

Lucie E. Campbell Elementary Annual Plan (2023 - 2024)

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

Lucie E. Campbell ES will increase RLA meeting or exceeding expectations proficiency rates on the TCAP assessment for all students, \*\*including the TSI-identified student group of BHN\*\*. All students, particularly emphasizing foundational literacy, from 12.7% in the 2021-22 SY to 17.7% in the 2023-2024 SY. Students in the TSI-identified student subgroup from 12.1% M+E in the Spring 2022 to 17.8% M+E in the Spring 2024.

**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>In 2023-2024, Lucie E. Campbell ES will increase the percentile rank in school-wide literacy in grades K-5, particularly emphasizing foundational literacy.</p> <p><b>Benchmark Indicator</b> **Benchmark Indicator**</p> <p>Students should perform at or above 70% on District Formative Assessments (Fall, Winter, and Spring), aligning with the specific quarter's core instructional standards.</p> <p>Daily classroom observations using the District Classroom Walk-through Protocol and Debriefing Document will provide the District with data to</p>	<p><b>[A 1.1.1] Implement Wonders and Ready Reading Curriculum</b> LES will utilize the Wonders curriculum to plan and deliver effective foundational literacy instruction in grades K-5. Foundational teaching will pair with rigorous meaning-based texts offered through the Wonders curriculum to create a balanced approach to literacy.</p> <p>LES will also utilize the Ready Reading curriculum combined with Wonders to plan and deliver more intentional standards-based lessons in grades 3-5. Research has shown that when implemented with fidelity, the Ready Reading curriculum increased mastery of grade-level standards.</p>	<p>Michelle Armstrong, Assistant Principal (4-5 ELA Lead); Lillian Caples, PLC Coach; Jordaan McCray, ILT Content Lead; Victoria Lee, Literacy Laureate</p>	<p>05/24/2024</p>		

<p>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 Walk-through 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>Implementation:</p> <ul style="list-style-type: none"> <li>* Monthly Discipline and Chronic Absenteeism reports</li> <li>* Quarterly Benchmark data</li> <li>* Bi-weekly classroom walk-through reports</li> <li>* Quarterly Collaborative Planning Session agenda and sign-in</li> <li>* Quarterly Professional Development agenda and sign-in</li> </ul> <p>Effectiveness:</p> <ul style="list-style-type: none"> <li>* Increase ELA Mastery Connect on track and mastery to 70% or above in 2024.</li> <li>* Principals will utilize the district walk-through tool for hiring 100% of the time to align staff expertise with the school's needs and increase retention rates of Level 3-5 teachers to 80% or above during the 2023-2024 SY.</li> </ul>					
	<p><b>[A 1.1.2] Implement Explicit Writing Instruction</b>  LES teachers in grades K-2 will utilize the holistic writing rubric to score students' responses to a writing prompt that requires at least three sentences. The teachers will utilize students'</p>	<p>Michelle Armstrong,  Assistant Principal (4-5 ELA Lead);</p>	<p>05/24/2024</p>		

	<p>scores to plan for revisions to writing instruction.</p> <p>LES teachers in grade 3 will use the writing rubric to score students' responses to a writing prompt requiring a single paragraph. The teachers will utilize students' scores to plan for revisions to writing instruction.</p> <p>LES teachers in grades 4-5 will utilize the Explanatory, Narrative, and Opinion writing rubrics to assess students' abilities to write that include an effective and relevant introduction, organizational strategies, establishes relationships between concepts, and an effective and relevant concluding sentence. The teachers will offer guidance and support as students plan, revise, and edit their writing.</p>	Lillian Caples, PLC Coach; Jordaan McCray, ILT Content Lead; Victoria Lee, Literacy Laureate			
	<p><b>[A 1.1.3] Provide Print Rich Learning Environments</b></p> <p>LES will secure supplies, materials, equipment, and resources to support and increase student achievement in reading.</p>	Lillian Caples, PLC Coach	05/24/2024		
	<p><b>[A 1.1.4] Engage in Collaborative Planning and Weekly PLC</b></p> <p>LES teachers will meet on grade level and with the admin team content lead to analyze standards and assessments for the upcoming week. Teachers will engage in deliberate practice to receive feedback around enhancing instructional practice to provide high-quality instruction for all students. LES will use the collaborative planning protocol to address strategies and weekly standards. LES will continue implementing the Educational Epiphany District-wide PLC Protocol format for each content area used in planning instruction. The teachers will also engage in vertical planning sessions.</p>	Michelle Armstrong, Assistant Principal (4-5 ELA Lead); , Lillian Caples, PLC Coach	05/24/2024		
	<p><b>[A 1.1.5] Instructional Support Advisors and Instructional Curriculum Coaches</b></p> <p>Instructional Support Advisors and Instructional Curriculum Coaches will conduct learning walks and provide immediate feedback to teachers;</p>	Michelle Armstrong, Assistant Principal (4-5 ELA Lead);	05/24/2024		

	<p>design differentiated professional development and coaching plans for areas of need (includes but not limited to good first teaching, knowledge of content standards, effective planning, delivery of instruction, standards alignment); participate in collaborative planning sessions to assist all teachers in customization and delivery of effective instruction, practice and demonstrate how to tier instructional activities for small or whole group instruction, and support teachers to make informed standards-aligned instructional decisions after analyzing student data.</p>	<p>Lillian Caples, PLC Coach; Victoria Lee, Literacy Laureate</p>			
<p><b>[S 1.2] Professional Development</b> Professional development will be provided to teachers, administrators, and instructional leaders on articulating the instructional practice shifts that will improve students' skill set, teachers' pedagogy of the content, master of standard look-for, and proficient reading levels of grade-supported texts.</p> <p><b>Benchmark Indicator</b> Daily classroom observations using the District Classroom Walk-through 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 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 monthly at 85% attendance to ensure district and school leaders are gaining and sharing content knowledge, obtaining content</p>	<p><b>[A 1.2.1] Provide Wonders and Ready Reading Curriculum</b> Deliver professional development to teachers and support staff focused on the literacy block's structure and processes.</p>	<p>Michelle Armstrong, Assistant Principal (4-5 ELA Lead); Lillian Caples, PLC Coach; Victoria Lee, Literacy Laureate</p>	<p>12/15/2023</p>		

<p>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>New teacher professional learning supports are offered various times 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>Quarterly district-level PD sessions for volunteers and parents to learn effective strategies to help students reach the district's ELA goal.</p> <p>Implementation:</p> <ul style="list-style-type: none"><li>* Weekly classroom walk-through data reports</li><li>* Weekly collaborative planning session agenda and sign-in</li><li>* Bi-weekly professional development agenda and sign-in</li></ul> <p>Effectiveness:</p> <ul style="list-style-type: none"><li>* Increase ELA Mastery Connect on track and mastery to 70% or above in 2024.</li><li>* Principals will increase their annual performance In-Sight Survey Leadership Index and build their leadership capacity by receiving coaching and feedback sessions monthly.</li></ul>					
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<p>*Resources needed for teachers*</p> <p>*In Town and Out of Town Conferences will be attended by School Admin Team, PLC Coach, Instructional Facilitator, Interventionist, Literacy Laureate, and teachers*</p>					
	<p><b>[A 1.2.2] Provide Data Driven Instructional Training</b>          Hold ongoing weekly PLC sessions to build teacher capacity to analyze and respond to student data, including student work analysis.</p>	<p>Michelle Armstrong,          Assistant Principal (4-5 ELA Lead);          Lillian Caples,          PLC Coach</p>	<p>04/05/2024</p>		
	<p><b>[A 1.2.3] Provide Literacy Workstations and Small Group Instruction Training</b>          PD will focus on differentiating instruction through literacy workstations and teacher-led small groups utilizing Blended Learning strategies.</p> <p>*Resources needed will be computers, printers, ink, and learning software*</p>	<p>Lillian Caples,          PLC Coach;          Victoria Lee,          Literacy Laureate</p>	<p>11/17/2023</p>		
	<p><b>[A 1.2.4] Provide Gradual Release of Responsibility Training</b>          The PLC Coach and ELA ILT Content Lead will continuously provide development on the key components of the Gradual Release of Responsibility teaching strategy.</p>	<p>Lillian Caples,          PLC Coach;          Jordaan McCray, ILT Content Lead</p>	<p>12/15/2023</p>		
	<p><b>[A 1.2.5] Provide Instructional Practices Training Through Educational Epiphany</b>          LES will provide weekly professional development conducted through PLCs and or/faculty meetings that are centered around language standards, performance-based objectives, reading implementation strategies, higher-order thinking skills, vocabulary, gradual release, writing, and reading activities to ensure teachers understand the curriculum.</p>	<p>Michael Gee,          Principal;          Michelle Armstrong,          Assistant Principal</p>	<p>02/23/2024</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) aligning with the specific quarter's core instructional standards.</p> <p>Monthly progress monitoring data review of students' performance in targeted intervention (i-Ready) to determine the 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>Implementation:</p> <ul style="list-style-type: none"> <li>* Quarterly RTI differentiated training PD sessions and sign-in sheets</li> <li>* Monthly progress monitoring data reports with a focus on deficit areas</li> <li>* Monthly data team meeting agendas and sign-in sheets</li> <li>* Increase ELA Mastery Connect on track and mastery to 70% or above in 2024</li> </ul>	<p><b>[A 1.3.1] Provide RTI Instruction for Struggling Students</b>  RTI Interventionist will provide small group instruction for identified students based on their current cognitive levels of understanding. According to the data, these students fall into two categories, Tier II and Tier III, which require intense intervention sessions of 30 to 45 minutes daily.</p>	<p>Yvonne Smith, Interventionist</p>	<p>05/24/2024</p>		
	<p><b>[A 1.3.2] Provide Weekly Small Group Instruction</b>  K-5 teachers will determine students; instructional levels through reading benchmarks and tier students according to their microphases. Once</p>	<p>Yvonne Smith, Interventionist</p>	<p>03/29/2024</p>		

	<p>tiered, teachers will align instruction to student needs during small group instruction.</p>				
	<p><b>[A 1.3.3] Implement Focus Friday</b>  Focus Friday focuses on literacy practices in grades 2-5. Foci was developed based on ongoing data analyses, including i-Ready Reading diagnostic assessments, district benchmarks, standards-based weekly assessments, and school-wide tri-weekly assessments.</p> <p>Focus Friday enhances the opportunity for differentiated learning activities designed to meet the student's individual needs.</p>	<p>Michelle Armstrong,  Assistant Principal (4-5 ELA Lead);  Lillian Caples,  PLC Coach</p>	<p>03/29/2024</p>		
	<p><b>[A 1.3.4] Learning Walks</b>  Conduct learning walks with the Instructional Leadership Team and follow up bi-weekly to discuss trends and provide support for teachers.</p>	<p>Michael Gee,  Principal;  Michelle Armstrong,  Assistant Principal;  Tyrrell Wakefield,  Assistant Principal;  Lillian Caples,  PLC Coach;  Shontria McCoy,  Instructional Facilitator;  Yvonne Smith,  Interventionist;  Victoria Lee,  Literacy Laureate;  Jordaan McCray</p>	<p>03/29/2024</p>		
	<p><b>[A 1.3.5] Improving Student Achievement Through the Use of Specialized Educational Assistants</b>  Students in grades K-2 will receive differentiated Tier 1 instruction led by a SEA via small group or</p>	<p>Michael Gee,  Principal;  Michelle Armstrong,  Assistant</p>	<p>05/24/2024</p>		



	one-on-one sessions. These personalized learning and academic intervention activities are designed to meet student's individual needs and provide a learning pace and instructional approach that meets the learner's needs.	Principal; Tyrrell Wakefield, Assistant Principal			
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**[G 2] Mathematics**

Lucie E. Campbell ES will improve meeting or exceeding expectation percentage rates in Math on the TCAP assessment for all students, \*\*including the TSI-identified student group of BHN\*\*. All students in grades 3-5 from 9.3% in the Spring of 2021-2022 SY to 14.9% for the Spring of 2023-2024 SY. Students in the TSI-identified student subgroup from 9.3% M+E in the Spring of 2022 to 15% M+E in the Spring of 2024.

**Performance Measure**

Performance will be measured using the following tools:

TNReady Assessment

District Formative Assessment using Mastery Connect

Lucie E. Campbell Elementary School will measure student performance toward our goal using weekly standards-based assessments, tri-weekly assessments, District Common Formative Assessments, and TN Ready Assessments in grades 2-5.

<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 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>Teachers at Lucie E. Campbell Elementary School will plan, prepare for, and execute rigorous grade-level lessons and engage students by allowing them to do the heavy lifting and engage with the content to strengthen their understanding of the content. Teachers will effectively use district-mandated curriculums and approved resources to enhance students' educational</p>	<p><b>[A 2.1.1] Provide Standards Aligned Planning</b> The Instructional Facilitator will provide professional development to assist teachers in planning and delivering engaging learning experiences that strategically build fluency and problem-solving. ILT Content Lead will also support select teachers around planning.</p> <p>We will use walk-through tools as a focus for observations. We will collaborate to identify trends that require additional work and identify strong teachers in said area of focus to present to the staff or support other struggling teachers.</p>	Michael Gee, Principal; Shontria McCoy, Instructional Facilitator	03/29/2024		

<p>experiences to help reach our goal.</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>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>On all assessments, we are looking for students to score 70% or above to determine how they will perform on the comprehensive exam at the end of the year.</p> <p>Administration, coaches, ILT, and mentors will conduct frequent classroom observations to support teachers in areas of opportunity and as a way to identify building-wide trends to address as needed.</p> <p>Teachers will plan lessons aligned to TN state standards and align all instruction, including Do Now, teacher-created assessments, exit tickets,</p>					
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<p>etc., to the rigor and format of the TN Ready.</p> <p>Implementation:</p> <ul style="list-style-type: none"> <li>* Quarterly benchmark data</li> <li>* Bi-weekly classroom walk-through reports</li> <li>* Quarterly collaborative planning session agenda and sign-in</li> <li>* Quarterly professional development agenda and sign-in</li> </ul> <p>Effectiveness:</p> <ul style="list-style-type: none"> <li>* Increase Math Mastery Connect on track and mastery to 70% or above in 2024</li> <li>* Principals will utilize the district protocol for hiring 100% of the time to align staff expertise with the school's needs and increase retention rates of level 3-5 teachers to 80% or above during 2023-2024 SY.</li> </ul>					
	<p><b>[A 2.1.2] Implement Envision Math Curriculum</b>  Teachers will plan and deliver standards-based learning experiences using the Envision Math curriculum, emphasizing Dr. Dickey's 4 Instructional Practices (Performance-Based Objectives, Academic Vocabulary, Gradual Release of Responsibility, and Writing and manipulatives) and Flex Point.</p>	Michael Gee, Principal; Shontria McCoy, Instructional Facilitator	05/24/2024		
	<p><b>[A 2.1.3] Utilize Manipulatives to Support Learning in Math</b>  LES teachers will utilize manipulatives to explore mathematical concepts and encourage learning to improve student outcomes. The manipulatives will be scaffolding to help students solve problems, reason, and apply their understanding.</p>	Michael Gee, Principal; Shontria McCoy, Instructional Facilitator	05/24/2024		
	<p><b>[A 2.1.4] Instructional Support Advisors and Instructional Curriculum Coaches</b>  Instructional Support Advisors and Instructional Curriculum Coaches will conduct learning walks and provide immediate feedback to teachers;</p>	Michael Gee, Principal; Shontria McCoy,	04/05/2024		

	<p>design differentiated professional development and coaching plans for areas of need (includes but not limited to good first teaching, knowledge of content standards, effective planning, delivery of instruction, standards alignment); participate in collaborative planning sessions to assist all teachers in customization and delivery of effective instruction, practice and demonstrate how to tier instructional activities for small or whole group instruction, and support teachers to make informed standards-aligned instructional decisions after analyzing student data.</p>	Instructional Facilitator			
	<p><b>[A 2.1.5] Dream Box Learning</b>          Dream Box Learning is an adaptive online K-8 math program designed to complement classroom instruction, proven to positively impact student outcomes, and empower teachers with real-time data.</p>	Shontria McCoy, Instructional Facilitator	05/24/2024		
<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 focusing on instructional shifts and strategies that improve student performance.</p> <p>LES will offer professional development based on trends or individual teacher needs. The hope is to improve instruction that will directly impact student achievement.</p> <p>*Resources will be needed for PD for teachers.*</p> <p>*In Town and Out of Town Conferences will be attended by the Admin Team, PLC Coach, Instructional Facilitator, Interventionist, Literacy Laureate, ILT Content Lead, and teachers.*</p> <p><b>Benchmark Indicator</b>          Daily classroom observations using the District</p>	<p><b>[A 2.2.1] Provide Professional Development on Standards-Aligned Lesson Planning</b>          The Instructional Facilitator will provide professional development to assist teachers in planning and delivering engaging learning experiences that strategically build fluency and problem-solving. ILT Content Lead will also support select teachers around planning. The Administrative team will conduct differentiated weekly professional development sessions for teachers based on student and observation data.</p>	Michael Gee, Principal; Shontria McCoy, Instructional Facilitator	03/29/2024		

<p>Classroom Walk-through 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 Walk-through data will be monitored weekly through the district's PD management system (Professional Learning Zone/PLZ) and Zoho 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 monthly at 85% attendance to ensure district and school leaders are gaining and sharing content knowledge, 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>					
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<p>Implementation:</p> <ul style="list-style-type: none"> <li>* Bi-weekly classroom walk-through data reports</li> <li>* Bi-weekly classroom walk-through reports</li> <li>* Quarterly collaborative planning session agenda and sign-in</li> <li>* Quarterly professional development agenda and sign-in</li> </ul> <p>Effectiveness:</p> <ul style="list-style-type: none"> <li>* Increase Math Mastery Connect on track and mastery to 70% or above in 2024.</li> <li>* Principals will increase their annual performance Insight Survey Leadership Index and build their capacity by receiving coaching and feedback sessions monthly.</li> </ul>					
	<p><b>[A 2.2.2] Provide Four Instructional Practices Training</b>  Administrators, PLC Coach, and Instructional Facilitator will provide weekly professional development centered around math standards, performance-based objectives, higher-order thinking skills, vocabulary, gradual release of responsibility, writing, and mathematics and activities to ensure teachers understand the curriculum.</p>	Michael Gee, Principal; Michelle Armstrong, Assistant Principal; Tyrrell Wakefield, Assistant Principal; Lillian Caples, PLC Coach; Shontria McCoy, Instructional Facilitator	03/29/2024		
<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><b>[A 2.3.1] Implement Math Intervention</b>  All grade levels will take the Fall Diagnostic iReady Assessment. Those students identified as needing intervention will receive daily intervention and weekly progress monitoring in their skill/subject of deficit. Built into the daily schedule is 45 minutes of RTI Intervention for students.</p>	Yvonne Smith, Interventionist	03/29/2024		

<p>** **Provide academic interventions and personalized learning activities that are designed to meet the individual needs of the student and to provide a learning pace and instructional approach that meets the needs of each learner.</p> <p>** **</p> <p><b>Benchmark Indicator</b>  Students should perform at or above 70% on District Formative Assessments (Fall, Winter, and Spring) aligning with the specific quarter's core instructional standards.</p> <p>Monthly progress monitoring data review of students' performance in targeted intervention (i-Ready) to determine the 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>Conduct fidelity checks to ensure students are receiving proper interventions. Progress monitoring will occur weekly. A study of student work and assessment samples will happen. Hold administration and ILT meetings to discuss the data trends and make plans to address any areas of need.</p> <p>Implementation:</p> <ul style="list-style-type: none"> <li>* Quarterly RTI differentiated training PD sessions and sign-in sheets</li> <li>* Monthly progress monitoring data reports with a focus on deficit areas</li> <li>* Monthly data team meeting agendas and sign-in</li> </ul>	<p>On Fridays, we have an initiative called Focus Friday, where we address the standard for the week to target students who displayed some difficulty during instruction. Students receive enrichment and more practice with the standard in small groups, I Ready Math, Dream Box, Mastery Connect, and Measuring Up workbooks.</p>				
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<p>sheets</p> <p>Effectiveness:</p> <p>* Increase Math Mastery Connect on track and mastery to 70% or above in 2024.</p> <p>*Resources, materials, and computers needed for teachers and students*</p>					
	<p><b>[A 2.3.2] Collaboration</b>  Work collaboratively with the RTI Lead and data team to address and eliminate barriers to the RTI process. Serve as an active participant in school-based data teams to ensure that the school has structures to support students not experiencing academic success.</p>	<p>Yvonne Smith,  Interventionist</p>	<p>03/29/2024</p>		
	<p><b>[A 2.3.3] Learning Walks</b>  Conduct learning walks with the Instructional Leadership Team and follow up monthly with the RTI lead to provide support for the school.</p>	<p>Michael Gee,  Principal;  Michelle  Armstrong,  Assistant  Principal;  Tyrrell  Wakefield,  Assistant  Principal;  Shontria  McCoy,  Instructional  Facilitator;  Paris Frierson,  ILT Content  Lead</p>	<p>04/05/2024</p>		

**[G 3] Safe and Healthy Students**

Lucie E. Campbell Elementary School will maintain a suspension rate of 7% or below during the 2023-2024 SY.

Lucie E. Campbell Elementary School will reduce the percentage of chronically absent students from 50.9% in 2022-2023 SY to 42% in 2023-2024 SY.

**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><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>Implementation:</p> <p>* Bi-weekly School Attendance Team meeting agendas and sign-in sheets</p>	<p><b>[A 3.1.1] Implement Culture Team Monitoring Attendance and Discipline</b>            The Culture Team will meet every 20 days to disaggregate attendance and suspension data. Chronically absent and at-risk students' parents will be contacted via the Attendance Secretary. Chronically absent students will receive a letter indicating the number of absences and a date for parent conferences. During the parent conference, an action plan will be devised to assist the parents and students improve attendance and behavior. Students' attendance behavior will be closely monitored and tracked. Incentives to motivate improvement will also be provided every 20 days.</p>	<p>Michael Gee, Principal;            Michelle Armstrong, Assistant Principal;            Tyrrell Wakefield, Assistant Principal;            Angela McAdory, School Counselor</p>	<p>05/24/2024</p>		

<ul style="list-style-type: none"> <li>* Quarterly parent workshop agendas and sign-in sheets</li> <li>* Weekly attendance report</li> <li>* Bi-weekly SART and/or SARB meeting agenda and sign-in sheets</li> <li>* Quarterly monitoring of student intervention plans with specific supports</li> </ul> <p>Effectiveness:</p> <ul style="list-style-type: none"> <li>* Chronically out-of-school rates decrease by 5% or more in 2024</li> <li>* Improve attendance rates to 96.6% or more in 2024</li> <li>* Incremental increase of 2% on 20-day reports for attendance rates</li> </ul> <p>***Field trips planned for students who have good attendance and behavior***</p>					
	<p><b>[A 3.1.2] SART Meetings and Intervention Plans</b>  Flagged students will have their SART meetings conducted and intervention plans developed within three days of being flagged.</p>	Michael Gee, Principal; Michelle Armstrong, Assistant Principal; Tyrrell Wakefield, Assistant Principal; Angela McAdory, School Counselor	05/03/2024		
<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</p>	<p><b>[A 3.2.1] Implement or Provide SEL and ACE Professional Development</b>  In August 2023, the Culture Team (RT12-B) will train the faculty and staff on Social Emotional Learning and Adverse Childhood Experiences. A</p>	Michael Gee, Principal; Michelle Armstrong, Assistant	03/29/2024		

<p>that result in improved student attendance and behavior positively impacting student achievement.</p> <p>Monitor the number of student referrals to the reset room and ISS quarterly and/or prior to professional development sessions.</p> <p>Monitor behavior plans per semester to determine the implementation and effectiveness of the strategies and resources shared during PD.</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>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>Implementation:</p> <ul style="list-style-type: none"> <li>* Weekly attendance reports</li> <li>* Quarterly PD agenda and sign-in sheets</li> <li>* Monthly Attendance Team meeting and sign-in sheets</li> </ul> <p>Effectiveness:</p> <ul style="list-style-type: none"> <li>* Chronically out-of-school rates decrease by 5% or more in 2024</li> <li>* Incremental increase of 2% on 20-day reports for attendance rates</li> </ul> <p>*In Town and Out of Town Conferences will be attended by the Admin team, PLC Coach,</p>	<p>refresher training will be scheduled for January 2024. A series of classroom management training will be provided for faculty based on data and trends from Power BI.</p>	<p>Principal;  Tyrrell Wakefield,  Assistant Principal;  Angela McAdory,  School Counselor</p>			
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Instructional Facilitator, Interventionist, Literacy Laureate, and teachers.*					
	<p><b>[A 3.2.2] Conduct Chronic Absenteeism Professional Development</b>  The School Counselor will train and provide a refresher to school staff to identify, consistently monitor, and track at-risk students for chronic absenteeism.</p>	Angela McAdory, School Counselor	10/27/2023		
<p><b>[S 3.3] Parent, Family, and Community Engagement</b>  Promote effective parent, family, and community engagement activities and resources that support safe schools which will improve student attendance and behavior.</p> <p>*Resources and materials need for Parent Development sessions*</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>Conduct a semi-annual adopter surveys to monitor their impact on students' success by way of their contributions of resources and time.</p>	<p><b>[A 3.3.1] Conduct On-Going Parent and Family Engagement Events</b>  Increase parental involvement by educating and training parents on school culture policies and procedures and the importance of parent and family engagement within the school. For example, host Open House, Annual Parent Meeting, school-wide festivals, Donuts w/ Grown Ups, Family Math &amp; Science Night, Literacy Night, Muffins w/ Mentors, parent/teacher conferences, and holiday celebrations with ways to connect parents with the school community. Involve parents in the planning process to invest them in classroom activities and other activities like award ceremonies, class celebrations, after-school clubs, talent shows, math and science fairs, movie nights, data nights, etc.</p>	Michael Gee, Principal; Michelle Armstrong, Assistant Principal; Tyrrell Wakefield, Assistant Principal; Lillian Caples, PLC Coach; Angela McAdory, School Counselor; Maurice Miller, Family Engagement Specialist	03/29/2024		

**[G 4] Early Literacy**  
Lucie E. Campbell Elementary School's early learners (K-2), \*\*including the TSI-identified student group of BHN,\*\* 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 must 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 (I Ready) 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 TN Ready (2 points) which total 12 points.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<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 increased 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><b>[A 4.1.1] Provide Effective Foundational Instruction</b> * On-going re-delivery of professional learning opportunities provided by Early Literacy for K-5 teachers * Ensure that all K-5 foundational skills teachers complete the Reading 360 training</p>	Lillian Caples, PLC Coach; Victoria Lee, Literacy Laureate	04/05/2024		

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;

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.

Implementation:

- \* Bi-weekly classroom walk-through data reports
- \* Quarterly collaborative planning session agenda and sign-in
- \* Quarterly professional development agenda and sign-in

Effectiveness:

- \* Increase ELA Mastery Connect on track and mastery to 70% or above in 2024
- \* Increase Math Mastery Connect on track and mastery to 70% or above in 2024
- \* Principals will increase their annual performance In Sight Survey Leadership index and build their leadership capacity by receiving coaching and feedback sessions monthly

\*Resources needed for teachers and students\*

\*In Town and Out of Town Conferences will be attended by the Admin Team, PLC Coach, Instructional Facilitator, Interventionist, Literacy Laureate, and teachers.\*

	<p><b>[A 4.1.2] Increase Teachers' Foundational Pedagogy</b> The literacy laureate will provide PD opportunities for K-2 ELA teachers and Specialized Educational Assistants.</p>	Victoria Lee, Literacy Laureate	04/05/2024		
	<p><b>[A 4.1.3] All Memphis</b> Lucie E. Campbell Elementary School has partnered with All Memphis to train teachers, literacy coaches, and interventionists in the theory and practice of the Science of Reading and the Orton-Gillingham method. Participants receive 40 hours of professional development and ongoing mentorship throughout the partnership. This is the foundation of developing teachers toward becoming experts in teaching foundational reading. ALL Memphis conducts monthly lesson observations with extensive feedback and provides one-on-one coaching sessions tailored to individual teacher needs. They also perform weekly fidelity checks to encourage the consistency of instruction.</p>	Lillian Caples, PLC Coach; Yvonne Smith, Interventionist	04/05/2024		
<p><b>[S 4.2] Foundational Literacy Laureates</b> Designate one Laureate in every elementary and K-8 school to support K-2 teachers with implementing high quality foundational literacy instruction and strategies.</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>	<p><b>[A 4.2.1] Foundational Literacy Laureate</b> The Laureate will support K-2 foundational skills teachers and Specialized Educational Assistants in the following ways: provide professional development opportunities, observe foundational skills instruction and provide feedback, support the ILT team, provide planning support, coaching, modeling, and co-teach as needed.</p>	Victoria Lee, Literacy Laureate	04/05/2024		