

Evans Elementary Annual Plan (2023 - 2024)

Last Modified at Sep 25, 2023 10:41 AM CDT

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

Evans Elementary School will improve "met plus exceeded" percentages on the TCAP assessment for students in grades 3-5 from 15.8% in 2021-22 to 21.4% in the 2023-24 school year.

**Performance Measure**

Performance will be measured using the following tools:

TNReady Assessment

District Formative Assessment using Mastery Connect

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p><b>[S 1.1] Standard Aligned Core Instruction</b> Provide daily access to a rigorous reading/language arts curriculum that will develop students' deep understanding of the content, strengthen comprehension, and promote mastery of TN Standards to ensure students are career and college ready.</p> <p><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><b>[A 1.1.1] Improve Tier I ELA/Reading Instruction</b> Secure supplies, materials, equipment, and support for academic instruction.</p> <p>In order to differentiate classroom instruction to meet the instructional needs of students, we will meet collaboratively and analyze the following on a weekly basis:</p> <ul style="list-style-type: none"><li>* student work</li><li>* school-wide data</li><li>* grade-level data</li><li>* teacher data</li><li>* data trends</li><li>* ELA Prescriptions</li></ul>	Monica Owens (Principal), Sherri Williams (Instructional Facilitator), Robbi Dailey-Williams (PLC Coach)	05/15/2024		

<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>[A 1.1.2] Collaborative Planning</b> Teachers will work together across grade levels to make sure that they are providing foundational supports to close the gaps they have identified in academics and social emotional learning to support growth and achievement in early grades.</p>	<p>Monica Owens (Principal), Sherri Williams (Instructional Facilitator), Robbi Dailey-Williams (PLC Coach)</p>	05/10/2024		
<p><b>[S 1.2] Professional Development</b> Provide professional development for teachers, administrators, instructional leaders and district advisors on how to articulate the instructional practice shifts that will improve teachers' pedagogy of the content, master of standard look fors, students' skill set, and students' proficient reading level of grade supported texts.</p> <p><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>District Walkthrough data will be monitored through the district's PD management system (Professional Learning Zone/PLZ) and Microsoft Forms for 80% standard aligned core instructional implementation with fidelity at 2 per teacher per semester in order</p>	<p><b>[A 1.2.1] Instructional Supports for ELA</b> ELA Advisor and ILT ELA Lead will provide support to ELA teachers.</p>	<p>Monica Owens, Sherri Williams, Robbi Dailey-Williams, Suzanne Turner (ILT ELA Lead)</p>	05/31/2024		

<p>to provide individualized professional learning support.</p> <p>Instructional Leadership Team (ILT) meetings are conducted twice each month at 85% attendance to ensure district and school leaders are gaining and sharing knowledge of content, obtaining content support and resources through collaboration, and effectively communicating new information with school-level educators.</p> <p>Zone meetings and small-group ILT sessions are facilitated monthly by Instructional Leadership Directors at 85% attendance to support content lead teachers, PLC Coaches, and administrators with feedback and targeted training that should result in more effective daily instructional practices that should be observed during district walk throughs.</p> <p>Quarterly district-level PD sessions for volunteers and parents to learn effective strategies to help students reach the district's ELA goal.</p> <p>New teacher professional learning supports are offered at various times throughout each semester for new hires. Mentor rosters are submitted at the beginning of each semester to ensure collegial support is assigned to each new hire.</p>					
<p><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><b>[A 1.3.1] Intervention</b> Students will participate in one-on-one or small group Intervention with an Interventionist.</p>	<p>Monica Owens, Robbi Dailey-Williams, Sherri Williams, D. Anderson, T. Boyland, S. Baker, T. Arnold, M. Silas, C. Cannon, I. Moore, J.</p>	<p>05/31/2024</p>		

<p>Monthly progress monitoring data review of students' performance in targeted intervention (i-Ready) to determine next steps of intervention support in an effort to get them to grade level.</p> <p>Weekly review of grade reports for students enrolled in summer learning opportunities to monitor and adjust the effectiveness of the learning opportunity and the impact on student learning and content delivery.</p>		<p>Nichols, F. Webber, T. Nichols, B. Sanders, T. Hicks, S. Clark, W. Timmons, T. Golden, A. Robison, S. Henley</p>			
<p><b>[G 2] Mathematics</b> Evans Elementary School will improve "met plus exceeded" percentages on the TCAP assessment for students in grades 3-5 from 14.8% in 2021-22 to 29.6% in the 2023-24 school year.</p> <p><b>Performance Measure</b> Performance will be measured using the following tools:</p> <p>TNReady Assessment</p> <p>District Formative Assessment using Mastery Connect</p>					
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><b>[A 2.1.1] Improve Tier I Math Instruction</b> Secure supplies, materials, equipment, and support for academic instruction.</p> <p>In order to differentiate classroom instruction to meet the instructional needs of students, we will meet collaboratively (admin and teachers), plan vertically across grade levels, and analyze the following on a weekly basis:</p> <ul style="list-style-type: none"> <li>* student work</li> <li>* school-wide data</li> <li>* grade-level data</li> <li>* teacher data</li> <li>* data trends</li> </ul>	<p>Monica Owens (Principal), Sherri Williams (Instructional Facilitator), Robbi Dailey-Williams (PLC Coach)</p>	05/10/2024		

<p>Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document will provide the District with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction.</p> <p>District Walkthrough data will be monitored through the district's management system (Professional Learning Zone/PLZ). Data will be collected and analyzed to determine trends and implementation of the instructional practices using Microsoft Teams. Data should show teachers implementing the practices at or above 80% per visit.</p> <p>Quarterly review of TEM observation data to monitor educators delivery of standard aligned lessons to the TN Standards.</p>	<p>* Ready Math Prescription</p> <p>* Envision Math standards alignment</p>				
	<p><b>[A 2.1.2] Collaborative Planning</b> Teachers will work together across grade levels to make sure that they are providing foundational supports to close the gaps they have identified in academics and social emotional learning to support growth and achievement in early grades.</p>	<p>Monica Evans (Principal), Sherri Williams (Instructional Facilitator), Robbi Dailey-Williams (PLC Coach)</p>	05/10/2024		
<p><b>[S 2.2] Professional Development</b> 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><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</p>	<p><b>[A 2.2.1] Math Advisor/ILT Math Lead Support</b> Math Advisor and ILT Math Lead will provide support to Math teachers.</p>	<p>Math Advisor, Monica Owens, Terrence Arnold (ILT Math Lead)</p>	05/31/2024		

<p>in the rubric and gauge the implementation of standard aligned instruction in order to plan professional development support.</p> <p>District Walkthrough data will be monitored weekly through the district's PD management system (Professional Learning Zone/PLZ) and Microsoft Teams for 80% standard aligned core instructional implementation with fidelity in order to provide individualized professional learning support.</p> <p>Instructional Leadership Team (ILT) meetings are conducted twice each month at 85% attendance to ensure district and school leaders are gaining and sharing knowledge of content, obtaining content support and resources through collaboration, and effectively communicating new information with school-level educators.</p> <p>Zone meetings and small-group ILT sessions are facilitated monthly by Instructional Leadership Directors at 85% attendance to support content lead teachers, PLC Coaches, and administrators with feedback and targeted training that should result in more effective daily instructional practices that should be observed during district walkthroughs.</p> <p>Quarterly district-level PD sessions for volunteers and parents to learn effective strategies to help students reach the district's mathematics goal.</p> <p>New teacher professional learning supports are offered at various times throughout each semester for new hires. Mentor rosters are submitted at the beginning of each semester to ensure collegial support is assigned to each new hire.</p>					
	<p><b>[A 2.2.2] Professional development courses</b> Math Advisor and ILT Math Lead will provide support to Math teachers.</p>	<p>Monica Owens, Sherri Williams, Robbi Dailey-Williams</p>	<p>05/31/2024</p>		

<p><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.</p> <p>** **</p> <p>** **</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 (i-Ready) to determine next steps of intervention support in an effort to get them to grade level.</p> <p>Weekly review of grade reports for students enrolled in summer learning opportunities to monitor and adjust the effectiveness of the learning opportunity and the impact on student learning and content delivery.</p>	<p><b>[A 2.3.1] Intervention</b> Students will participate in one-on-one or small group Intervention with an Interventionist.</p>	<p>Monica Owens, Sherri Williams, Robbi Dailey-Williams, D. Anderson, S. Baker, T. Boyland, T. Arnold, M. Silas, C. Cannon, I. Moore. F. Webber, J. Nichols, T. Hicks, T. Nelson, A. Sanders, S. Clark, W. Timmons, T. Golden-Rhodes</p>	<p>05/31/2024</p>		
<p><b>[G 3] Safe and Healthy Students</b> Evans Elementary will decrease their chronic absenteeism rate from 27% in SY23 to 9% in SY24.</p> <p><b>Performance Measure</b> Interventions and supports will be measured using the following:</p> <p>* PowerSchool Data * PowerBI Data * Share Point</p>					
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 and support programs and initiatives that address identified behavior needs and provide appropriate student supports.</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>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>[A 3.1.1] Student Incentives</b> Evans will plan for and implement quarterly, monthly, and weekly initiatives that encourage student attendance. This will include attendance parties, "dress out of uniform" days, and student spotlighting on announcements and on social media.</p>	<p>LaKeenya Jones (Professional Guidance Counselor), Monica Owens (Principal), Robbi Dailey-Williams (PLC Coach), Nunya Calmese (Attendance Secretary)</p>	<p>05/31/2024</p>		
<p><b>[S 3.2] Professional Development</b> Provide ongoing, high quality professional development at the District-level and school site for school leaders, teachers, and other instructional staff to focus on changing instructional practices that result in improved student attendance and behavior positively impacting student achievement.</p> <p><b>Benchmark Indicator</b> Student discipline and attendance reports 20-day reporting cycle will be used to measure impact of changed practices as a result of professional development.</p>	<p><b>[A 3.2.1] Targeted Professional Development</b> The Professional School Counselor will attend high quality professional development sessions and/or out-of-town conferences to acquire information and learn strategies to put into practice to support student attendance levels and lead to improved levels of student behavior. The Professional School Counselor will receive online and in-person professional development provided by the school district to acquire information and learn strategies to put into practice to support student attendance levels and lead to improved levels of student behavior.</p>	<p>LaKeenya Jones, Monica Owens</p>	<p>05/31/2024</p>		



<p>Fidelity checks of student data entry will be conducted during the 20-day reporting cycle to monitor the incidents of data entry errors and erroneous reporting.</p> <p>Quarterly Reports will be shared district-wide.</p>					
	<p><b>[A 3.2.2] Conferences</b>  <b>**Conferences **</b>for administration and lead teachers to expand their knowledge base with research based practices that will enable the highest level of student achievement. These conferences will include, but are not limited to:</p> <p>"Get your Teach On" in Las Vegas, NV (January 2024)</p> <p>"Model Schools" in Orlando, FL (June 2024)</p> <p>Conferences will take place from August to May.</p>	<p>Robbi Dailey-Williams,            Sherri Williams,            Monica Owens</p>	<p>06/28/2024</p>		
<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 district level topics through monthly parent surveys.</p>	<p><b>[A 3.3.1] Parental Involvement</b>            Events for the 2023-2024 school year include:</p> <ol style="list-style-type: none"> <li>1. Open House/Title I Night - August 23</li> <li>2. Hispanic Heritage Month Celebration - September 15 - October 15 (program on October 6)</li> <li>3. Literacy &amp; Math Night - October 25</li> <li>4. Red Ribbon Week - October 23-27</li> <li>5. Read for the Record - October 27</li> <li>6. Harvest Carnival - November 15</li> <li>7. Spelling Bee (Kindergarten-2nd grade) - December 6</li> <li>8. Winter Program - December 15</li> <li>9. Snow Ball - December 20</li> <li>10. Spelling Bee (3rd grade-5th grade) - January 31</li> <li>11. Friendship Day - February 14</li> <li>12. Black History Wax Museum - February 23</li> <li>13. Science Fair - March 22</li> <li>14. TCAP Pep Week - April 8-12</li> </ol>	<p>All faculty</p>	<p>05/17/2024</p>		

Conduct a semi-annual adopter surveys to monitor their impact on students' success by way of their contributions of resources and time.	15. TCAP Pep Rally - April 12 16. Field Day - May 14-15 17. Quarterly Recognition Program - TBD 18. End-of-Year Recognition Program - May 24 19. Kindergarten Promotion - May 17 20. Let's Get Ready for Middle School tour - May 13-17 21. 5th Grade Spirit Week - May 13-17 22. 5th Grade Promotion Program - May 17				
<p><b>[G 4] Early Literacy</b></p> <p>Evans Elementary School's early learners will be engaged for the 2023-24 year in scientifically based reading instruction that provides meaningful and authentic opportunities to develop the early literacy skills essential to becoming proficient readers by the end of grade 3..</p> <p>By June 2024, 85% of KK-2 students will achieve Success criteria relative to the grade by the following:</p> <p>(a) Kindergarten students must master 80% Literacy Skills per quarter on Report Card grades.</p> <p>(b) 1st grade students must earn 70 or higher in Reading per quarter on Report Card grades.</p> <p>(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.</p> <p>*Success Criteria potential point system: report card (4 points), DFA (3 points), screener (3 points), and TNReady (2 points) which total 12 points.</p> <p><b>Performance Measure</b></p> <p>By June 2024, 40% of third grade students score proficient or advanced on the TN Ready assessment. KK-2 students will achieve Success criteria relative to the grade by the following: (a) Kindergarten students must master 80% Literacy Skills per quarter on Report Card grades.(b) 1st grade students must earn 70 or higher in Reading per quarter on Report Card grades.(c) 2nd grade students must earn 8 of 12 Success Criteria* in report card grading, district formative assessment (Mastery Connect), and universal screener (iReady) with a Lexile level of 350 in the fall to 485 by spring.*Success Criteria potential point system: report card (4 points), DFA (3 points), screener (3 points), and TNReady (2 points) which total 12 points.</p>					
<b>Strategy</b>	<b>Action Step</b>	<b>Person Responsible</b>	<b>Estimated Completion Date</b>	<b>Funding Source</b>	<b>Notes</b>

<p><b>[S 4.1] 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; MONTHLY monitoring of Laureates knowledge building as measured by the pre- and post-module assessments to measure the increase content and pedagogical knowledge around foundational literacy and inform future professional learning opportunities; QUARTERLY Foundational Literacy Quality Reviews (FLQRs) from district instructional literacy advisors will monitor the academic gap and root cause analysis to support continued professional development opportunities;</p> <p>QUARTERLY observations of educational assistants support in K-2 classrooms to inform professional learning and resources needed to improve instruction and student achievement; MONTHLY attendance and completion review of specialized PD focused on foundational literacy and to inform future professional learning opportunities;</p> <p>Once a semester DECHS will review the Fall pre-post teacher survey supporting the cohort session to provide feedback, additional PD opportunities, and individualized coaching to K-2 sped teachers.</p>	<p><b>[A 4.1.1] Parent Training Sessions</b> Teachers will communicate available parent training sessions that are held by the district for students entering kindergarten and follow up with any support parents may need to prepare for kindergarten enrollment.</p>	<p>Shena Johnson (Educator), Audrey Robison (Educator), Sherri Williams (Instructional Facilitator), Monica Owens (Principal), Robbi Dailey-Williams (PLC Coach)</p>	<p>05/03/2024</p>		
	<p><b>[A 4.1.2] Foundational Literacy Laureate Professional Development Support (K-2)</b> The school designated laureate will work with teachers in grades k-2 to provide strategies and support with teaching early literacy.</p>	<p>Sherri Williams (Instructional Facilitator)</p>	<p>05/24/2024</p>		

	<b>[A 4.1.3] ELA Advisor/ILT ELA Lead Support</b> ELA Advisor and ILT ELA Lead will provide support to ELA teachers.	Michelle Murphy Austin (ELA Advisor), Stephanie Baker (ILT ELA Lead)	05/10/2024		
<b>[S 4.2] Foundational Literacy Laureates</b> Suzanne Turner (K/1st grade ESL teacher) has been designated as Evans Elementary's Foundational Literacy Laureate where she will support teachers and administration with best practices in early literacy.  The Laureate's duties are: <ul style="list-style-type: none"> <li>• Facilitate and/or manage school-based PD in foundational skills</li> <li>• Facilitate District PD (upon request) in foundational skills</li> <li>• Participate in Learning Walks with the school's Instructional Leadership Team (ILT)</li> <li>• Serve as a resource to school admin/ILT in the area of Foundational Literacy/Skills</li> <li>• Participate in Learning Walking with the District Early Literacy Advisor at your school site</li> <li>• Attend District Early Literacy PD sessions and provide logistical support as needed</li> <li>• Model and/or co-teach effective best practices in foundational skills instruction in a variety of settings (whole &amp; small group)</li> <li>• Assist teachers with understanding and implementing TN Academic Standards for Reading Foundational Literacy</li> </ul>	<b>[A 4.2.1] Foundational Literacy Laureate Professional Development Support</b> The school-designated Laureate will work with teachers in grades K-2 to provide strategies and support with teaching early literacy.	Suzanne Turner, Robbi Dailey-Williams, Sherri Williams	05/24/2024		

<ul style="list-style-type: none"> <li>• Assist teachers with continued implementation of the District's Foundational Literacy curriculum, Wonders</li> <li>• Capture and share quality foundational literacy lessons</li> </ul> <p>Mrs. Turner is the liaison between K-2 paraprofessionals and the Early Literacy Team to meet the goals of Shelby County Schools' Third Grade Commitment.</p> <p>She will provide paraprofessionals with:</p> <ul style="list-style-type: none"> <li>• best practices for small group instruction</li> <li>• strategies for small group management</li> <li>• additional resources to support fragile learners</li> </ul> <p>Mrs. Turner will model these interactions through small group instruction. Additionally, she will answer any pertinent questions paraprofessionals may have regarding foundational skills instruction.</p> <p><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 classroom observations from district instructional literacy advisors to determine Laureate's implementation of the 3 major components of a comprehensive literacy block and inform the support needs of individual Laureates</p>					
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