach</p>	<p>06/02/2023</p>		
	<p><b>[A 2.2.5] New Teacher Mentor</b>  CES will support Math academic success through the development and implementation of a targeted support mentor program for new teachers to CES. On-going monthly new teacher trainings will focus on proven instructional strategies, behavior management, effective routines and procedures, and teacher reflection</p>	<p>Tonya Miller, Sheena Robinson, Rikki Glaser, Michelle Lake, Laquisha Garrett, Tracy Benson, Tamara Johnson, Alicia Irvin, Brandy Murrell, Sarah</p>	<p>06/02/2023</p>		

		Pelke, Holly Hester, Chandra Madden			
	<b>[A 2.2.6] Math Standards Targeted Professional Development</b> Survey teachers to determine which math standards they need support to plan professional development.	Tonya Miller, Sheena Robinson, Rikki Glaser, ISA Math Coach	06/02/2023		
	<b>[A 2.2.7] Eureka Math and iReady Math Professional Development</b> Teachers will receive ongoing professional development on Eureka Math Curriculum and iReady Math Curriculum during faculty meetings and PLC meetings.	CES Math Teachers, Tonya Miller, Sheena Robinson, Rikki Glaser, ISA Math Coach	06/02/2023		
<b>[S 2.3] Targeted Interventions and Personalized Learning,</b> 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.  ** **  ** **  <b>Benchmark Indicator</b> 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.  Monthly progress monitoring data review of students' performance in targeted intervention (AimsWeb) to determine next steps of intervention support in an effort to get them to grade level.	<b>[A 2.3.1] Progress Monitoring</b> Create and implement a systemic approach to monitoring the implementation of the math intervention and using the data to drive instruction.	Tonya Miller, Sheena Robinson, Rikki Glaser, Tracy Benson, Laquisha Garrett	05/26/2023		

<p>Weekly grade audits to monitor and adjust the effectiveness of the learning opportunity and the impact on student learning and content delivery.</p> <p>**Targeted Support and Improvement white Subgroup: **Benchmark</p> <p>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><b>[A 2.3.2] Personalized Math Support</b> Provide targeted enrichment opportunities for students and targeted support for Tier II and Tier III students using District-provided online intervention tools with fidelity and differentiated instruction and enriched classes.</p>	<p>CES Teachers, Tonya Miller, Sheena Robinson, Rikki Glaser, Blanche Steward, Kimberly deLara</p>	<p>05/26/2023</p>		
	<p><b>[A 2.3.3] Response to Intervention</b> Identification of Tier II and Tier III students by utilizing a formative assessment tool to identify the bottom 25% of students in need of intervention, students are then bench-marked, after which students are scheduled for intervention services for RTI2. Implementation monitoring is ongoing. Interventions provided for students are adjusted according to student mastery.</p>	<p>CES Teachers, Tonya Miller, Sheena Robinson, Rikki Glaser, Blanche Steward, Kimberly deLara</p>	<p>05/26/2023</p>		
	<p><b>[A 2.3.4] Extended Learning Opportunities</b> **Targeted Support and Improvement White Subgroup - Extended Learning Opportunities**</p> <p>Provide extended learning opportunities students to support Math academic success.</p>	<p>Tonya Miller, Sheena Robinson, Rikki Glaser, Laquisha Garrett</p>	<p>04/28/2023</p>		
	<p><b>[A 2.3.5] Parent and Community Volunteer Plan</b> Create and implement a plan for parent and</p>	<p>CES Teachers, Tonya Miller,</p>	<p>12/16/2022</p>		



	community volunteers to support and promote mathematics fluency.	Sheena Robinson, Rikki Glaser, Thelma Doss			
	<p><b>[A 2.3.6] Targeted Support and Improvement White Subgroup - Differentiated Instruction</b>  <b>**Targeted Support and Improvement White Subgroup - Differentiated Instruction**</b></p> <p>Teachers in all grades will utilize resources to differentiate instruction to meet the needs of all their students in math,</p>	CES Math Teachers, Tonya Miller, Sheena Robinson	05/26/2023		
	<p><b>[A 2.3.7] Response to Intervention Training</b>  All Math teachers will be provided ongoing support on RTI and meeting the needs of all their students. The process of RTI will be shared as well as resources that can be used to meet students individualized Tier needs. On going support will be held during faculty meetings, PLCs and grade level meetings.</p>	Tonya Miller, Sheena Robinson, Rikki Glaser, Tracy Benson, Laquisha Garrett	05/26/2023		
	<p><b>[A 2.3.8] Attending High Quality Professional Development</b>  Teachers and administrators will participate in local, state, and national conferences and trainings based on the academic and social needs of the students of Cordova Elementary School to increase their professional knowledge to become more effective teachers and administrators. Teachers and administrators will learn a variety of strategies and techniques to use in the classroom to enhance the math curriculum and increase student achievement. Teachers and administrators will return after the PD and provide ongoing research-based professional development for teachers and staff through various activities (including implementing Tennessee State Standards), behavior management strategies, assessment techniques, and directed teaching methods; acting as a coach and support to teachers; and modeling effective intervention strategies.</p>	CES Teachers, Tonya Miller, Sheena Robinson, Rikki Glaser	06/09/2023		

	<p><b>[A 2.3.9] Math Fluency Focus</b>          Create and implement a math fluency skill plan for kindergarten through fifth grade. Develop a weekly assessment that addresses fluency and foundation skills. Plan a Math Fluency Bee for grade bands. Work with adopters to purchase incentives for students to learn their math facts.</p>	<p>Tonya Miller,          Sheena Robinson,          Thelma Doss,          Laquisha Garrett</p>	<p>05/26/2023</p>		
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**[G 3] Safe and Healthy Students**  
 By Spring 2023, Cordova Elementary students will meet the 2022-2023 attendance AMO.

**\*\*Targeted Support and Improvement White Subgroup:\*\*** By Spring 2023, Cordova Elementary White Subgroup students will meet the 2022-2023 attendance AMO.

**Performance Measure**  
 Interventions and supports will be measured using the following:

- \* PowerSchool Data
- \* PowerBI Data
- \* SART documentation for at-risk students

**\*\*Target Support and Improvement White Subgroup \*\***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
<p><b>[S 3.1] Attendance and Behavior Interventions and Supports</b>            Implement targeted interventions, initiatives and support programs that address chronic absenteeism and behavioral needs for all students.</p> <p><b>Benchmark Indicator</b>            In order to look at attendance rates and factors that cause students to be absent from school the benchmark indicators are:</p>	<p><b>[A 3.1.1] Positive Behavior Intervention Support</b>            Implement a RTI2 behavior prevention and intervention plans with fidelity that provides supports to students</p>	<p>Tonya Miller,            Sheena Robinson,            Thelma Doss,            Aishia Hibbler,            CES Faculty</p>	<p>06/02/2023</p>		

<p>Student discipline reports - 20 day reporting period will assist in monitoring students behavior and effectiveness behavioral interventions and supports measures aimed at reducing student discipline incidents.</p> <p>Attendance and suspension data - 20 day reporting period, will assist in monitoring students' attendance and the effectiveness of behavioral interventions and supports measures aimed at improved student attendance.</p> <p>Monitoring students who have been identified as needing additional support (i.e. homeless, foster care, student involved in RTIB programs, Truancy Supports and progressive discipline supports).</p> <p><b>**Target Support and Improvement Group White Subgroup **</b>In order to look at attendance rates and factors that cause students to be absent from school the benchmark indicators are:</p> <p>Monitor 20 day reports to identify White Subgroup Students at risk of high chronic absenteeism.</p> <p>Monitor 20 day reports to assess the impact of suspensions on daily attendance of White Subgroup Students.</p> <p>###</p>					
	<p><b>[A 3.1.2] RTI2B Intervention Teams</b> Utilize RTI2B teams to review attendance, chronic absenteeism, and behavioral data to identify at-risk students.</p>	<p>Tonya Miller, Sheena Robinson, Thelma Doss, Aishia Hibbler</p>	<p>06/09/2023</p>		
	<p><b>[A 3.1.3] Intervention Program for Students - Attendance Team</b> Implement Attendance Team intervention program</p>	<p>Thelma Doss, Aishia Hibbler,</p>	<p>06/09/2023</p>		

	to encourage students to attend school. Students who fall into the category of chronically out of school 10% or more of the school year will receive a weekly phone call from a member of the Attendance Team to encourage school attendance.	Tyraun Stripling			
	<b>[A 3.1.4] Attendance Communication - CES Calendar</b> Utilize the CUB Communicator to communicate attendance percentages for each grade level. The CUB Communicator will remind and encourage CES families about the importance of school attendance and the part it plays in academic success for our entire CES family.	Tonya Miller, Sheena Robinson, Michelle Lake, Thelma Doss, Aishia Hibbler	06/09/2023		
	<b>[A 3.1.5] Intervention Program - Weekly and Quarterly Attendance Incentives</b> ** **Develop a yearlong schedule for attendance incentives and communicate to all stakeholders. Revisit attendance incentives at the beginning of each quarter. Incentives will be rewarded on Friday's or Monday's as these are days students are absent most. Include a visual of upcoming activities and events for the upcoming week on Class Dojo and CUB Communicator. Communicate to parents the importance of attendance and connection to academic and social progress throughout the school year. Survey students and implement a weekly and quarterly attendance incentive plan to encourage and reward perfect attendance.	Tonya Miller, Sheena Robinson, Michelle Lake, Thelma Doss, Aishia Hibbler	06/09/2023		
	<b>[A 3.1.6] Attendance Intervention - Wellness Checks</b> Contact student families when a student is absent. Teachers will call a student's parent when the student is absent to check on why the student was absent and to let the family know the student was missed. Teachers will also make parents aware of the retrieval method for student work packets. Work packets will be available to students electronically and in hard copy. ESL teachers and Instructional Resource teachers will contact their student's parent when the student misses 2	CES Teachers, Tonya Miller, Sheena Robinson, Thelma Doss, Kimberly DeLara Staunton	05/26/2023		

	consecutive days to check on why the student was absent and to let the family know the student was missed. Attendance Team will contact families when a student misses 3 school days to discuss why the student is absent and the importance attendance plays in the student's academic success.				
	<b>[A 3.1.7] Most Improved Award at Honor's Program</b> Identify the most improved students in each class quarterly for the following categories: Most Improved ELA, Most Improved Math, and Most Improved Behavior. Students will receive recognition and an award at the Honor Assembly each quarter.	Thelma Doss, Aishia Hibbler	05/26/2023		
	<b>[A 3.1.8] Behavior Intervention - Counselor Check Ins</b> Counselors will create a schedule and conduct check ins with at-risk students. Counselors will update the Counselor Check in Schedule monthly	Thelma Doss, Tonya Miller, Sheena Robinson	05/26/2023		
	<b>[A 3.1.9] Character Trait Award</b> Identify and award a student for each class that demonstrates the character trait of the month.	Thelma Doss	05/26/2023		
<b>[S 3.2] Professional Development</b> 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.  <b>Benchmark Indicator</b> Monitor the number of student referrals to the reset room and ISS quarterly 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  ###	<b>[A 3.2.1] RTI2B Targeted Training</b> Provide CES faculty and staff professional development to address student discipline, attendance, and chronic absenteeism.	Tonya Miller, Sheena Robinson, Thelma Doss, Aishia Hibbler	05/26/2023		

	<p><b>[A 3.2.2] New Teacher Mentor</b>  CES will support social and emotional learning success through the development and implementation of a targeted support mentor program for new teachers to CES. On-going monthly new teacher trainings will focus on proven instructional strategies, behavior management, effective routines and procedures, and teacher reflection.</p>	Tonya Miller, Sheena Robinson, Alicia Irvin, Brandy Murrell, Holly Hester, Sarah Pelke, Tamara Johnson, Crystal Truelove, Chandra Madden, Michelle Lake, Tracy Benson, Laquisha Garrett, Rikki Glaser	06/09/2023		
<p><b>[S 3.3] Parent, Family, and Community Engagement</b>  Promote effective parent, family, and community engagement activities and resources that support safe schools which will improve student attendance and behavior.</p> <p><b>Benchmark Indicator</b>  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 topics through monthly parent surveys.</p> <p>Conduct a semi-annual adopter surveys to monitor</p>	<p><b>[A 3.3.1] Family Needs Assessment</b>  Create a family needs assessment to be administered to all families and analyzed each semester. Strategies for family engagement will be developed or revised and implemented from this analysis. The needs assessment will be given at the beginning of each semester in order to determine current needs.</p>	Tonya Miller, Sheena Robinson, Rikki Glaser, Michelle Lake, Laquisha Garrett, Tracy Benson, Thelma Doss, Aishia Hibbler	05/12/2023		

their impact on students' success by way of their contributions of resources and time.					
	<p><b>[A 3.3.2] Family Needs Assessment</b>  Create a family needs assessment to be administered to all families and analyzed each semester. Strategies for family engagement will be developed or revised and implemented from this analysis. The needs assessment will be given at the beginning of each semester in order to determine current needs.</p>	Tonya Miller, Sheena Robinson, Rikki Glaser, Michelle Lake, Laquisha Garrett, Tracy Benson, Thelma Doss, Aishia Hibbler	05/12/2023		
	<p><b>[A 3.3.3] Family Needs Assessment</b>  Create a family needs assessment to be administered to all families and analyzed each semester. Strategies for family engagement will be developed or revised and implemented from this analysis. The needs assessment will be given at the beginning of each semester in order to determine current needs.</p>	Tonya Miller, Sheena Robinson, Rikki Glaser, Michelle Lake, Laquisha Garrett, Tracy Benson, Thelma Doss, Aishia Hibbler	05/12/2023		
	<p><b>[A 3.3.4] Family Needs Assessment</b>  Create a family needs assessment to be administered to all families and analyzed each semester. Strategies for family engagement will be developed or revised and implemented from this analysis. The needs assessment will be given at the beginning of each semester in order to determine current needs.</p>	Tonya Miller, Sheena Robinson, Rikki Glaser, Michelle Lake, Laquisha Garrett, Tracy Benson, Thelma Doss, Aishia Hibbler	05/12/2023		
	<p><b>[A 3.3.5] Pre-K to Kindergarten and 5th Grade to Middle School Transition Plan</b>  School counselors will develop and implement Pre-K-to-Kindergarten and a 5th grade-to-Middle transition plan focused informing parents and students of the routines and expectations of the upcoming year.</p>	Thelma Doss, Holly Hester, Tamara Johnson, Kimberly deLaura Staunton	05/26/2023		

	<p><b>[A 3.3.6] Parent Training or Workshops</b>  The counselors, behavior specialist, and ESL teachers will plan and conduct quarterly parent workshops based on the needs assessment. A brief evaluation will be conducted at the end of each session to determine the effectiveness of the workshop and obtain input about other trainings to be offered.</p>	Thelma Doss, Aishia Hibbler, Kimberly deLaura Staunton	05/19/2023		
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**[G 4] Early Literacy**  
Cordova Elementary Schools' early learners will be engaged for the 2022-23 year in literacy-rich environments that offer meaningful and authentic opportunities to develop the reading, writing, speaking and listening skills essential to becoming for proficient readers by the end of grade 3.

**Performance Measure**  
By June 2023, 85% of 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 (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.

Kindergarten students will increase from 64.4% on track or mastered on average for the three Mastery Connect Assessments in 2021-2022 to 74.4% for 2022-2023.

1st grade students will increase from 76.6% on track or mastered on average for the three Mastery Connect Assessments in 2021-2022 to 86.6% for 2022-2023.

2nd grade students will increase from 34.2% on track or mastered on average for the three Mastery Connect Assessments in 2021-2022 to 44.2% for 2022-2023.

**\*\*Targeted Support and Improvement White Subgroup \*\***By June 2023, 85% of 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 (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.



**\*\*Target and Support Improvement White Student Subgroup\*\***

Kindergarten students will increase from 62% on track or mastered on average for the three Mastery Connect Assessments in 2021-2022 to 72% for 2022-2023.

1st grade students will increase from 72% on track or mastered on average for the three Mastery Connect Assessments in 2021-2022 to 82% for 2022-2023.

2nd grade students will increase from 18.5% on track or mastered on average for the three Mastery Connect Assessments in 2021-2022 to 19.5% for 2022-2023.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p><b>[S 4.1] Early Literacy Opportunities</b> 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><b>Benchmark Indicator</b> **WEEKLY **student assessment data to monitor daily task alignment with standards; Analysis of Benchmark assessment results **3 times per year** will inform the alignment of core instruction to Kindergarten standards at 70% on-track/mastery level; **QUARTERLY** review of student success criteria to measure progress toward 3rd grade proficiency to inform needed instructional changes and professional development; **QUARTERLY **analysis of District formative assessment (Mastery Connect).</p> <p>**Targeted Support and Improvement White Subgroup WEEKLY **student assessment data to monitor daily task alignment with standards; Analysis of Benchmark assessment results **3 times per year** will inform the alignment of core instruction to Kindergarten standards at 70% on-track/mastery level; **QUARTERLY** review of student success criteria to measure progress toward 3rd grade proficiency to inform needed instructional changes and professional development; **QUARTERLY **analysis of District</p>	<p><b>[A 4.1.1] Focus on Early Learning</b> Strengthen early literacy proficiency by focusing on early foundational skills. This will be accomplished by identifying one K-2 teacher leader as the CES literacy laureate.</p>	<p>Tonya Miller</p>	<p>06/02/2023</p>		

formative assessment (Mastery Connect).					
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	<p><b>[A 4.1.2] Differentiated Learning Opportunities</b>  CES will support ELA academic success through differentiated professional development for ELL, SPED, and Gen Ed ELA teachers that focus on building students' foundational skills and addressing grade level standards.</p>	<p>Tonya Miller,  Sheena Robinson,  Blanche Steward,  Kimberly deLara  Staunton, Rikki Glaser,  Michelle Lake,  Tracy Benson,  Laquisha Garrettt</p>	05/26/2023		
	<p><b>[A 4.1.3] Uninterrupted Reading Block</b>  Each classroom teacher will involve all students in K-5 in an uninterrupted literacy block in Tier I Reading. Daily reading instruction will include small group instruction and learning stations.</p>	<p>Tonya Miller,  Sheena Robinson</p>	05/26/2023		
	<p><b>[A 4.1.4] Uninterrupted Reading Block</b>  Each classroom teacher will involve all students in K-5 in an uninterrupted literacy block in Tier I Reading. Daily reading instruction will include small group instruction and learning stations.</p>	<p>Tonya Miller,  Sheena Robinson</p>	05/26/2023		
	<p><b>[A 4.1.5] Literacy Blended Learning Stations</b>  **White Student Subgroup Literacy Blended Learning Stations** All Reading teachers will create daily, academically challenging, effective learning environments using learning stations. Technology may be used during literacy stations including the use of Smart Boards, document cameras, projectors, and literacy activities. This strategy will also be used with Targeted Support and Improvement for White Subgroup Students.</p>	<p>CES Teachers,  Tracy Benson,  Michelle Lake,  Laquisha Garrett, Rikki Glaser</p>	05/26/2023		
	<p><b>[A 4.1.6] Monitor and Ensure ESL Student Progress</b>  Utilize ELlevation and ESL Walkthrough tool to</p>	<p>Kimberly deLara  Staunton, CES Teachers</p>	05/26/2023		

	provide regular feedback to teachers to ensure ESL students are progressing.				
	<b>[A 4.1.7] Assessment Tools</b> Utilize District Formative Assessment tools to guide instruction and develop individualized learning opportunities for K-2 students to ensure readiness skills.	Rikki Glaser, Tracy Benson, Laquisha Garrett, ILT Team	05/26/2023		
	<b>[A 4.1.8] Kindergarten Information Session</b> Schedule end of year grade level tours and brochures for parents of rising kindergartens to talk with CES Kindergarten teachers.	Kindergarten Teachers, Tonya Miller	05/26/2023		
	<b>[A 4.1.9] Sight Word Challenge</b> Sight Word challenge will be conducted at the end of the 1st semester to build automaticity with sight word recognition.	CES Teachers, Tonya Miller, Laquisha Garrett	05/26/2023		
<p><b>[S 4.2] Professional Learning</b> 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><b>Benchmark Indicator</b> 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.</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>	<b>[A 4.2.1] High-Quality, Continuous Professional Development</b> Teachers and staff will participate in ongoing, research-based professional development through various activities including modeling effective instructional practices (including implementing Common Core State Standards), behavior management strategies, assessment techniques, and directed teaching methods; acting as a coach and support to teachers; and modeling effective intervention strategies.	Rikki Glaser, Tracy Benson, Laquisha Garrett, ILT Members	06/09/2023		

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	<b>[A 4.2.2] Use of Instructional Leadership Team</b> Use Instructional Leadership including ILT ELA Leads, Literacy Laureate, SPED Lead Teacher, ESL Lead Teacher, and PLC Coaches to provide direct support to teachers to improve reading instructional practices in classrooms and across relevant content areas.	Tonya Miller	06/09/2023		
	<b>[A 4.2.3] Parent Training - Literacy</b> Provide literacy training to empower parents to promote literacy at home, as well as help parents learn teaching strategies that can help their child succeed in school.	Rikki Glaser, ILT Team, CES Teachers, Michelle Lake, Laquisha Garrett, Tracy Benson	06/02/2023		
	<b>[A 4.2.4] Tiered Instructional Support</b> Provide K-2 teachers with tiered instructional support, professional development, coaching, and data digs.	Tonya Miller, Rikki Glaser, ILT Team, Literacy Laurette, Tracy Benson, Laquisha Garrett	06/09/2023		
<b>[S 4.3] Foundational Literacy Laureates</b> Designate one Laureate in every elementary and K-8 school to support K-2 teachers with implementing high quality foundational literacy instruction and strategies.  <b>Benchmark Indicator</b> 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 Foundational Literacy Quality Reviews (FLQRs) from district instructional literacy advisors to determine Laureate's implementation of the 3 major components of a comprehensive literacy block and inform the	<b>[A 4.3.1] Response to Intervention</b> Identification of Tier II and Tier III students by utilizing I-Ready. Students scoring below the 10th percentile on either assessment shall receive follow-up benchmark assessments to assist in determining the appropriateness of a tiered intervention. Implementation monitoring is ongoing. ESL student requiring additional language support will receive English Language Development intervention during scheduled RTI.	CES Teachers, Rikki Glaser, Laquisha Garrett, Tracy Benson, Tonya Miller, Sheena Robinson	05/26/2023		

<p>support needs of individual Laureates.</p> <p>Kindergarten students will increase from 64.4% on track or mastered on average for the three Mastery Connect Assessments in 2021-2022 to 74.4% for 2022-2023.</p> <p>1st grade students will increase from 76.6% on track or mastered on average for the three Mastery Connect Assessments in 2021-2022 to 86.6% for 2022-2023.</p> <p>2nd grade students will increase from 34.2% on track or mastered on average for the three Mastery Connect Assessments in 2021-2022 to 44.2% for 2022-2023.</p> <p><b>**Target and Support Improvement White Student Subgroup**</b></p> <p>Kindergarten students will increase from 62% on track or mastered on average for the three Mastery Connect Assessments in 2021-2022 to 72% for 2022-2023.</p> <p>1st grade students will increase from 72% on track or mastered on average for the three Mastery Connect Assessments in 2021-2022 to 82% for 2022-2023.</p> <p>2nd grade students will increase from 18.5% on track or mastered on average for the three Mastery Connect Assessments in 2021-2022 to 19.5% for 2022-2023.</p>					
	<p><b>[A 4.3.2] Personalized Literacy Supports</b>  Provide targeted enrichment and support for students using District-provided online intervention tools (IReady), differentiated instruction and classes with fidelity</p>	<p>CES Teachers,  Tonya Miller,  Sheena Robinson,  Rikki Glaser,  Tracy Benson,  Laquisha</p>	<p>05/26/2023</p>		

		Garrett, Michelle Lake			
	<b>[A 4.3.3] Extended Learning</b> Provide extended learning opportunities to students. This strategy will also be used with Targeted Support and Improvement for White Subgroup Students.	Tonya Miller, Rikki Glaser, Laquisha Garrett	05/26/2023		