

South Park Elementary Annual Plan (2023 - 2024)

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[G 1] Reading/Language Arts

South Park Elementary School will increase met and/or exceeding proficiency rates for grades 3-5 students on the TCAP assessment from 12.4% in the 2021-22 school year to 18.1% 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>[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>South Park 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. 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>South Park will use the district walkthrough tool to</p>	<p>[A 1.1.1] A 1.1.2 Supplemental Instructional Resources South Park Elementary will provide supplemental supplies, materials, and instructional equipment to support and improve reading academic growth and achievement.</p> <p>The PLC Coach Katena Jones will use title 1 funds to purchase supplies and instructional equipment to improve reading and academic growth.</p>	<p>PLC Coach Katena Jones</p>	<p>04/22/2024</p>		

<p>collect data that is 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>South Park will quarterly review the TEM observation data to monitor educators' delivery of standard-aligned lessons to the TN Standards.</p>					
	<p>[A 1.1.2] A 1.1.1 Wonders ELA Implementation/ Ready Reading</p> <p>Teachers will implement the Wonders and Ready Reading curriculum. Teachers will follow the curriculum maps to plan and deliver learning experiences and strategically build fluency and problem-solving skills to improve student achievement in English Language Arts for all Subgroups. Teachers will meet weekly with Assistant Principal Edwards and Instructional Facilitator Garrett to collaborate and use the deliberate practice strategy. The ELA advisor will assist with new teachers planning and modeling of the Performance Based Objectives. Teacher-made Tri-Weekly assessments will be given every three weeks. Data meetings in grades K-5 will be held every fourth Tuesday to analyze students' progress toward goals. The results will determine re-teaching focus and strategies.</p> <p>K-5 teachers will plan and deliver engaging learning experiences that will provide a supportive learning environment build student-teacher relationships, and develop a deeper understanding of students' culture.</p> <p>K-5 teachers will engage in collaborative instructional planning for effective content delivery through deliberate practice in content areas such as math and ELA. To create and promote a positive classroom environment to build relationships, teachers will organize and implement identified practices for all students.</p>	<p>Edwards-Assistant Principal, PLC Coach Katena Jones, Instructional Facilitator Garrett, ELA advisor, Literacy Laureate Shannon Ingram</p>	<p>05/24/2024</p>		

	<p>The Assistant Principal Tara Edwards will monitor grades 3-5 ELA teachers to ensure they follow the appropriate pacing and implement the curriculum. PLC Coach Katena Jones will use funds to purchase Ready Reading books and other supplies to enhance ELA instruction. Instructional Facilitator Garrett and Literacy Laureate Shannon Ingram will monitor K-2 teachers to monitor foundational literacy workstations as well as meaning based instruction.</p>				
<p>[S 1.2] Professional Development 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 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>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</p>	<p>[A 1.2.1] A 1.2.1 Implement ELA Instructional Shifts Teachers will include the ELA instructional shifts into literacy instruction to ensure students use texts throughout the lesson. To assist us with this strategy, we will utilize our reading curriculum, Wonders and Ready Reading, an additional component of IReady (computer initiative) already purchased by the district. In addition, we will host an Annual Literacy Night which will allow teachers and staff to train parents on how to assist students with Reading and Writing strategies at home during homework. Both parents and students will participate in activities, and South Park will provide material that can be utilized at home. Additional IReady Reading Books for teachers and students will be purchased upon the completion of professional development.</p> <p>All teachers will engage in instructional planning for effective content delivery through collaborative planning in a content area such as ELA. To create and promote a positive classroom environment to build relationships, teachers will organize and implement identified practices for all students.</p> <p>The Assistant Principal (Tara Edwards) is the admin lead over ELA and will provide monthly PD to analyzing the standards and provide various teaching strategies to meet student mastery. The literacy Laureate Shannon Ingram will utilize the</p>	<p>Assistant Principal Edwards, Teachers, Instructional Facilitator, Interventionist, Literacy Laureate</p>	<p>05/24/2024</p>		

<p>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>K-2 comprehensive walkthrough tool to identify areas of support for teachers in implementing literacy instruction.</p>				
	<p>[A 1.2.2] A 1.2.2 Data Digs Teachers will analyze data during weekly PLC meetings to identify skills to reteach and plan intervention that addresses deficient areas. Teachers will track all data on a South Park Data Tracker containing iReady, triple-weekly assessments and Mastery Connect assessments. This will keep all data in the same location, for teachers to be able to analyze.</p> <p>Interventionist Seth Tillman and Instructional Facilitator Garrett will monitor the teacher data trackers and analyze trends among the standards and across grade levels. Principal Strickland and Assistant Principal Edwards will have data chats with teachers to discuss plans for reteaching to address deficit areas.</p>	<p>Principal Strickland, Assistant Principal Edwards, Teachers, Interventionist, Instructional Facilitator Garrett</p>	<p>04/22/2024</p>		
	<p>[A 1.2.3] A 1.2.3 Attend High-Quality Professional Development South Park teachers and administrators will attend virtual, local, state, and national training (PD) to strengthen their professional knowledge about students' academic and social needs. These professional training will provide:</p> <p>* Various strategies and techniques(including implementing Tennessee State Standards).</p>	<p>Teachers, Instructional Facilitator, PLC Coach, Principal, Assistant Principal, Counselor</p>	<p>04/22/2024</p>		

	<ul style="list-style-type: none"> * Behavior management strategies. * Assessment techniques. * Directed teaching methods. * Acting as a coach and support to teachers. * Modeling effective intervention strategies. <p>After the training, teachers, and administrators will return and pass the newly acquired knowledge or strategies to other staff members.</p>				
<p>[S 1.3] Targeted Intervention and Personalized Learning</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>Benchmark Indicator</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>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] A 1.3.1 Implement RTI2 Professional Learning</p> <p>District and school staff will provide professional development to assist teachers in implementing RTI2 and utilizing effective intervention strategies. Training will include RTI2 protocol, forms and needed documents, and highly effective teaching strategies for RTI. Additional school supplies and materials will be purchased to assist with RTI2 implementation and intervention strategies. Human capital will also be utilized to assist with effective RTI instruction and implementation.</p> <p>Interventionist Seth Tillman will lead professional development for teachers including strategies for effective RTI instruction, and resources needed for implementation. Instructional Facilitator Garrett and PLC Coach Jones will lead the RTI2-A team and ensure all members are knowledgeable of protocol and needed documents for RTI.</p>	Interventionist, Instructional Facilitator, PLC Coach, RTI2-A Team	05/24/2024		
	<p>[A 1.3.2] A 1.3.2 Print Rich Classroom Environments</p> <p>South Park Elementary will have a print rich environment model room for all teachers to observe, set up by the Literacy Laureate. In addition, each ELA teacher will have a print rich classroom. Assistant Principal Edwards and Instructional Facilitator Garrett will monitor the completion and support teachers in creating their</p>	Teachers, Literacy Laureate, Instructional Facilitator, PLC Coach, Assistant Principal	05/24/2024		

	print rich environments. This will enhance student's academic and content specific vocabulary. These print rich rooms will provide students with a welcoming environment for learning.				
	<p>[A 1.3.3] A 1.3.3 Highly Specialized Education Assistants</p> <p>Teachers' and students' behaviors will align with the instructional practices and the gradual release of responsibility. Teachers will break down the standards using the Know, Understand and Show chart in collaborative planning and PLCs. Teachers will plan accordingly to determine misconceptions. Highly Specialized Educational Assistants (HSEAs) will attend PLCs and work with students in a small group. 4th grade students will engage in Blended learning during station rotations.</p> <p>Assistant Principal Edwards will monitor the progress of the students working with the HSEA. The RTI-A team will monitor the progress of the HSEAs implementation of intervention.</p>	Assistant Principal, Principal, PLC Coach, Interventionist, Instructional Facilitator	05/24/2024		

[G 2] Mathematics

South Park Elementary School will increase met and/or exceeding proficiency rates for grades 3-5 students on the TCAP assessment from 10.2% in the 2021-22 school year to 17.2% 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>[S 2.1] Standard Aligned Core Instruction</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</p>	<p>[A 2.1.1] A 2.1.1 EnVision Math Implementation/ Ready Mathematics</p> <p>Our teachers will be using EnVision Math and Ready Mathematics curricula to guide their instruction. They will follow the curriculum maps to provide students with learning experiences that</p>	Math ILT Lead, PLC Coach, Instructional Facilitator, Interventionist, Principal,	05/24/2024		

<p>knowledge (pre-requisite skills), and promote mastery of TN Standards to ensure students are career and college ready.</p> <p>Benchmark Indicator South Park students must score 70% or higher on formative assessments aligned with core standards for each quarter.</p> <p>South Park will be conducting daily classroom observations using the District Classroom Walkthrough Protocol. The Debriefing Document will provide the district with valuable data to determine the trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric. Additionally, it will help gauge the implementation of standard-aligned instruction.</p> <p>South Park will monitor the school's progress by utilizing the district Walkthrough data through its management system, Professional Learning Zone (PLZ). The data collected from South Park will be analyzed to identify trends and assess the implementation of instructional practices using Microsoft Teams. It is expected that the collected data will demonstrate that South Park teachers are implementing the practices at or above 80% per visit.</p> <p>South Park will review TEM observation data quarterly to monitor educators' delivery of standard-aligned lessons to the TN Standards.</p>	<p>enhance their fluency and problem-solving skills in mathematics. Our PLC Coach, Katena Jones, will lead the administration role, while the math Instructional Leadership Team (ILT) lead will organize monthly professional development (PD) opportunities, such as Panther University and Content meetings, to improve instructional practices. With the assistance of Title 1 Funds, our PLC coach will purchase additional IReady Mathematics workbooks for our students.</p> <p>To engage students with different needs, our teachers will continue to use Savvas Realize virtual manipulatives, as well as hands-on materials. Additionally, they will supplement the EnVision Math curriculum with Great Minds resources. All of our teachers will engage in collaborative planning to facilitate effective content delivery in math and other subjects. To create a positive classroom environment and build relationships with our students, our teachers will implement identified practices for all students. Principal Strickland will conduct informal observations and walk-throughs to ensure a conducive learning environment. Our Interventionist will assist teachers in creating individualized plans for each student.</p>				
<p>[S 2.2] Professional Development Provide ongoing, high quality professional development at the District and school level for school leaders, teachers, and other instructional staff that focuses on instructional shifts and strategies that result in improved student performance.</p> <p>Benchmark Indicator</p>	<p>[A 2.2.1] A 2.2.1 EnVision Math Professional Development Our District Mathematics team will offer professional development to teachers to help them plan and provide engaging learning experiences that develop fluency and problem-solving skills through EnVision Math. Additionally, they will provide professional development to school principals, learning coaches, and instructional</p>	<p>Math ILT Lead, PLC Coach, Instructional Facilitator, Interventionist, Principal, District Curriculum Instruction</p>	<p>05/24/2024</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 in order to plan professional development 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>facilitators to monitor the delivery of math instruction in the school building. Through collaboration with instructional leaders, we aim to understand the mathematical shifts found in TN State Standards. To support parents, we will offer parent training during Family Math and Science Night where teachers will demonstrate Math strategies to help parents assist their children with homework at home. Our PLC coach will use Title 1 Funds to purchase instructional materials and snacks. The Math ILT lead, Instructional Facilitator, Interventionist, and Principal will organize the parental meetings.</p>	<p>Team, Math Advisor</p>			
	<p>[A 2.2.2] A 2.2.2 Attend High-Quality Professional Development South Park teachers and administrators will attend virtual, local, state, and national training (PD) to strengthen their professional knowledge about students' academic and social needs. This professional training will provide:</p>	<p>Math ILT Lead, PLC Coach, Administrator staff</p>	<p>05/24/2024</p>		

	<ul style="list-style-type: none"> * Various strategies and techniques(including implementing Tennessee State Standards). * Behavior management strategies. * Assessment techniques. * Directed teaching methods. * Acting as a coach and support to teachers. * Modeling effective intervention strategies. <p>After the training, teachers, and administrators will return and pass the newly acquired knowledge or strategies to other staff members.</p>				
<p>[S 2.3] Targeted Interventions and Personalized Learning, Provide academic interventions, personalized learning activities such as "Beat the Clock", math club, 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 (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 2.3.1] Print Rich Math Lab South Park Elementary will have a print rich environment model room for all teachers to observe, set up by the ILT lead for Math. In addition, each math teacher will have a print rich classroom. This will enhance student's academic and content specific vocabulary. The Math lab will also be a place to house manipulatives to support student's various learning needs.</p>	<p>Math ILT Lead, PLC Coach, Instructional Facilitator, Interventionist, Principal</p>	<p>05/24/2024</p>		

	<p>[A 2.3.2] Highly Specialized Educational Assistants Highly Specialized Educational Assistants (HSEAs) will attend PLC and work with students in a small group. Students will engage in blended learning during station rotations. These assistants will attend PLC meetings to gain the knowledge they need to effectively implement stations. They will also assist in instructional practices and learn strategies for intervention.</p>	Assistant Principal, Principal, PLC Coach, Interventionist, Instructional Facilitator	05/24/2024		
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[G 3] Safe and Healthy Students

****School Goal:**** South Park Elementary Schools will reduce chronically absent students school-wide from 25.7% in 2022-2023 to 15.7% in 2023-2024 using Power BI school-wide Chronic absenteeism data.

South Park Elementary African American Subgroup students Chronic absenteeism will decrease from 48.5% in 2022-2023 to 38.5% 2023-2024.

South Park Elementary grade 1 Chronic absenteeism will decrease from 33.3% 2022-2023 to 23.3% in 2023-2024.

Grade KK Chronic absenteeism will decrease from 38.8% in 2022-2023 to 28.8% 2023-2024.

Grade 4 Chronic absenteeism will decrease from 8.8% (2022-2023) to 3.8% (2023-2024) according to Power BI Data.

Grade 5 Chronic absenteeism will decrease from 22.6% in 2022-2023 to 12.6% 2023-2024, Power BI Data.

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
<p>[S 3.1] Attendance and Behavior Interventions and Supports Implement targeted interventions and support programs and initiatives that address identified behavior needs and provide appropriate student supports.</p>	<p>[A 3.1.1] Attendance Incentive Program South Park will recognize homerooms with 20 day perfect attendance. Students with perfect attendance (no absences and no tardies) will participate in a quarterly E-Club party. Attendance will be monitored by the GOS Katrina Wiley and Assistant Principal Edwards. Students will get free</p>	Angela Blue-Counselor, Katrina Wiley-GOS, RTI-B Team Members, Assistant	05/24/2024		

<p>Benchmark Indicator For South Park to look at attendance rates and factors that cause students to be absent from school the benchmark indicators are:</p> <p>South Park will use the student discipline reports - a 20-day reporting period will assist in monitoring students' behavior and the effectiveness of behavioral interventions and support measures aimed at reducing student discipline incidents.</p> <p>South Park's 20-day reporting period will monitor student attendance and evaluate the effectiveness of behavioral interventions and support measures.</p> <p>South Park will monitor students who require additional support, such as those who are homeless, in foster care, involved in RTIB programs, truancy support, or progressive discipline support.</p>	<p>passes to dances and will be recognized quarterly during the awards ceremony. Certificates and perfect attendance medals will be awarded created by Counselor Blue. Funds will be used for certificates, attendance pedals, and E-Party rewards. The RTI-B team members will assist will E-parties and other incentives.</p>	<p>Principal Edwards</p>			
	<p>[A 3.1.2] Student Check-in Partners South Park Elementary will have teachers volunteer to be supported for at-risk attendance and behavior students. These teachers will check in bi-weekly with their assigned students to discuss attendance and behavior with them and offer additional incentives when their attendance and behavior are improving. The GOS Katrina Wiley and Counselor Blue will identify the students needing to be monitored. The teachers and Assistant Principal Edwards will also reach out to the parents of these students if the students continue to have absences or discipline issues.</p>	<p>Angela Blue-Counselor, Katrina Wiley-GOS, RTI-B Team Members, Assistant Principal Edwards</p>	<p>05/24/2024</p>		
<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>[A 3.2.1] Implementation of RTI-B Teachers and staff will learn how to properly implement the RTI-B Plan for South Park Elementary. After the detail plan has been presented and vetted by the staff on the RTI-B team, it will be a living document at South Park Elementary. The professional development will include ACEs and SEL training for all teachers and</p>	<p>Angela Blue-Counselor, RTI2-B Team, Assistant Principal Edwards</p>	<p>05/24/2024</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 development.</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>staff conducted by Counselor Angela Blue and Assistant Principal Edwards. Parents will be presented the plan during Annual Title 1 Meeting in August, 2023. The plan will be reviewed and discussed during monthly parent meetings and during parent-teacher conferences. Funds will be used to purchase the book *Discipline with Dignity *which will assist us as we build positive relationships with students.</p>				
<p>[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.</p> <p>Benchmark Indicator 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>Conduct a semi-annual adopter surveys to monitor their impact on students' success by way of their contributions of resources and time.</p>	<p>[A 3.3.1] Monthly Parental Professional Development Parents of students who have attendance problems will receive letters of concern and notifications (SART Meetings) of the importance of regular school attendance from Counselor Blue. We will provide additional parental support for those students in grades 3 through 5. During monthly parent meetings, parents will gain professional development on the importance of students getting enough required sleep, a balanced breakfast, and the rules and expectations of the RTI-B Plan for South Park Elementary School. These meetings will be led by Principal Strickland, Assistant Principal Edwards, and PLC Coach Katena Jones. Additional parental involvement meetings include:</p> <ul style="list-style-type: none"> * Annual Title 1 Parent Meeting * Coffee and Conversations * Donuts for Dads * Family Literacy Night * Family Math and Science Night * ESL Curriculum Morning * Family Data Day 	<p>Strickland-Principal, Edwards-Assistant Principal, Jones-PLC Coach, Blue-Counselor</p>	<p>05/24/2024</p>		

[G 4] Early Literacy
South Park 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, 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.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 4.1] Professional Learning South Park will build and strengthen the foundational literacy knowledge of instructional leaders, classroom teachers, and educational assistants through engagement in professional learning experiences anchored in the science of reading.</p> <p>Benchmark Indicator South Park aims to maintain 80% attendance and completion of professional development programs focused on foundational literacy for K-2 students. This will help in assessing the transfer of knowledge gained by teachers into classroom instruction. The results of these assessments will be used to inform future professional learning opportunities. In addition, South Park will conduct monthly monitoring of Laureates knowledge building by using pre- and post-module assessments. This will help measure the increased content and pedagogical knowledge of teachers around foundational literacy and inform future professional learning opportunities. To further support professional development, South Park will conduct quarterly Foundational Literacy Quality Reviews (FLQRs). District instructional literacy advisors will monitor the academic gap and conduct root cause analysis to identify areas of improvement. The results from these reviews will be used to support continued professional development opportunities.</p>	<p>[A 4.1.1] Implement Workstations Foundation Skills K-2 Teachers in Grades K-2 will implement literacy workstations in foundational skills block to increase student achievement in phonics, vocabulary, comprehension and reading strategies. This will allow students to be actively engaged in the learning process. Assistant Principal Edwards, PLC Coach Jones, IF Garrett, ELA Advisor, and Literacy Laureate Ingram will assist teachers in implementation of workstations.</p>	<p>Strickland-Principal Tara Edwards-Assistant Principal Katena Jones-PLC Coach Kaylin Garrett-Instructional Facilitator,Literacy Laureate, ELA Advisor</p>	<p>05/24/2024</p>		

<p>South Park Elementary School will conduct quarterly observations of educational assistant support in K-2 classrooms. These observations will help to identify the professional learning and resources needed to improve instructional practices and enhance student achievement. In addition, monthly attendance and completion reviews will be conducted for specialized professional development sessions focused on foundational literacy. The results of these reviews will be used to inform future professional learning opportunities.</p> <p>South Park will provide additional PD opportunities, and individualized coaching to K-2 sped teachers.</p>					
	<p>[A 4.1.2] Print Rich Environments South Park Elementary will have a print rich environment model room for all teachers to observe, set up by the Literacy Laureate. In addition, each ELA teacher will have a print rich classroom. Assistant Principal Edwards and IF Garrett will assist teachers in creating the print rich environments. PLC Coach Katena Jones will use title 1 funds to purchase instructional materials for the print rich rooms. This will enhance student's academic and content specific vocabulary.</p>	<p>Edwards- Assistant Principal, Katena Jones-PLC Coach, Kaylin Garrett- Instructional Facilitator, Literacy Laureate</p>	<p>05/24/2024</p>		
<p>[S 4.2] Foundational Literacy Laureates 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 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</p>	<p>[A 4.2.1] Effective Literacy Laureate The teachers at South Park Elementary School who teach kindergarten to second grade will receive support from Shannon Ingram, the Literacy Laureate, to enhance their foundational skills instruction. This will be achieved through professional development, feedback sessions, and informal walkthroughs. Moreover, the Literacy Laureate will collaborate with AP Edwards, the PLC coach, and the Instructional Facilitator to conduct informal walkthroughs twice a month.</p>	<p>Edwards-Assistant Principal, Katena Jones-PLC Coach Kaylin Garrett- Instructional Facilitator, Literacy Laureate</p>	<p>05/24/2024</p>		

components of a comprehensive literacy block and
inform the support needs of individual Laureates

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