

Whitney Elementary Annual Plan (2023 - 2024)

Last Modified at Nov 06, 2023 03:32 PM CST

[G 1] Reading/Language Arts- In the SY 23-24 WE students in grades 3-5 will increase Meeting and Exceeding performance rate from 10.8% (2022) to 14% (2024).

****Effective Instruction | Best for All Strategic Plan alignment: Academics****

Effective instruction is built around standards-aligned, high quality curricula and assessments that measure student progress and provide timely information regarding student achievement and growth. Providing students with rigorous, standards-aligned instruction delivered through best practices will help to ensure that all students in Tennessee's high opportunity schools have access to a comprehensive educational system which will prepare them for the career path of their choice.

District Turnaround Plan Goal

[G 4] Build teacher capacity and content knowledge so that instruction reflects District's four instructional practice expectations from 47.6% in Spring 2023 to a minimum of 70% in 2024 on walkthroughs.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 1.1] Provide additional support for students who are failing to make academic progress</p> <p>Rationale -----</p> <p>Many of our students are performing on district assessment tests CFA below grade levels and receiving tier 2 and tier 3 instructions. After exploring the data, we see a trend in students who are consistently absent from school and missing Tier 1 instruction will need additional support to bring them closer to performing on grade level therefore, after school tutoring and during school tutoring will occur.</p> <p>In addition the Third Grade Commitment has identified students who will need additional support.</p> <p>Supporting Data -----</p>	<p>[A 1.1.1] Tutoring During the Day</p> <p>Description -----</p> <p>Due to the Third Grade Commitment a during school day tutoring instruction must be provided to students who did not successful pass the TCAP. According to the law , the law states to identify students who have deficiency in reading that is not caused by a disability or lack of English language proficiency and to provide those students with additional general supports to improve their reading proficiency before they are promoted to the 4th grade.</p> <p>Implementation -----</p> <p>CFA results in the Fall, Winter and Spring</p>	<p>Principal Dr. Vonda Beaty DeShonna Robinson, PLC coach Yolanda Houston - SEA /Tutoring Coordinator</p>	<p>05/31/2024</p>		

<p>Mastery Connect Data for ELA shows students increasing with meeting and exceeding expectations. If this trends continues we will have by the Spring 14% mastery on Mastery Connect in ELA.</p> <p>Benchmark Indicator Implementation -----</p> <p>*How will the turnaround strategy/intervention be monitored for implementation, including frequency?*</p> <p>CFA results in the Fall, Winter and Spring</p> <p>Iready diagnostic Test in the fall winter and Spring</p> <p>Izone Common Assessments in winter and spring</p> <p>Every 20- day Power school Attendance Log</p> <p>Effectiveness -----</p> <p>Quarterly data chats showing an increase by 10% per quarter of the number of students who meet or exceed expectation on CFA</p> <p>Weekly grade level discussion and cross grade level planning to show 80% of IREADY usage with T1er 2 and Tier 3 students.</p> <p>Monthly monitoring of students who are</p>	<p>Iready diagnostic Test in the fall winter and Spring</p> <p>Izone Common Assessments in winter and spring</p> <p>Every 20- day Power school Attendance Log</p> <p>Effectiveness -----</p> <p>Weekly Progress monitoring at 70% on weekly assessment</p> <p>Iready Diagnostic Performance reflects 25% of students performing at or above grade level Fall, winter and spring,</p> <p>85% of students that are enrolled in After School Tutoring will attend .</p>				
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	<p>in score on winter and spring assessments.</p> <p>85% of students that are enrolled in After School Tutoring will attend.</p>				
	<p>[A 1.1.3] Grade Recovery Description -----</p> <p>Students will have the opportunity to improve their grades for missing assignments and make-up due to poor performance.</p> <p>Implementation -----</p> <p>Daily attendance logs in Student PowerSchool reports</p> <p>Quarterly Progress Reports</p> <p>Effectiveness -----</p> <p>students receiving failing grades each quarter will decrease by 5% school wide.</p> <p>Students will increase their performance by 10% each quarter.</p>	<p>Dr. Vonda Beaty,Principal D. Robinson,PLC Kimberly Williams Instructional Facilitator Laura Hoyt, Interventionist</p>	05/31/2024		
	<p>[A 1.1.4] Academic Support with Student with disabilities Description -----</p> <p>SPED department is designed to assist students with special needs and disabilities that affect their performance in their least restricted environment and with their general ed peers. Students with learning disabilities require an extensive and more individualized instruction in order to achieve their educational goals. The teachers are training students to be equipped and more productive in a</p>	<p>Dr. Vonda Beaty, Principal Margo Kerr, SPED Teacher</p>	05/31/2024		

	<p>classroom setting despite their disability.</p> <p>Implementation -----</p> <p>Weekly PLC meeting sign in log</p> <p>Weekly collaboration agenda with SPED</p> <p>Weekly Progress monitoring of SPED students</p> <p>Biweekly check- in by Sped Advisor</p> <p>Effectiveness -----</p> <p>100% teacher attendance in weekly PLC meeting</p> <p>Weekly walkthrough observations will reflect 90% of teachers utilizing strategies that address students with disabilities</p> <p>70% of SPED students increase their performance in class by 5% each quarter</p>				
<p>[S 1.2] Support implementation of standards aligned curricula</p> <p>Rationale -----</p> <p>All students deserve to be taught grade-level standards aligned curriculum with aligned work tasks that allow them to fully engage in the work of the standard. The proper use technology allows further possibilities for deeper differentiated student cognitive engagement through gradual release and/or learner support and enrichment.</p>	<p>[A 1.2.1] PLC- Coaching Opportunities</p> <p>Description -----</p> <p>Teachers will be provided learning opportunities to include classroom management and engagement.</p> <p>Implementation -----</p> <p>Each quarter teachers will be assigned to professional development to increase student</p>	<p>Dr. Vonda Beaty, Principal DeShonna Robinson, PLC Kimberly Williams, Instructional Facilitator</p>	<p>05/31/2024</p>		

<p>Supporting Data -----</p> <p>Mastery Connect Data for ELA shows students increasing with meeting and exceeding expectations. If this trends continues we will have by the Spring 14% mastery on Mastery Connect in ELA.</p> <p>Benchmark Indicator Implementation -----</p> <p>Bi-Weekly Assessment</p> <p>Quarterly Common Formative Assessment</p> <p>Daily PLC/Collaborative Planning</p> <p>Monthly Data Meetings</p> <p>Weekly Student Work Analysis</p> <p>Effectiveness -----</p> <p>Weekly teacher created assessments will show improvement by at least 3 grading points</p> <p>CFAs will increase each quarter by at least 2 points</p> <p>Student work will reflect grades of 70% or above each quarter.</p>	<p>engagement and improve classroom management as needed .</p> <p>Quarterly monitoring PLZ logs</p> <p>Each Semester Insight surveys and Perception Surveys</p> <p>Effectiveness -----</p> <p>Quarterly monitoring of PLZ logs showing 100% of teacher attendance PD.</p> <p>Monthly walkthroughs and classroom visits to show 5 % of improvement .</p> <p>Monthly discipline report to show 5% decline in office referrals for each teacher.</p>				
	<p>[A 1.2.2] Professional Development Conferences</p>	<p>Dr. Vonda Beaty,</p>	<p>05/31/2024</p>		

	<p>Description -----</p> <p>Opportunities to attend local, state and national conferences via virtual or in-person that address identified needs of students and/or teachers.</p> <p>Implementation -----</p> <p>Weekly sign In sheet and Logs showing attendance of PLC and Faculty Meeting</p> <p>Quarterly monitoring of PLZ</p> <p>Biweekly observations and/or walk through for job performance</p> <p>Effectiveness -----</p> <p>Quarterly "Teach-the-Teachers" training on newly acquired strategies and techniques at 100%</p> <p>Weekly classroom observation of implementation of evidence of acquired strategies at least 90%</p> <p>Quarterly CFA data will show improvement by at least 3 percentage points from Fall to Winter to Spring.</p>	<p>Principal DeShonna Robinson, PLC Kimberly Williams, Instructional Facilitator Laura Hoyt, Interventionist</p>			
	<p>[A 1.2.3] Reading/ Writing Boot Camp</p> <p>Description -----</p> <p>Teachers will be offered 4-6 weeks of intensive learning opportunities to include strategies of engagement and delivery of instructions.</p> <p>Implementation</p>	<p>Dr. Vonda Beaty, Principal DeShonna Robinson, PLC Kimberly Williams, Instructional Facilitator/</p>	<p>05/31/2024</p>		

	<p>-----</p> <p>Monthly sign in sheets</p> <p>Monthly data trackers</p> <p>weekly Intervention and aimsweb reports</p> <p>Biweekly feedback from informal observations</p> <p>Effectiveness</p> <p>-----</p> <p>Every quarter the number of tested students that score exceedingly or meet expectations will increase by 10%</p> <p>10% of the students receiving Tier 2 and tier 3 instruction will move to Tier 1 instruction each quarter.</p>	<p>Early Literacy Advisor Laura Hoyt, Interventionist</p>			
<p>[S 1.3] Provide personalized learning</p> <p>Rationale</p> <p>-----</p> <p>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>Supporting Data</p> <p>-----</p> <p>Mastery Connect Data for ELA shows students increasing with meeting and exceeding expectations. If this trends continues we will have by the Spring 14% mastery on Mastery Connect in ELA.</p>	<p>[A 1.3.1] Response To Intervention</p> <p>Description</p> <p>-----</p> <p>Tier I instruction is good "First teaching." It is the expectation that all students will receive tier I instruction during instructional time. Students who are not receiving intervention for tier 2 and tier 3 are considered academically enriched. The teachers will provided structured lesson to address the those students who are performing above the expectation or grade level.</p> <p>Implementation</p> <p>-----</p>	<p>Dr. Vonda Beaty DeShonna Robinson, PLC Laura Hoyt, Interventionist</p>	<p>05/31/2024</p>		

<p>Benchmark Indicator Implementation -----</p> <p>Weekly Fidelity checks</p> <p>Weekly Progress Monitoring in Aimsweb</p> <p>Weekly/ Iready Data</p> <p>Literacy task results per quarter</p> <p>Effectiveness -----</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>85% of the students who received weekly progress monitoring performance increase.</p> <p>Quarterly 10% of the Tier 2 and Tier 3 students move to Tier 1</p>	<p>IREADY daily logs</p> <p>Quarterly CFA performance</p> <p>IREADY Diagnostic test Fall, winter and Spring</p> <p>Effectiveness -----</p> <p>Weekly Iready Logs showing 85% of students with 90 minutes of Iready usage.</p> <p>15% at each grade level show Mastery or Above Mastery on district assessment per Fall, Winter and Spring assessments.</p> <p>Decrease the number of students by 10% who receive tier 2 and tier 3 instruction each quarter.</p>				
	<p>[A 1.3.2] Books are Fun Description -----</p> <p>Students will be required to read more books. Each grade will require students to read either a book of their choice or an assigned book. Students will be required to do a book report once a quarter. Students who struggle with reading can have support. Book reports may consist of dressing up as your favorite character from the book, making a storyboard, Book in a bag, drawing a scene from the book and etc..</p>	<p>Dr. Vonda Beaty, Principal, Kimberly Williams, Instructional Facilitator</p>	<p>05/31/2024</p>		

	<p>Implementation -----</p> <p>Quarterly Project submission</p> <p>Quarterly Project sign up sheet and parent surveys</p> <p>Quarterly Progress report and report card grade</p> <p>Effectiveness -----</p> <p>quarterly book reports interest will increase by 10%.</p> <p>Quarterly student participation will increase by 25% of students</p> <p>10% completion of Parent surveys after each quarterly project.</p>				
	<p>[A 1.3.3] OWL Fest Description -----</p> <p>Owl Fest is a Governor Sponsored program design to the strengthen literacy in all grades for all children. This program will put books into the hands of children and in their homes. Through this partnership with Scholastic teacher's will have classroom libraries available for the children, magazines and Phonic kits. Each child will be provided with books that they can build their own personal library.</p>	<p>Dr. Vonda Beaty, Principal Kimberly Williams, Instructional Facilitator Sevelte Gilbert, Guidance Counselor</p>	<p>05/31/2024</p>		

	<p>Implementation -----</p> <p>Quarterly Project submission</p> <p>Quarterly Project sign up sheet</p> <p>Quarterly Progress report and report card grades</p> <p>Quarterly interest surveys</p> <p>Effectiveness -----</p> <p>quarterly interest surveys will increase by 10%.</p> <p>Quarterly student participation will increase by 25% of students</p> <p>10% completion of Parent surveys after each quarterly project.</p>				
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[G 2] Mathematics - In the SY 23-24 WE students in grades 3-5 will increase Meeting and Exceeding performance rate from 3.9% (2022) to 14% (2024).

****Effective Instruction | Best for All Strategic Plan alignment: Academics****

Effective instruction is built around standards-aligned, high quality curricula and assessments that measure student progress and provide timely information regarding student achievement and growth. Providing students with rigorous, standards-aligned instruction delivered through best practices will help to ensure that all students in Tennessee's high opportunity schools have access to a comprehensive educational system which will prepare them for the career path of their choice.

District Turnaround Plan Goal

[G 4] Build teacher capacity and content knowledge so that instruction reflects District's four instructional practice expectations from 47.6% in Spring 2023 to a minimum of 70% in 2024 on walkthroughs.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 2.1] Support implementation of high-quality instructional materials</p> <p>Rationale -----</p>	<p>[A 2.1.1] Beat the Clock-Fluency Building</p> <p>Description -----</p>	<p>Dr. Beaty, Principal</p>	<p>05/31/2024</p>		

<p>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>Supporting Data -----</p> <p>With a 7.3 % success rate in performance on on track and mastery. Our data also reflects 3.9% growth school wide in Math. If we continue to trend up Whitney will improve our success rate to show 10% and 7.8 % growth in Math.</p> <p>Benchmark Indicator Implementation -----</p> <p>Daily Sign in Logs for each PLC</p> <p>Weekly fidelity checks</p> <p>weekly common collaborative planning sign in</p> <p>Effectiveness -----</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>"Students will be fluent in basic math skills through "Beat the Clock". All students should possess a level of math fluency. Being fluent in math help students advance with multidigit math, fractions, and long division. This will allow them to focus on more complex problem-solving.</p> <p>Implementation -----</p> <p>Daily Drill and practice in the classroom basic multiplication skills for student in grades 3-5 and basic addition and subtraction skills for grades k-2nd grade</p> <p>Weekly tracker in every classroom</p> <p>Effectiveness -----</p> <p>Students performance of OTM on Mastery Connect during fall, winter and spring assessments increase by 10% in Math.</p> <p>Increase in performance on CFA in Winter and Fall by 10% in Math.</p> <p>25% of the students in grades 3-5 improve performance in the domain of number and operation to grade level Fall, Winter and Spring testing.</p>				
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<p>Student weekly attendance increase by 10% due to more engagements and excitement</p>					
	<p>[A 2.1.2] Use of technology Description ----- Teacher will provide the use of technology to support learning, more small individual aligned learning based on the needs of the student.</p> <p>Implementation ----- biweekly students will have computer-based assignments (Blended Learning)</p> <p>Daily aggressively monitoring during instruction</p> <p>Effectiveness ----- Weekly Informal walkthroughs will observe small group instructions including blended learning in 75% of classes.</p>	<p>Dr. Vonda Beaty, Principal DeShonna Robinson, PLC Kimberly Williams, Instructional Facilitator Laura Hoyt, Interventionist</p>	<p>05/31/2024</p>		
<p>[S 2.2] Support implementation of standards aligned curricula Rationale ----- 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>Supporting Data</p>	<p>[A 2.2.1] Math Professional Boot Camp Description ----- Teachers will be offered 4 weeks of intensive learning opportunities to include strategies of engagement and delivery of instructions.</p> <p>Implementation ----- monthly Sign in sheets</p>	<p>Dr. Vonda Beaty, Principal DeShonna Robinson, PLC, Kimberly Williams, Instructional Facilitator/ Early Literacy Advisor Laura Hoyt,</p>	<p>05/31/2024</p>		

<p>-----</p> <p>With a 7.3 % success rate in performance on on track and mastery. Our data also reflects 3.9% growth school wide in Math. If we continue to trend up Whitney will improve our success rate to show 10% and 7.8 % growth in Math.</p> <p>Benchmark Indicator Implementation</p> <p>-----</p> <p>Daily classroom walkthrough visit (focus on LEA foci)</p> <p>Daily student check for understanding/ticket out the door</p> <p>Quarterly District Common Formative Assessments</p> <p>Effectiveness</p> <p>-----</p> <p>Teachers use of best first teaching strategies daily at or above 85% of the instructional time.</p> <p>Students successfully respond to check for understandings correctly at 75% or higher daily (with minimum teacher prompting).</p> <p>Students' performance levels/points will increase by at least 3 points each quarter.</p>	<p>Quarterly PLZ logs</p> <p>Effectiveness</p> <p>-----</p> <p>Mastery Connect data will increase 5% each quarter .</p> <p>Weekly walkthrough data will show implementation of Solve and share at 100%</p>	<p>Instructional Facilitator</p>			
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	<p>[A 2.2.2] Classroom Visits</p> <p>Description -----</p> <p>ILT will conduct daily walk throughs in K-5 to provide feedback to teachers in the area(s) of foci, PBOs, tiered instruction, assigned task (skill set) and other items are suggested by Izone support staff. ILT will use the classroom walkthrough protocol and debriefing document provided by the district.</p> <p>Implementation -----</p> <p>ILT walk through weekly schedule</p> <p>Bi-weekly Teacher feedback session</p> <p>Weekly Fidelity checks</p> <p>Weekly Coaching by Izone</p> <p>Effectiveness -----</p> <p>Weekly informal walkthroughs will observe teachers implementing the small group instructions including blended learning in 75% of classes</p> <p>Biweekly common assessments in Mastery Connect will show increase in mastery and exceeding mastery by 5% each month.</p>	<p>Dr. Vonda Beaty, Principal DeShonna Robinson, PLC Kimberly Williams, Instructional Facilitator</p>	<p>05/31/2024</p>		
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	<p>ready data diagnostic will show 10% increase with students scoring on grade level each quarter</p>				
	<p>[A 2.2.3] Professional Development Conferences Description ----- Teachers will be provided learning opportunities to include classroom management and engagement. Implementation ----- daily Sign In sheet and Logs showing attendance of PLC and Faculty Meeting Quarterly monitoring of PLZ Biweekly observations and/or walk through for job performance Effectiveness ----- Biweekly common assessments will show increase in mastery and exceeding mastery by 5% each month. ready data will reflect and increase in student</p>	<p>Dr. Vonda Beaty, Principal DeShonna Robinson, PLC Kimberly Williams, Instructional Facilitator Laura Hoyt, Interventionist</p>	<p>05/31/2024</p>		

	<p>performance by 10% each month</p> <p>Weekly Classroom visits will reflect 85% teachers on implementing the learned practices from PD's</p>				
<p>[S 2.3] Provide additional support for students who are failing to make academic progress</p> <p>Rationale -----</p> <p>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>Supporting Data -----</p> <p>With a 7.3 % success rate in performance on on track and mastery. Our data also reflects 3.9% growth school wide in Math. If we continue to trend up Whitney will improve our success rate to show 10% and 7.8 % growth in Math.</p> <p>Benchmark Indicator Implementation -----</p> <p>Weekly PLC's meetings</p> <p>Weekly Collaboration and Grade bands planning</p> <p>Weekly District level Coaching</p> <p>Quarterly Professional Development</p> <p>Biweekly Walkthroughs</p> <p>Weekly Planning Protocol Lesson Plans</p>	<p>[A 2.3.1] Extended Learning-</p> <p>Description -----</p> <p>Teachers, educational assistants, and support staff will also provide tiered interventions to students in Tiers II and III. Students will be arranged in small groups according to instructional level and skill deficits. Resources include i-Ready and aimsweb PLUS.</p> <p>Implementation -----</p> <p>Weekly and Bi-weekly progress monitoring and intervention through Aimsweb -Data Team meeting</p> <p>weekly Iready Instruction/intervention (90 minutes of Tier 3 per week)</p> <p>Quarterly Mastery Connect Data</p> <p>Weekly Teacher Classroom assessment of Topics and exit tickets</p> <p>Effectiveness -----</p> <p>Quarterly data from Mastery Connect will reflect increase in mastery and exceeding mastery by 10%</p>	<p>Dr. Vonda Beaty, Principal DeShonna Robinson, PLC</p>	<p>05/31/2024</p>		

<p>Effectiveness -----</p> <p>85% of tier 2 and tier 3 students will increase 2-points during weekly progress monitoring events</p> <p>Monthly monitoring of RTI data showing a decrease in Tier 2 and tier 3 students by 10%</p>	<p>Biweekly common assessments will show and increase by 5% each month</p>				
	<p>[A 2.3.2] Power Hour (after school tutoring) Description -----</p> <p>**Students will participate in after-school tutoring offered by classroom teachers to support students that are over-age for grade in 3rd through 5th to improve academic achievement and on-task mastery. Sessions are held twice a week (Tuesday and Wednesday) for 1 1/2 hours.**</p> <p>Implementation -----</p> <p>Daily (Tuesday and Thursday) Student-teacher roster (Power school Attendance)</p> <p>Daily Student assignments and missed work log(s)</p> <p>Weekly Intervention assignment roster (iReady, Mastery Connect)</p> <p>Effectiveness -----</p> <p>Daily student teacher roster will be at an 8:1 ratio.</p>	<p>Dr. Vonda Beaty, Principal DeShonna Robinson, PLC Kimberly Williams, Instructional Facilitator</p>	<p>05/31/2024</p>		

	<p>The weekly tutoring schedule will reflect students' participation and sign-up will maintain attendance at 85% or higher.</p> <p>Weekly Students completing intervention assignments at or above a rate of 85%.</p>				
	<p>[A 2.3.3] Academic Support for Students with Learning Disability Description -----</p> <p>SPED department is designed to assist students with special needs and disabilities that affect their performance in their least restricted environment and with their general ed peers. Students with learning disabilities require an extensive and more individualized instruction in order to achieve their educational goals. The teachers are training students to be equipped and more productive in a classroom setting despite their disability.</p> <p>Implementation -----</p> <p>Weekly PLC meeting sign in log</p> <p>Weekly collaboration agenda with SPED</p> <p>Weekly Progress monitoring of SPED students</p> <p>Biweekly check- in by Sped Advisor</p> <p>Effectiveness -----</p> <p>100% teacher attendance in weekly PLC meeting</p>	<p>Dr. Vonda Beaty, Principal Margo Kerr, SPED teacher</p>	<p>05/31/2024</p>		

	Weekly walkthrough observations will reflect 90% of teachers utilizing strategies that address students with disabilities				
	70% of SPED students increase their performance in class by 5% each quarter				

[G 3] Early Literacy by the spring of 2024, 80% of students in grades K-2nd will increase their performance by 5%.

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District Turnaround Plan Goal

[G 4] Build teacher capacity and content knowledge so that instruction reflects District's four instructional practice expectations from 47.6% in Spring 2023 to a minimum of 70% in 2024 on walkthroughs.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 3.1] Create opportunities for staff collaboration focused on improving the quality of the teaching and learning in all classrooms</p> <p>Rationale -----</p> <p>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>Supporting Data -----</p> <p>* SEA's provides additional support within the</p>	<p>[A 3.1.1] Professional Development</p> <p>Description -----</p> <p>Whitney Elementary will provide learning opportunity for teachers to enhance strategies for great first instruction.</p> <p>Implementation -----</p> <p>Quarterly PLZ logs</p> <p>Weekly PLC sign in</p> <p>weekly Faculty/ staff meeting sign in</p>	<p>Dr. Vonda Beaty, Principal DeShonna Robinson, PLC Kimberly Williams- instructional facilitator Early Literacy Advisor, Margo Kerr, SPED Laura Hoyt Intervention</p>	<p>05/31/2024</p>		

<p>classroom in grade K-2. *</p> <p>*1 Early Literacy Advisor supports teacher implementation of foundational skills.*</p> <p>I interventionist added to the staff to support RTI2 to identify COD and work with Tier2 and tier 3</p> <p>Additional Pre-k classroom added to the staff.</p> <p>Benchmark Indicator Implementation -----</p> <p>Daily sign in</p> <p>Monthly Classroom observations logs</p> <p>Weekly Deliberate practice by teachers</p> <p>Effectiveness -----</p> <p>75% of tested student in Grades K-2 show increase with on track and mastery on CFA for Fall, winter and Spring .</p> <p>Increase of the number of students that test out of phonics, phonological Awareness and high frequency words with Iready diagnostic testing by 10% each quarter.</p>	<p>Effectiveness -----</p> <p>Weekly walkthroughs will reflect 90% of teachers utilizing learned practices from PD's</p> <p>85% of staff will participate in needs assessment survey each month</p> <p>85% of staff will participate in redelivery of PD from district each month</p>				
	<p>[A 3.1.2] Instructional Coaching Description</p>	<p>Dr. Vonda Beaty,</p>	<p>05/31/2024</p>		

	<p>-----</p> <p>Teachers will receive support from ILT and IZone centralized staff to implement effective instructional strategies that yield high level student performance.</p> <p>Implementation</p> <p>-----</p> <p>Daily sign in with Rapture</p> <p>weekly Coaching logs</p> <p>Monthly Classroom walk throughs/fidelity checks</p> <p>Effectiveness</p> <p>-----</p> <p>Quarterly CFA data will show improvement by 3% as a class</p> <p>Weekly fidelity checks will show 90% implementation</p> <p>Monthly positive feedback from the ILT and IZone centralized staff at 95%</p>	<p>Principal DeShonna Robinson, PLC Kimberly Williams, Instructional facilitator and Early Literacy Advisor</p>			
<p>[S 3.2] Foundational Literacy Advisor Rationale</p> <p>-----</p> <p>Designate one Early Literacy Advisor in every elementary and K-8 school to support K-2 teachers with implementing high quality foundational literacy instruction and strategies. The Early Literacy Advisor will support K-2 teachers with implementing high quality foundational literacy instruction and strategies.</p>	<p>[A 3.2.1] Professional Development-Instructional Facilitator support Description</p> <p>-----</p> <p>The teaching staff at Whitney Elementary will participate in on-going professional development to help improve instruction. Teachers will receive support in areas where they may need strength.</p> <p>Implementation</p> <p>-----</p>	<p>Dr. Dr. Vonda Beaty, Principal DeShonna Robinson, PLC , Kimberly Williams, Laura Hoyt, Interventionist Interventionist</p>	<p>05/31/2024</p>		

<p>Supporting Data -----</p> <p>*SEA's provides additional support within the classroom in grade K-2.*</p> <p>*1 Early Literacy Advisor supports teacher implementation of foundational skills.*</p> <p>I interventionist added to the staff to support RT12 to identify COD and work with Tier2 and tier 3</p> <p>Additional Pre-k classroom added to the staff.</p> <p>Benchmark Indicator Implementation -----</p> <p>MONTHLY review of Literacy Advisor to measure the frequency and level of school-based support to K-2 teachers.</p> <p>BI-ANNUAL classroom observations from district instructional literacy advisors to determine Literacy advisor implementation of the 3 major components of a comprehensive literacy block</p> <p>Effectiveness -----</p> <p>CFA data shows an 10% increase with on track and mastery between fall, winter and spring data</p> <p>Iready data showing students at 25% growth with Phonics domain, Phonemic Awareness, and higher words during Fall, Winter and Spring assessments.</p>	<p>Monthly Classroom observations</p> <p>weekly deliberate practices</p> <p>Quarterly Needs classroom assessment surveys</p> <p>Biweekly District walkthroughs will determine the need of PD.</p> <p>Effectiveness -----</p> <p>Increase OTM performance on each district assessment by 5% during fall, winter and Spring assessments</p> <p>Increase with more students' overall performance to grade level during each assessments Fall, winter and Spring</p> <p>Decrease the number of students who will need Literacy Task assessments during benchmark testing from Fall to Winter and from WInter to Spring by 10%</p>				
	<p>[A 3.2.2] Fryer Words Description -----</p>	<p>Dr. Vonda Beaty, Principal</p>	<p>05/31/2024</p>		

	<p>Teachers will provide opportunities for students to increase their vocabulary with 1000 frequency words.</p> <p>Implementation -----</p> <p>Weekly assessment logs of Fryer words.</p> <p>weekly Power school Attendance</p> <p>Weekly Log in Iready</p> <p>Effectiveness -----</p> <p>50% of the class will recite 100% fryer words for on grade level weekly.</p> <p>25% of the students of each grade will recite 75% of fryer words weekly.</p> <p>80% of students receiving 45-90 minutes of Iready Reading weekly</p>	<p>Kimberly Williams, Instructional Facilitator</p>			
<p>[S 3.3] Support implementation of high-quality instructional materials</p> <p>Rationale -----</p> <p>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>[A 3.3.1] Owl Fest</p> <p>Description -----</p> <p>Owl Fest is a Governor Sponsored program design to the strengthen literacy in all grades for all children. This program will put books into the hands of children and in their homes. Through this partnership with Scholastic teacher's will have classroom libraries available for the children, magazines and Phonic kits. Each child will be</p>	<p>Dr. Vonda Beaty, Principal Kimberly Wlliams., Instructional Facilitator Sevelte Gilbert, Guidance Counselor</p>	<p>05/31/1924</p>		

<p>Supporting Data -----</p> <p>*SEA's provides additional support within the classroom in grade K-2.*</p> <p>*1 Early Literacy Advisor supports teacher implementation of foundational skills.*</p> <p>I interventionist added to the staff to support RT12 to identify COD and work with Tier2 and tier 3</p> <p>Additional Pre-k classroom added to the staff.</p> <p>Benchmark Indicator Implementation -----</p> <p>Weekly Fidelity checks</p> <p>Weekly Progress Monitoring in Aimsweb</p> <p>Weekly/ Iready Data</p> <p>Literacy task results per quarter</p> <p>Effectiveness -----</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>provided with books that they can build their own personal library.</p> <p>Implementation -----</p> <p>Quarterly Project submission</p> <p>Quarterly Project sign up sheet</p> <p>Quarterly Progress report and report card grades</p> <p>Quarterly interest surveys</p> <p>Effectiveness -----</p> <p>quarterly interest in books will increase by 10%.</p> <p>Quarterly student participation will increase by 25% of students</p> <p>10% completion of Parent surveys after each quarterly project.</p>				
	<p>[A 3.3.2] Books Are Fun Students will be required to read more books. Each grade will require students to read either a book of their choice or an assigned book. Students will be required to do a book report once a quarter. Students who struggle with reading can have</p>	<p>Dr. Vonda Beaty, Principal Deshonna Robinson, PLC Kimberly</p>	<p>05/31/2024</p>		

	<p>support. Book reports may consist of dressing up as your favorite character from the book, making a storyboard, Book in a bag, drawing a scene from the book and etc..</p> <p>Implementation -----</p> <p>Quarterly Project submission</p> <p>Quarterly Project sign up sheet</p> <p>Quarterly Progress report and report card grades</p> <p>Effectiveness -----</p> <p>Picture and posting on social media of book reports increase each quarter by 10%</p> <p>Increase of student participation by 25% of students in grades 3rd -5th quarterly.</p> <p>25% completion of Parent surveys s after each project.</p>	Williams, Instructional Facilitator			
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[G 4] By the Spring 2024 Chronic Absenteeism will decrease from 53.9% to 43.3%.

****Additional Supports****

A positive school culture and climate creates an environment that promotes a safe, nurturing environment and promotes effective teaching and learning. Schools with a positive culture and climate support the emotional, physical, mental, cognitive, and social development of all students and staff. Additionally, a dedicated organizational infrastructure accelerates rapid school turnaround by providing on-going, tailored, and strategic support for all stakeholders.

District Turnaround Plan Goal

[G 1] Priority schools will reduce chronic absenteeism rates from approximately 31% in 2023 to approximately 26% in 2024 with clearly defined systems and operating procedures for monitoring identified at-risk and chronically absent students weekly.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 4.1] Provide support in developing a positive school culture and maintaining a school environment that is conducive to effective instruction</p> <p>Rationale -----</p> <p>To increase students interest in attending school more by changing the schools culture, climate and engagement.</p> <p>Supporting Data -----</p> <p>According to the data in the year 2021-22 school year 80.6% of WE students were chronically absent. 79 % of our absentees were unexcused and 21% were excused.</p> <p>Benchmark Indicator Implementation -----</p> <p>Attendance will be taken daily</p> <p>Daily call logs from Attendance secretary</p> <p>Daily submission of excused and unexcused absences and tardies reported</p> <p>Effectiveness -----</p>	<p>[A 4.1.1] Incentives for coming to school</p> <p>Description -----</p> <p>Attending school is directly related to academic empowerment. The more students attend the better their understanding of the curriculum. It also increase their engagement. The more engaged students are the more they retain knowledge. Students will be reward for attending school each week by teachers, Quarterly by Admin staff and Yearly by district.</p> <p>Implementation -----</p> <p>Daily attendance checks in Power school</p> <p>Quarterly Sign in sheets of Celebration</p> <p>Monthly PowerBi attendance rate checks</p> <p>Effectiveness -----</p> <p>Daily attendance in PowerSchool for 90% (162 days of school)</p> <p>Dismissal Logs for (tardy and early dismissal) reflects a decrease by 10% each month.</p>	<p>Dr. V. Beaty, Principal-DeShonna Robinson, PLC. Mrs. Bennet, Attendance S. Gilbert, Guidance Counselor</p>	<p>05/31/2024</p>		

<p>Monthly SART Team meeting shows 15% decrease</p> <p>Daily tardies and early dismissal reflects 15% decrease</p> <p>Number of students attending Attendance celebrations increase 15% quarterly.</p>					
	<p>[A 4.1.2] Curriculum aligned resources Description -----</p> <p>Teachers will implement the Rethink curriculum to support the Social Emotional Learning. Students will be encouraged to continue to make appropriate choices, maintain a safe and secure environment and deal with their emotions.</p> <p>Implementation -----</p> <p>30 Minutes of Rethink weekly</p> <p>Quarterly RTI2B plan and lessons</p> <p>Effectiveness -----</p> <p>Weekly informal walkthroughs will indicate 100 % of classroom teachers utilizing the Rethink curriculum</p> <p>Student chronic absenteeism will decrease by 5% each quarter</p>	<p>Dr. Vonda Beaty, Principal DeShonna Robinson, PLC Kimberly Williams, Instructional Facilitator Sevelte Gilbert, Guidance Counsel Melanie Hughes Rethink</p>	<p>05/31/2024</p>		
	<p>[A 4.1.3] STARS (Striving Towards Academic Resilience Successfully) Description -----</p>	<p>Dr. Vonda Beaty, Principal DeShonna</p>	<p>05/31/2024</p>		

	<p>Striving Towards Academic Resilience Successfully is a mentoring group for the girls in grades 3rd- 5th designed to build self -esteem, promote self- worth, and to create a love for education. STARS will meet two times a month. Once during the week and one Saturday a month. The weekday will be used to promote school. The Saturday date will promote health and wellness. A speaker will present once a month encouraging the girls to make wise decision in their lives. The sole purpose of STARS is to promote female leadership, to expose students to the culture events and provide female speakers to speak to students to assist with fulfilling their academic potential while helping to cultivate intrinsic desires to possess good morals and standards.</p> <p>Implementation -----</p> <p>Monthly meeting sign in</p> <p>Monthly discipline logs</p> <p>Quarterly grades in Power School</p> <p>Effectiveness -----</p> <p>Female students selected for STARS will maintain daily school attendance - at 90%. monthly</p> <p>100% of female students selected for STARS will have no office referrals monthly.</p> <p>80% of the female students selected for STARS will perform at 75% in ELA, Math and Science quarterly</p> <p>.</p> <p>100 % of female students selected for STARS will attend 80% of STARS' meeting and events</p>	<p>Robinson, PLC and Founder of STARS</p>			
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	<p>monthly.</p> <p>I</p>				
	<p>[A 4.1.4] AAMPed Description -----</p> <p>A boys mentoring group designed to uplift the male students at Whitney. AAMPed teaches them to think before reacting, to maintain a positive disposition and to be a man of your word. Several positive males (mentors) provide words of encouragement to our students, showing them how to be a gentleman and encourage them to be the best male they can be in Memphis, in Tennessee and in the world. AAMPed promotes education, attendance and good sound character.</p> <p>Implementation -----</p> <p>Monthly meeting sign in</p> <p>Monthly discipline logs</p> <p>Quarterly grades in Power School</p> <p>Effectiveness -----</p> <p>Male students selected for AAMPed will maintain daily school attendance - at 90% monthly.</p>	<p>Dr. Vonda Beaty, Principal Ralph Thomas, Teacher and founder of AAMPed</p>	<p>05/31/2024</p>		

	<p>100% of male students selected for AAMPed will no office referrals monthly.</p> <p>80% of the male students selected for AAMPed will perform at 75% in ELA, Math and Science quarterly.</p> <p>100 %of male students selected for AAMPed will attend 80% of AAMPed meeting and events monthly.</p>				
<p>[S 4.2] Provide opportunities to a meaningfully engage families to support their child's learning.</p> <p>Rationale -----</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>Supporting Data -----</p> <p>According to the data in the year 2021-22 school year 80.6% of WE students were chronically absent. 79 % of our absentees were unexcused and 21% were excused.</p> <p>Benchmark Indicator Implementation -----</p> <p>Monthly parental engagement events</p> <p>Quarterly parent/community survey</p> <p>Effectiveness -----</p>	<p>[A 4.2.1] United Methodist and Agape</p> <p>Description -----</p> <p>Whitney Elementary has establish a long-term relationship with United Methodist Church and Agape as our community resource builders. These entities not only help our children, but they connect and provide our parents with resources to help them financially, socially and emotionally maintain the structure of their home.</p> <p>Implementation -----</p> <p>daily Sign in sheet</p> <p>Monthly Feedback and Parent Surveys</p> <p>Weekly Social Media likes posting of flyers and announcements.</p> <p>Effectiveness -----</p> <p>Monthly Increase in Participation among stakeholders by 10% each program</p> <p>Monthly Collect 20% of parent survey and feedback</p> <p>Weekly Likes on social media increase for each</p>	<p>Dr. Vonda Beaty, Principal DeShonna Robinson, PLC Samuel McPherson, Family Engagement Sevelte Gilbert, Guidance Counselor Margo Kerr, SPED</p>	<p>05/31/2024</p>		

<p>Monthly Parent sign-in sheets reflect at least 85% of parent attendance based on student enrollment</p> <p>Monthly Survey completion rates at 85% or greater after each event</p>	<p>event by 10%</p> <p>Weekly School provides on-going communication with families 100% of the time</p>				
	<p>[A 4.2.2] Family Engagement Description -----</p> <p>Family engagements designed to assist engaging families with interactions at school. Due to the additional PreK classes added to WES we want ensure these students receive a solid foundation that will adequate prepare them for the future at Whitney or in Shelby County Schools. WE also want to involve the families of our Pre-K students to promote education and involvement. By doing such we hope to spark an interest in attendance and a love for learning.</p> <p>Implementation -----</p> <p>Daily Sign In sheets</p> <p>Daily Attendance logs in Power school</p> <p>Monthly Event sign in and surveys</p> <p>Effectiveness -----</p> <p>Monthly 50% of K-2nd parents to participate in major school events.</p> <p>75% of K-2nd students attend school daily</p>	<p>Dr. Vonda Beaty, Principal Kimberly Williams, Instructional Facilitator/ Early Literacy Advisor</p>	<p>05/31/2024</p>		