

Parkway Village Elementary Annual Plan (2023 - 2024)

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[G 1] Reading/Language Arts

Parkway Village will increase ELA meeting or exceeding expected proficiency rates on TCAP assessment in grades 3-5 from 17.8% in 2022-2023 to 22.9% in 2023-2024.

Performance Measure

Performance will be measured using the following tools:

TCAP Assessment

District Formative Assessment using Mastery Connect

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 1.1] Standard Aligned Core Instruction Provide daily access to a rigorous reading/language arts curriculum that will develop students' deep understanding of the content, strengthen comprehension, and promote mastery of TN Standards to ensure students are career and college ready.</p> <p>Benchmark Indicator **Benchmark Indicator**</p> <p>Students should perform at or above the 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter.</p> <p>Daily classroom observations using the classroom walkthrough Protocol and debriefing Document will provide the instructional leadership team 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>Quarterly review of TEM observation data to</p>	<p>[A 1.1.1] Implement Standards Aligned Instruction Grade level teachers will deliver instruction in grade 3rd-5th daily that is aligned to the TN State Standards for English Language Arts. The teachers will utilize the Benchmark Advanced, Project Based Learning, and Ready reading daily in whole and small group instruction with 3-5 grade students. In addition, district level instructional practices will be used to support the implementation of standards aligned instruction. The first instructional practice is daily utilizing performance-based instruction daily in the 3-5 classrooms. This will be implemented during the months of August and September and will be monitored during weekly informal observations, weekly lesson plan submissions and walk through observations completed by members of the ILT team. The second instructional practice is daily curriculum driven opportunities for students to determine the meaning of general and domain specific words and phrases before and after reading in the 3-5 classrooms. This will be implemented during the month of October and will be monitored during weekly informal observations, weekly lesson plan submissions, and walk through</p>	<p>Nadiyah McMurray (Principal), Camillia Moore (Asst. Principal), Albert Means (Asst. Principal), Sheila Carson (PLC Coach), Antionette Taylor (PLC Coach), Kayla Pyron (ILT)</p>	<p>05/17/2024</p>		

monitor educators' delivery of standard aligned lessons to the TN Standards.	<p>observations completed by members of the ILT team. The third instructional practice is the daily use of the gradual release of responsibility during whole group ELA instruction in the 3-5 classrooms. This will be implemented during the months of November and December. It will be monitored during weekly informal observations, weekly lesson plan submissions and walk through observations completed by members of the ILT team. The fourth instructional practice is twice weekly curriculum driven opportunities for students to compose original informational texts from sources and/or curriculum driven opportunities to compose original narratives in the 3-5 grade level classrooms. This will be implemented during the month of January and will be monitored during the weekly informal observations, weekly lesson plan submissions and walk through observations completed by members of the ILT team. We will also purchase supplemental materials to ensure that teachers have adequate resources to deliver standards aligned instruction effectively. The Instructional Leadership Team (ILT) and administrative team will monitor the delivery of instruction and provide immediate feedback to improve instructional practice through a weekly observation and feedback cycle. This will be supported by the ILT team and district protocols for a literacy rich environment will be used. A stipend will be provided for members of Instructional Leadership Team.</p>				
	<p>[A 1.1.2] Provide Weekly and Bi-Weekly Professional Learning Community (PLC) Meetings</p> <p>Teachers and administration teams will meet in weekly Professional Learning Community meetings. In these meetings, stakeholders will unpack standards to make sure that teachers understand the demands of the standards. Teachers and school leaders will also discuss instructional practices, instructional planning, and assessment data. ESL teachers will meet in weekly</p>	<p>Nadiyah McMurray (Principal), Camillia Moore (Asst. Principal), Albert Means (Asst. Principal), Sheila Carson (PLC Coach),</p>	05/17/2024		

	Professional Learning Communities. ESL teachers will disaggregate assessment data for the English Language Learners that they serve. ESL teachers will look for trends in the data to determine how to best provide scaffolds for those students.	Antionette Taylor (PLC Coach), Kayla Pyron (ILT)			
	<p>[A 1.1.3] Conduct Formal and Informal Observations</p> <p>The administrative team and the Instructional leadership team will work collaboratively to build the capacity of the teachers through the use of informal and formal observation. Teachers will be provided with immediate and targeted feedback. The purpose for the formal and informal observations is to determine research based instructional strategies and best practices that need implementation. The observations will take place weekly on an assigned cycle. In addition, formal observations will take place weekly based on the teacher's observation protocols of two times or four times per year. Members of the ILT team, Literacy Laureate, and administrative team will conduct the weekly informal observation cycle and the certified administrative members will conduct the formal observations. Instructional Leadership Team members will look for trends that need to be addressed within the ELA classroom including ESL and SPED. Recommendations for professional development and additional targeted support will be based on formal and informal observation results.</p>	Nadiyah McMurray (Principal), Camillia Moore (Asst. Principal), Albert Means (Asst. Principal), Sheila Carson (PLC Coach), Antionette Taylor (PLC Coach), Kayla Pyron(ILT)	05/17/2024		
	<p>[A 1.1.4] Conduct Bi-Weekly Data Meetings</p> <p>Parkway Village will conduct bi-weekly data meetings in order to differentiate classroom instruction to meet the needs of students. Data meetings includes looking at student work, analyzing school data, grade level data, classroom data, school-wide trends, and common formative assessments. In additions, SEAs will collect bi-weekly data on student improvement in sight word and reading fluency. This data will be shared and used for goal setting for students.</p>	Nadiyah McMurray (Principal), Camillia Moore (Asst. Principal), Albert Means (Asst. Principal), Sheila Carson (PLC Coach),	05/17/2024		

		Antionette Taylor (PLC Coach)			
	<p>[A 1.1.5] Utilize Support Tools for Fluency, Vocabulary, and Comprehension</p> <p>Grade level teachers, ESL teachers, and SEA in grades K-5 will utilize STAR literacy, STAR early literacy, myON and Accelerated Reader to support the development of fluency, vocabulary, and comprehension. These resources will be used in whole group, small group, and blended learning online stations. Students will complete a benchmark assessment three times during the year to track their development of fluency, vocabulary, and comprehension. Teachers will use the results of the benchmark assessments to differentiate their instructional groups and select materials appropriate for each student's instructional level. Teachers and students will track their progress in the student/teacher data binders. Students will set goals for each quarter and teachers will monitor their proficiency rate. Teachers and SEA will meet with PLC coaches to analyze the data each month. Teachers will also use the plate Achievement Network to improve comprehension skills in order for students to master standards.</p>	Nadiyah McMurray (Principal), Camillia Moore (Asst. Principal), Albert Means (Asst. Principal), Sheila Carson (PLC Coach), Antionette Taylor (PLC Coach), Kayla Pyron(ILT)	05/17/2024		
<p>[S 1.2] Professional Development</p> <p>Provide professional development for teachers, administrators, instructional leaders and district advisors on how to articulate the instructional practice shifts that will improve teachers' pedagogy of the content, master of standard look fors, students' skill set, and students' proficient reading level of grade supported texts.</p> <p>Benchmark Indicator</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</p>	<p>[A 1.2.1] Provide Professional Development for Benchmark Advanced</p> <p>Teachers at Parkway Village Elementary are using a district approved ELA balanced literacy program. Professional development will be provided for teachers on the implementation of the various components of the literacy program. One of our priority groups and focus groups for this school year is English Language Learners (ELL). This year our action plan for EL Students is as follows: ESL teachers will receive professional development each semester on how to use ELD scaffolds and explicit language development to support the access to meaning making for EL students. To support students' performance, we will</p>	Nadiyah McMurray (Principal), Camillia Moore (Asst. Principal), Albert Means (Asst. Principal), Sheila Carson (PLC Coach), Antionette Taylor (PLC Coach), Kayla Creedon (ILT),	05/17/2024		

<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 through the district's PD management system (Professional Learning Zone/PLZ) and Microsoft Forms for 80% standard aligned core instructional implementation with fidelity at 2 per teacher per semester in order to provide individualized professional learning support.</p> <p>Instructional Leadership Team (ILT) meetings are conducted twice each month at 85% attendance to ensure district and school leaders are gaining and sharing knowledge of content, obtaining content support and resources through collaboration, and effectively communicating new information with school-level educators.</p> <p>Zone meetings and small-group ILT sessions are facilitated monthly by Instructional Leadership Directors at 85% attendance to support content lead teachers, PLC Coaches, and administrators with feedback and targeted training that should result in more effective daily instructional practices that should be observed during district walk throughs.</p> <p>Quarterly district-level PD sessions for volunteers and parents to learn effective strategies to help students reach the district's ELA goal.</p> <p>New teacher professional learning supports are offered at various times throughout each semester for new hires. Mentor rosters are submitted at the beginning of each semester to ensure collegial support is assigned to each new hire.</p>	<p>purchase professional development opportunities each semester, resources, and supplies for classroom instruction.</p>	<p>Ruth Hicks (ILT)</p>			
	<p>[A 1.2.2] Provide Training for Project Based Learning and Effective PLCs</p> <p>Professional development opportunities will provide extensive, individualized coaching from</p>	<p>Nadiyah McMurray (Principal), Camillia Moore</p>	<p>05/17/2024</p>		

	<p>experienced Project Based Learning Consultants to helps teachers and leaders gain the skills they need to confidently implement the Project Based Learning Instructional Based model each semester. The purpose of this training is to provide a foundation for developing a project based learning cycle that incorporates the state standards and implements a cycle of learning with a culminating activity. Project Based Learning provides a network of educational leaders and schools to provide support on the implementation of Project Based Learning that can be accessed to support the planning and implementation of PBL each quarter. Technology integration and blended learning will be used as students complete PBL projects to research and create. The integration of technology and blended learning will be supported by technology team offering a session each semester to support the learning needs of the teachers that are creating Project Based Learning units for their grade.</p> <p>Professional Learning opportunities will be offered for leaders and teachers in how to effectively lead Professional learning communities to ensure time is maximized and efficient for developing project based learning as well as integration of standards based learning.</p>	<p>(Asst. Principal), Albert Means (Asst. Principal), Sheila Carson (PLC Coach), Antionette Taylor (PLC Coach), Kayla Creedon (ILT)Kera Jenious (PBL Content Lead), Ruth Hicks (ILT), Alison Hutchens (PBL Content)</p>			
	<p>[A 1.2.3] Provide Professional Development for Reading Horizons Teachers at Parkway Village Elementary are using a district approved Foundational Skills phonics program. Reading Horizons will provide professional development for teachers on the implementation of the various components of the phonics program. One of our priority groups and focus groups for this school year is English Language Learners (ELL). This year our action plan for EL Students is as follows: ESL teachers will receive professional development each semester on how to use ELD scaffolds and explicit language development to support the access to</p>	<p>Nadiyah McMurray (Principal), Camillia Moore (Asst. Principal), Albert Means (Asst. Principal), Sheila Carson (PLC Coach), Antionette Taylor (PLC Coach), Ruth</p>	05/17/2024		

	meaning making for EL students. To support students' performance, we will purchase professional development opportunities each semester, resources, and supplies for classroom instruction. In addition, new and novice teachers will receive scaffolded, monthly support from the literacy laureate.	Hicks (ILT), Zarinah Johnson(Literacy Laureate)			
<p>[S 1.3] Targeted Intervention and Personalized Learning Provide academic interventions, personalized learning activities, an individualized learning pace, and various instructional approaches designed to meet the needs of specific learners to improve student achievement.</p> <p>Benchmark Indicator Students should perform at or above 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter.</p> <p>Monthly progress monitoring data review of students' performance in targeted intervention (i-Ready) to determine next steps of intervention support in an effort to get them to grade level.</p> <p>Weekly review of grade reports for students enrolled in summer learning opportunities to monitor and adjust the effectiveness of the learning opportunity and the impact on student learning and content delivery.</p>	<p>[A 1.3.1] Implement Benchmark Advance Student will receive 60-120 minutes daily instruction that consists of interactive read aloud, reading lessons, small group instruction, writing , word study, fluency, and vocabulary lessons. The purpose of this daily instruction is to support the mastery of the TN state standards at each grade level and closing the instructional gaps.</p>	All ELA teachers in grades K-5 including ESL and SPED teachers	05/17/2024		
	<p>[A 1.3.2] Implement Response to Intervention Parkway Village Elementary will provide academic interventions and personalized activities that are designed to meet the individual needs of the student daily. The amount of time provided to each student daily will be based on their identified Tier which will range from 30-45 minutes daily through direct instruction and computer based instruction. Interventionist will provide a learning pace and instructional approaches to meet the needs of each</p>	Tomeka Sparks (RTI Interventionist) , A. Tyson (TA), S. Kennedy (TA), S. Catron (SEA), B. Ogilvie(SEA), J.	05/17/2024		

	<p>learner. Students will be identified as needing tier 2 and 3 intervention in ELA. Students will receive 30-45 minutes of the small group intervention on foundational skills either two days per week or three days per week based on their identified tier . One of our priority groups and focus groups for this school year is English Language Learners (ELL). This year our action plan for EL Students is as follows: The expectations for the EL students must be increased. The teacher will strategically focus on mastery of the Power Standards. ELOP tutoring will take place after school for EL students that are enrolled in the program. After-School tutoring will take place if funds are available for EL students. Extended Day tutoring will be provided for reinforce core content subject areas to help with Tier 2 and Tier 3 students to increase students' achievement.</p>	<p>McClain(SEA), S. Golden(SEA), S. Lewis (SEA), L. Foster(SEA)</p>			
	<p>[A 1.3.3] Provide English Language Development Parkway Village Elementary will provide opportunities to EL students to assist with meeting the demands and challenges of the Tennessee State Standards. English Language Development (ELD), a systemic instructional model designed to develop English Language Learners we be implemented in grades K-5. ELD instruction will include the following: Direct tier 1 instruction from an ESL teacher and building vocabulary. Alternative Text Use of text with visuals Tasks will always include speaking, listening, reading and writing. The purpose of this instruction is to provide additional support to students that are newcomers to the country and support EL learners based on their identified need. English Language Development will be provided each week for 2-3 days of the week based on the student's identified need of support.</p>	<p>ESL teachers in grades K-5, ELA teachers in grades K-5, SEAs</p>	<p>05/17/2024</p>		

[G 2] Mathematics

Parkway Village Elementary will improve meeting or exceeding expectation percentages in grades 3-5 on the TCAP assessment from 17.3% in 2022-2023 to 22.5% in 2023-2024.

Performance Measure

Performance will be measured using the following tools:

TCAP Assessment

District Formative Assessment using Mastery Connect

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 2.1] Standard Aligned Core Instruction Teachers will plan and execute standard aligned lessons with intentionality and focus (data-informed instruction) to provide daily access to a rigorous math curriculum that will develop students' engagement in important content, build on prior knowledge (pre-requisite skills), and promote mastery of TN Standards to ensure students are career and college ready.</p> <p>Benchmark Indicator Students should perform at or above 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter.</p> <p>Daily classroom observations using the Classroom walkthrough protocol and debriefing document will provide the instructional leadership team 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>Quarterly review of TEM observation data to monitor educators delivery of standard aligned lessons to the TN Standards.</p>	<p>[A 2.1.1] Implement Standards Aligned Instruction Grade level teachers will deliver instruction daily in grades 3rd-5th that is aligned to the TN State Standards for Mathematics. They will utilize district resources of Envision Math and the Math Prescription. along with strategies that will support the student's mastery of the standard. We will also purchase supplemental materials each semester to ensure that teachers have adequate resources to deliver standard aligned instruction effectively. The Instructional Leadership Team (ILT) and administrative team will monitor the delivery of instruction each week and provide immediate feedback to improve instructional practice. A stipend each semester will be provided for members of Instructional Leadership Team.</p>	Nadiyah McMurray (Principal), Albert Means (Asst. Principal), Camillia Moore (Asst. Principal), Sheila Carson (PLC Coach), Antionette Taylor (PLC Coach), Jennifer McCraw (ILT)	05/17/2024		
	<p>[A 2.1.2] Conduct Weekly Professional Learning Community(PLC) Meetings Teachers and administration teams will meet in</p>	Nadiyah McMurray (Principal),	05/17/2024		

	<p>weekly and bi-weekly Professional Learning Community meetings. In these meetings, stakeholders will unpack standards to make sure that teachers understand the demands of the standards. Teachers and school leaders will also discuss instructional planning and assessment data. ESL teachers will meet in weekly Professional Learning Communities. ESL teachers will disaggregate assessment data for the English Language Learners that they serve. ESL teachers will look for trends in the data to determine how to best provide scaffolds for those students.</p>	<p>Albert Means (Asst. Principal), Camillia Moore (Asst. Principal), Sheila Carson (PLC Coach), Antionette Taylor (PLC Coach), Jennifer McCraw (ILT)</p>			
	<p>[A 2.1.3] Implement Formal and Informal Observation The administrative team and the Instructional leadership team will work collaboratively to build the capacity of the teachers through the use of informal and formal observation. Teachers will be provided with immediate and targeted feedback. The purpose for the formal and informal observations is to determine research based instructional strategies and best practices that need implementation. The observations will take place weekly on an assigned cycle. In addition, formal observations will take place weekly based on the teacher's observation protocols of two times or four times per year. Members of the ILT team and administrative team will conduct the weekly informal observation cycle and the certified administrative members will conduct the formal observations. Instructional Leadership Team members will look for trends that need to be addressed within the math instruction including ESL and SPED. Recommendations for professional development, cycles of development, and additional targeted support will be based the results.</p>	<p>Nadiyah McMurray (Principal), Albert Means (Asst. Principal), Camillia Moore (Asst. Principal), Sheila Carson (PLC Coach), Antionette Taylor (PLC Coach), Jennifer McCraw (ILT)</p>	05/17/2024		
	<p>[A 2.1.4] Conduct Bi-Weekly Data Meetings Parkway Village will conduct bi-weekly data meetings in order to differentiate classroom</p>	<p>Nadiyah McMurray (Principal),</p>	05/17/2024		

	instruction to meet the needs of students. Data meetings includes looking at student work, analyzing school data, grade level data, classroom data, school-wide trends, and common formative assessments.	Albert Means (Asst. Principal), Camillia Moore (Asst. Principal), Sheila Carson (PLC Coach), Antionette Taylor (PLC Coach)			
<p>[S 2.2] Professional Development Provide ongoing, high quality professional development at the District and school level for school leaders, teachers, and other instructional staff that focuses on instructional shifts and strategies that result in improved student performance.</p> <p>Benchmark Indicator Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document will provide the District with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction in order to plan professional development support.</p> <p>District Walkthrough data will be monitored weekly through the district's PD management system (Professional Learning Zone/PLZ) and Microsoft Teams for 80% standard aligned core instructional implementation with fidelity in order to provide individualized professional learning support.</p> <p>Instructional Leadership Team (ILT) meetings are conducted twice each month at 85% attendance to ensure district and school leaders are gaining and sharing knowledge of content, obtaining content support and resources through collaboration, and effectively communicating new information with</p>	<p>[A 2.2.1] Implement Instructional Practices Educators will be assigned to a learning path that is differentiated to meet their needs. The purpose of this learning path will be to increase the teacher's ability to align instructional practices with expected learning outcomes and increase the proficiency of their instructional strategies. Teachers will be assigned learning paths based on student achievement, student academic growth, and in-class observations. Learning paths will be finalized through collaborative coaching conversations with school leaders. Once educators have been placed in a learning path, they will engage in virtual and in-person professional learning experiences intended to support the development of content knowledge and pedagogy throughout the 2023-2024 school year. Teachers will remain in the selected learning paths for the entire school year. One of our priority groups and focus groups for this school year is English Language Learners(ELL). This year our action plan for EL students is to have specialized and individualized professional development learning experiences to support language and vocabulary in the math classroom.</p>	Nadiyah McMurray (Principal), Albert Means (Asst. Principal), Camillia Moore (Asst. Principal), Sheila Carson (PLC Coach), Antionette Taylor (PLC Coach), Jennifer McCraw (ILT)	05/17/2024		

<p>school-level educators.</p> <p>Zone meetings and small-group ILT sessions are facilitated monthly by Instructional Leadership Directors at 85% attendance to support content lead teachers, PLC Coaches, and administrators with feedback and targeted training that should result in more effective daily instructional practices that should be observed during district walkthroughs.</p> <p>Quarterly district-level PD sessions for volunteers and parents to learn effective strategies to help students reach the district's mathematics goal.</p> <p>New teacher professional learning supports are offered at various times throughout each semester for new hires. Mentor rosters are submitted at the beginning of each semester to ensure collegial support is assigned to each new hire.</p>					
	<p>[A 2.2.2] Provide Project Based Learning Training</p> <p>Professional development opportunities will provide individualized coaching from staff that have received extensive training in Project Based Learning to help teachers and leaders gain the skills they need to confidently implement the Project Based Learning Instructional Based model. These professional development opportunities will be provided during the planning cycle of the project which will take place quarterly. These learning opportunities will offer a personalized system of learning designed for Mathematics and Science (STEAM) to allow education professionals to connect and learn at their own pace, anywhere at any time, and focus on their own needs and interests. Project Based Learning provides a network of educational leaders and schools to provide support on the implementation of Project Based Learning. Technology integration will be used as students complete PBL projects to research and create. Leaders and teacher leaders</p>	<p>Nadiyah McMurray (Principal), Albert Means (Asst. Principal), Camillia Moore (Asst. Principal), Sheila Carson (PLC Coach), Antionette Taylor (PLC Coach), Jennifer McCraw (ILT) Kera Jenious (PBL Content Lead), Alison Hutchens (PBL Content Lead)</p>	05/17/2024		

	will also engage in professional learning centered around PBL, STEAM and STEM to help lead our students to having a global mindset.				
	<p>[A 2.2.3] Envision Curriculum Training Math educators will engage in professional development on how to implement the new Envision curriculum, integrate technology and align lessons with the new TN math standards. Teachers will engage in these opportunities during weekly PLCs, faculty meeting and other afterschool professional development opportunities on-site and district held. PLC coaches, admin team and ILT members will assist in providing training for all educators and solicit support from district level instructional math coaches as needed.</p>	<p>Nadiyah McMurray (Principal), Albert Means (Asst. Principal), Camillia Moore (Asst. Principal), Sheila Carson (PLC Coach), Antionette Taylor (PLC Coach), Jennifer McCraw (ILT), Tamesha Butts (ILT)</p>	05/17/2024		
<p>[S 2.3] Targeted Interventions and Personalized Learning, Provide academic interventions, personalized learning activities, an individualized learning pace, and various instructional approaches designed to meet the needs of specific learners to improve student achievement.</p> <p>***</p> <p>***</p> <p>Benchmark Indicator Students should perform at or above 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter.</p> <p>Monthly progress monitoring data review of students' performance in targeted intervention</p>	<p>[A 2.3.1] Implement Response to Intervention 2 Parkway Village Elementary will provide academic interventions and personalized activities that are designed to meet the individual needs of the student and provide a learning pace and instructional approaches to meet the needs of each learner. Students will be identified as needing tier 2 and 3 intervention in math. Students will receive 45 minutes of the small group intervention on foundation skills. One of our priority groups and focus groups for this school year is English Language Learners (ELL). This year our action plan for EL Students will include: The expectations for the EL students must be increased. The teacher will strategically focus on mastery of the Power Standards. ELOP tutoring will place after school for EL students that are enrolled in the program. After-School tutoring will take place if funds are available for EL students.</p>	<p>Tomeka Sparks, Classroom Teachers, Intervention Team</p>	05/17/2024		

(i-Ready) to determine next steps of intervention support in an effort to get them to grade level.					
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.					
	[A 2.3.2] Implement Small Group Instruction Teacher will provide small group instruction to groups of 6 students on a daily basis. The purpose of the small group instruction is to provide differentiated instruction and support for students to meet their individual learning needs. Instruction includes personalized learning for remediation or enrichment. One of our priority groups and focus groups for this school year is English Language Learners (ELL). This year our action plan for EL Students will include: The expectations for the EL students must be increased. The teacher will strategically focus on mastery of the Power Standards. The teacher will use small group instruction as needed to address the needs of EL students.	All K-5 Math Educators	05/17/2024		

[G 3] Safe and Healthy Students

Parkway Village Elementary will maintain a suspension rate of all students below 8%.

Parkway Village Elementary will reduce chronic absenteeism from 36.8% to 31% or lower.

Performance Measure

Interventions and supports will be measured using the following:

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

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 3.1] Attendance and Behavior Interventions and Supports	[A 3.1.1] Implement RTI2-B Plan RTI2 -B provides universal prevention efforts within	Rachel Walker (Counselor),	05/17/2024		

<p>Implement targeted interventions and support programs and initiatives that address identified behavior needs and provide appropriate student supports.</p> <p>Benchmark Indicator In order to look at attendance rates and factors that cause students to be absent from school the benchmark indicators are:</p> <p>School leadership team will review 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>School leadership team will review 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>School leadership team will monitor 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>Tier I to promote a positive school- and class-wide climate. Through a focus on strong Tier I behavior supports, Parkway Village Elementary can create a culture where all students and teachers are respected and included in their community. This takes place through weekly in-person SEL classes provided by the school counselors and weekly meetings with a focus topic for the week. Behavior support is also provided by the behavior specialist.</p>	<p>Sharon Gordan (Behavior Specialist), Albert Means (Asst. Principal), Nadiyah McMurray (Principal), Camillia Moore (Asst. Principal)</p>			
	<p>[A 3.1.2] Provide Social and Emotional Support Parkway Village Elementary helps students provide effective problem-solving to self-discipline, from impulse control to emotion management and more. SEL provides a foundation for positive, long-term effects on kids, adults, and communities. This is provided through weekly classes provided by the school counselor along with weekly small group sessions. Tier 2 and Tier 3 behavior students are provided with small group sessions with the behavior specialist and social worker.</p>	<p>Rachel Walker (Counselor), Sharon Gordan (Behavior Specialist), Albert Means (Asst. Principal), Nadiyah McMurray (Principal), Camillia Moore</p>	<p>05/17/2024</p>		

		(Asst. Principal)			
	<p>[A 3.1.3] Attendance Monitoring Support An attendance specialists will be collecting and maintaining student attendance information at Parkway Village Elementary, meeting district, state and federal requirements relating to attendance processes including parent notification; preparing and distributing attendance reports and materials; providing clerical support at school site; and communicating various information regarding activities.</p> <p>The attendance specialist will:</p> <ul style="list-style-type: none"> * Communicates with parents, students, staff, etc. in person, by telephone or letter for the purpose of providing information on a variety of attendance issues and meeting district and state absence notification requirements. * Ensures accuracy of attendance records, including verification truancies and/or signing students in/out for the purpose of complying with State laws governing attendance accounting * Maintains a variety of attendance records, schedules, and files (manual and computer) (e.g. contact and telephone logs, student attendance, etc.) for the purpose of documenting and/or providing reliable information 	<p>Ana Aguirre (Attendance Specialist), Nadiyah McMurray (Principal), Albert Means (Asst. Principal), Camillia Moore (Asst. Principal)</p>	05/17/2024		
<p>[S 3.2] Professional Development Provide ongoing, high quality professional development at the District-level and school site for school leaders, teachers, and other instructional staff to focus on changing instructional practices that result in improved student attendance and behavior positively impacting student achievement.</p> <p>Benchmark Indicator Student discipline and attendance reports 20-day reporting cycle will be used to measure impact of changed practices as a result of professional</p>	<p>[A 3.2.1] Implement Safe Schools Training Professional development courses are written specifically for school staff members so the content is relevant and immediately applicable. This training is presented at during the first week of teacher training along with periodic PD sessions provided at weekly school faculty meetings.</p>	<p>Albert Means (Asst. Principal), Nadiyah McMurray (Principal), Rachel Walker (Counselor), Antionette Taylor (PLC Coach), Sheila</p>	05/17/2024		

development. 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. Quarterly Reports will be shared district-wide.		Carson (PLC Coach)			
[S 3.3] Parent, Family, and Community Engagement Promote effective parent, family, and community engagement activities and resources that support safe schools which will improve student attendance and behavior. Benchmark Indicator Review 20-day student attendance reports at the end of each semester to determine the impact after engagement events. 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. Evidence of parent participation in decisions relating to the education of their children and collaboration efforts on district level topics through monthly parent surveys. Conduct a semi-annual adopter surveys to monitor their impact on students' success by way of their contributions of resources and time.	[A 3.3.1] Implement Family Engagement Specialist Parkway Village Elementary Family Engagement Specialist helps parents become more engaged in the academic and social education of their children. The specialists provides information to parents each semester about their children's classes, standardized test requirements, school-related activities and opportunities. The family engagement specialists will also provide academic resources for parents. The family engagement specialist also identifies opportunities for and encourages parents' participation as volunteers at our school each semester. One of our priority groups and focus groups for this school year is English Language Learners (ELL). This year our action plan for EL Students is as follows: Family Engagement Specialist will contact parents concerning chronic absences each week. Family Engagement Specialist and Guidance Counselor will provide information to parents about services that may be needed. Family Engagement Specialist and guidance counselors make sure that parent notifications are sent home in Spanish each week. Home/School connections are sent home in Spanish weekly to assist parents with strategies for helping their children at home.	Sonia Lucas (Family Engagement Specialists), Nadiyah McMurray (Principal), Albert Means (Asst. Principal), Camillia Moore (Asst. Principal)	05/17/2024		
[G 4] Early Literacy Parkway Village 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. Performance Measure By June 2024, 30% of third grade students score proficient or advanced on the TN Ready assessment. KK-2 students will achieve Success criteria relative to the grade by the					

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

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 4.1] Professional Learning Build and strengthen the foundational literacy knowledge of instructional leaders, classroom teachers, and educational assistants through engagement in professional learning experiences anchored in the science of reading.</p> <p>Benchmark Indicator 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 and be on grade level on Spring Diagnostic Assessment in IReady.</p> <p>The instructional leadership team will conduct a cycle instructional walkthroughs that will determine the focus of deliberate practice and collaborative planning as well as professional development for teachers in early literacy.</p> <p>Quarterly review of TEM observation data to monitor educators' delivery of standard aligned lessons to the TN Standards.</p>	<p>[A 4.1.1] Implement Foundational Skills Block K-2 teachers will implement a daily foundation skills block to focus on foundational reading skills. The purpose of this foundational skills block is to increase students' independent reading ability. Teachers use Reading Horizons daily to teach students basic phonics skills. This program is used to systematically teach phonemic awareness, phonics, and sight words to the students. One of our priority groups and focus groups for this school year is English Language Learners (ELL). This year our action plan for EL Students is as follows: The expectations for the EL students must be increased. All EL teachers will add additional phonics instruction to their designated pull out block of time with the students. The teacher will strategically focus each week on mastery of vocabulary, most commonly used words, and phonic skills. To support students performance, we will provide professional development opportunities, resources, and supplies for classroom instruction each semester.</p>	<p>Nadiyah McMurray (Principal), Albert Means (Asst. Principal), Camillia Moore (Asst. Supt.), Shelia Carson (PLC Coach), Antionette Taylor (PLC Coach), Zarinah Johnson, (PLC Coach)</p>	05/17/2024		
	<p>[A 4.1.2] Reading 360 Training and Science of Reading Training All staff is required to complete 30 hours of training to develop understanding and build instructional practices around the Science of Reading. This will develop the understanding and ability to implement foundational skills instruction that is aligned with the science of reading. Each teacher will receive certification of completion of the program and it will support the development of literacy rich classroom</p>	<p>Nadiyah McMurray (Principal), Albert Means (Asst. Principal), Camillia Moore (Asst. Principal), Antionette</p>	05/17/2024		

	environments and sounds first instructional protocols in the classroom. Throughout the year these practices will be reinforced through the support of the Literacy Laureate and the ILT team.	Taylor (PLC Coach), Sheila Carson (PLC Coach), Zarinah Johnson (Literacy Laureate), Kayla Pyron (ILT)			
	<p>[A 4.1.3] Utilize Support Tools for Fluency, Vocabulary and Comprehension</p> <p>Grade level teachers in grades K-2 will utilize IReady, Benchmark Advance and Reading Horizons to support the development of fluency, vocabulary, and comprehension. These resources will be used in whole group, small group, and blended learning online stations. Students will complete a benchmark assessment three times during the year to track their development of fluency, vocabulary, and comprehension. Teachers will use the results of the benchmark assessments to differentiate their instructional groups and select materials appropriate for each student's instructional level. Teachers and students will track their progress in the student/teacher data binders. Students will set goals for each quarter and teachers will monitor their proficiency rate. Teachers will meet with PLC coaches to analyze the data each month.</p>	Classroom Teachers, Sheila Carson (PLC Coach), Antoinette Taylor (PLC Coach), Albert Means (Asst. Principal), Nadiyah McMurray (Principal), Camillia Moore (Asst. Principal), Clay Fowler (Media Specialist), Zarinah Johnson (Literacy Laureate)	05/17/2024		
<p>[S 4.2] Foundational Literacy Laureates</p> <p>Designate one Laureate in every elementary and K-8 school to support K-2 teachers with implementing high quality foundational literacy instruction and strategies.</p> <p>Benchmark Indicator</p> <p>MONTHLY review of Laureate support logs to measure the frequency and level of school-based support to K-2 teachers in the priority coaching</p>	<p>[A 4.2.1] Professional Development</p> <p>Attend monthly district professional development to develop best practices to share with building level teachers. Attend state level Reading 360 training to obtain state initiatives and researched based practices to implement at the building level.</p>	Zarinah Johnson (Literacy Laureate), Sheila Carson (PLC Coach), Antionette Taylor (PLC Coach)	05/17/2024		

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>[A 4.2.2] Support in Foundational Literacy Conduct quarterly walk through observations to document instructional trends and professional development needs Conduct staff training on research based practices and district expectations Meet with ILT team to share walk through results and identify areas of additional support needed.</p>	<p>Zarinah Brown (Literacy Laureate), Albert Means (Asst. Principal), Nadiyah McMurray (Principal), Camillia Moore (Asst. Principal), Antionette Taylor (PLC Coach), Sheila Carson (PLC Coach)</p>	05/17/2024		
<p>[S 4.3] Early Literacy Opportunities Provide opportunities for students to access early learning opportunities that appropriately support their academic, social, and emotional development and create a continuum of learning through third grade.</p> <p>Benchmark Indicator **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</p>	<p>[A 4.3.1] Implement Foundational Skills Block (Reading Horizon) K-2 teachers will implement a daily foundation skills block to focus on foundational reading skills. The purpose of this foundational skills block is to increase students' independent reading ability. Teachers use Reading Horizons daily to teach students basic phonics skills. This program is used to systematically teach phonemic awareness, phonics, and sight words to the students. One of our priority groups and focus groups for this school year is English Language Learners (ELL). This year our action plan for EL Students is as follows: The expectations for the EL students must be increased. The teacher will strategically focus each week on mastery of vocabulary, most commonly used words, and phonic skills. To support students performance, we will provide professional</p>	<p>Nadiyah McMurray (Principal), Albert Means (Asst. Principal), Camillia Moore (Asst. Principal), Shelia Carson (PLC Coach), Antionette Taylor (PLC Coach), Zarinah Johnson (Literacy Laureate),</p>	05/17/2024		

(Mastery Connect); **QUARTERLY **Foundational Literacy Quality Reviews (FLQRs) from district instructional literacy advisors on academic gap and root cause analysis to support professional development opportunities based on measured needs	development opportunities, resources, and supplies for classroom instruction each semester.	Kayla Pyron (ILT), Ruth Hicks (ILT)			
	<p>[A 4.3.2] Utilize Support Tools for Fluency, Vocabulary, and Comprehension</p> <p>Grade level teachers in grades K-5 will utilize STAR literacy, STAR early literacy, myON and Accelerated Reader to support the development of fluency, vocabulary, and comprehension. These resources will be used in whole group, small group, and blended learning online stations. Students will complete a benchmark assessment three times during the year to track their development of fluency, vocabulary, and comprehension. Teachers will use the results of the benchmark assessments to differentiate their instructional groups and select materials appropriate for each student's instructional level. Teachers and students will track their progress in the student/teacher data binders. Students will set goals for each quarter and teachers will monitor their proficiency rate. Teachers will meet with PLC coaches to analyze the data each month.</p>	Classroom Teachers, Sheila Carson (PLC Coach), Antoinette Taylor (PLC Coach), Albert Means (Asst. Principal), Nadiyah McMurray (Principal), Camillia Moore(Asst. Principal), Zarinah Brown (Literacy Laureate)	05/17/2024		