

Cromwell Elementary Annual Plan (2023 - 2024)

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[G 1] Reading/Language Arts

Cromwell Elementary will increase ELA meeting and/or exceeding proficiency rates on the TCAP in grades 3-5 from 17.3% in 2021-22 to 28.6% in 2023-24.

Performance Measure

Performance will be measured using the following tools:

TNReady Assessment, District Formative Assessment using Mastery Connect, Classroom Observation Data (Informal/Formal, District Common Formative Assessment, School-level Tri-Weekly Common Formative Assessment, i-Ready, Student Work Analysis, TCAP Results, Data Meetings, Intervention, and Grades in Powerschool

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 Instructional Walkthrough Protocol and Debriefing Document will provide the school 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>School level Walkthrough data will be monitored through the district's PD management system</p>	<p>[A 1.1.1] Conduct PLCs around Deliberate Practice Teachers will engage in deliberate practice and the admin team will give feedback to assist with providing students with high-quality instruction.</p> <ul style="list-style-type: none"> * Wonders Instruction (whole/group) using the District required Curriculum for Wonders * Interactive Word Wall Implementation * Instructional Practices 1-3 * Aggressive Monitoring * Blended Learning 	<p>Brenda Ingram</p>	<p>04/08/2024</p>		

<p>(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>[A 1.1.2] Conduct Weekly Review of ELA Lesson Plan Protocols Cromwell Elementary administrative team will review Wonders and Foundational Skills lesson plans to ensure learning activities, strategies and instruction are aligned with the state mandated literacy standards.</p>	Brenda Ingram	04/08/2024		
	<p>[A 1.1.3] Conduct Peer, Informal and Formal Observations The Instructional Leadership Team (ILT) will conduct peer observations and the Administrative Team will conduct Formal and Informal Observations to do the following:</p> <ul style="list-style-type: none"> * improve teaching and instructional practices * demonstrate leadership by observing and supporting other teachers on grade level and content * enhance student learning through reflective practice (assessment) provide constructive criticism (feedback) to peers 	JoAnn McMillian, Brenda Ingram, Dr. Tamora Jackson, Kijuana Thomas, Shana Rivers, Atara Dorsey, Rose Woodson	04/08/2024		
<p>[S 1.2] Professional Development Provide ongoing, high quality professional development at the School and District level 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 on what to look for when observing teachers, students' skill set, instructional strategies and students' proficient reading level of grade supported texts.</p> <p>Provide intentional Professional Development</p>	<p>[A 1.2.1] Conduct Meetings on Instructional Strategies and Classroom Practices Cromwell Elementary will provide ongoing , high quality professional development at the school and district level for the development of school leaders, teachers and other instructional staff with a focus on analyzing data, reviewing and modifying and/or transforming instructional practices that will result in improved student achievement and academic performance.</p>	JoAnn McMillian, Brenda Ingram, Dr. Tamora Jackson	04/08/2024		

<p>opportunities for staff in town and out of town on research based instructional practices related to instructional shifts and State Standards which will result in improved student performances.</p> <p>Benchmark Indicator Daily classroom observations using the Instructional Walkthrough Protocol and Debriefing Document will provide the school 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>School level 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>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 1.2.2] Conduct Weekly Data Meetings Cromwell Elementary School Administrative Team and ILT team will restructure weekly data meetings.</p> <p>· Weekly data meetings will be restructured such that teachers will engage in data talks. These data</p>	<p>JoAnn McMillian, Brenda Ingram, Dr. Tamora Jackson</p>	<p>04/08/2024</p>		

	<p>talks will</p> <p>allow teachers to analyze assessment data by standard, item, and student.</p> <ul style="list-style-type: none">· Teachers will identify misconceptions and learning gaps.· Teachers will create corrective teaching plans to address misconceptions/learning gaps.· Teachers will implement corrective teaching plan to ensure students have an equitable opportunity at mastering grade-level standards and experiencing growth. <p>Teachers will engage in data talks with their students to inform them of their areas of strength and areas need to be strengthened. As a result, students will be able to celebrate their successes, identify learning gaps, and set goals and actions steps to narrow or close their identified learning gap.</p> <p>Reviewed and Discussed Data from Mastery Connect, TCAP 2022-23 Results and IReady Diagnostics.</p> <p>Restructure Weekly Data Meetings</p> <ul style="list-style-type: none">· Admin Team and ILT team will meet to discuss restructuring of tri-weekly data meetings· Discuss DDI Cycle· Admin Team and ILT team will review a tri-weekly data protocol· Share the calendar to reflect DDI Cycle <p>Create and administer Standards-Aligned</p>				
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	<p>Tri-Weekly Formative Assessment</p> <ul style="list-style-type: none"> · List of Standards not mastered · List of Standards recently taught (2 weeks) · Assessments will be created by ILT Leads and Grade Level Leads · Teacher will provide test codes to students or push out assessments into student portal <p>Work collaboratively to Develop Corrective Instruction Action Plans</p> <ul style="list-style-type: none"> · Collaboratively Engage in Data Analysis Protocol · Collaboratively Develop Corrective Instruction Action Plan using template · Teachers will build student self efficacy through use of data tracking 				
	<p>[A 1.2.3] Conduct Monthly ELA Zone and School-Based Professional Development</p> <p>Cromwell teachers will engage in the ELA Wonders curriculum with the District Zone 3 Instructional Support Advisors and school-based professional development to increase teacher knowledge of how to effectively implement the Wonders curriculum to assist with Collaborative Planning, Vertical Planning, and instruction to enhance teacher and student learning.</p> <p>The PLC Coach, Instructional Leadership Team, and Literacy ISA(s) will provide ongoing, research based professional development throughout the year for teachers and various staff through various activities including modeling effective instructional practices which include aligning instruction and incorporating the instructional shifts, assessment strategies, incorporating work stations and implementing the direct teaching model (acting as</p>	<p>Brenda Ingram, Assistant Principal, Zone 3 ISAs</p>	<p>05/03/2024</p>		

	a coach to support to teachers and modeling effective intervention strategies).				
<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] Conduct Daily Reading Response to Instruction and Intervention (RTI2) Cromwell will conduct daily reading intervention - Response to Intervention and Instruction (RTI2) for Tier 2 and 3 students in grades K-5. They will use the I-Ready Reading intervention program, data reports from the Aims Web Based program and Progress Monitoring and Resources from Teacher Toolbox as a guide to target instruction to improve and enhance student learning.</p>	JoAnn McMillian, Brenda Ingram, Dr. Tamora Jackson, All teachers in Grades K-5	05/24/2024		
	<p>[A 1.3.2] Administer Quarterly District Common Formative Intervention Assessments Cromwell teachers will administer the District Formative Intervention Assessment IReady for Universal Screening to benchmark students, determine instructional levels and identify the areas of greatest need for intervention and Progress Monitoring.</p>	JoAnn McMillian, Brenda Ingram, Dr. Tamora Jackson, All K-5 Teachers	05/24/2024		
	<p>[A 1.3.3] Provide the District Program ESSER Tutoring Program Cromwell provides after school tutoring throughout the school year to help increase student academic achievement and learning as additional support for struggling students in ELA and Math.</p>	KaWana Van Buren, ALL ESSER Teachers	04/19/2024		

[G 2] Mathematics

Cromwell Elementary will increase Math meeting and/or exceeding rates on the TCAP in grades 3-5 from 18.8% in 2021-22 to 29.5% in 2023-24.

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 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 Instructional Walkthrough Protocol and Debriefing Document will provide the school 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>School 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</p>	<p>[A 2.1.1] Conduct PLCs Around Deliberate Practice Teachers will engage in deliberate practice feedback to assist with providing students with high-quality instruction.</p> <ul style="list-style-type: none">* Envision Math Instruction (whole/group) using the District Math Curriculum* Instructional Practices 1-3* Aggressive Monitoring* Blended Learning	<p>JoAnn McMillian, Brenda Ingram, Dr. Tamora Jackson</p>	<p>05/24/2024</p>		

<p>of the instructional practices. 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>[A 2.1.2] Conduct Weekly Review of Math Lesson Plan Protocols Cromwell Elementary administrative team will review Envision Math lesson plans to ensure learning activities, instructional strategies and best practices are aligned with the District curriculum and Tennessee State Standards.</p>	<p>JoAnn McMillian, Brenda Ingram, Dr. Tamora Jackson</p>	<p>05/24/2024</p>		
	<p>[A 2.1.3] Conduct Peer, Formal and Informal Observations The Instructional Leadership Team (ILT) will conduct peer observations and the Administrative Team will conduct Formal and Informal Observations to do the following:</p> <ul style="list-style-type: none"> * improve teaching and instructional practices * demonstrate leadership by observing and supporting other teachers on grade level and content * enhance student learning through reflective practice (assessment) provide constructive criticism (feedback) to peers 	<p>JoAnn McMillian, Brenda Ingram, Dr. Tamora Jackson, Atara Dorsey, Kijuana Thomas, Shana Rivers, Rose Woodson</p>	<p>05/24/2024</p>		
<p>[S 2.2] Professional Development Provide ongoing, high quality professional development at the District and School Level 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 standards for what to look for when observing teachers, students' skill set, instructional strategies and students' proficient reading level of grade supported texts.</p> <p>Provide intentional Professional Development</p>	<p>[A 2.2.1] Conduct Meetings on Instructional Strategies and Classroom Practices Cromwell Elementary will provide ongoing , high quality professional development at the school and district level for the development of school leaders, teachers and other instructional staff with a focus on analyzing data, reviewing and modifying and/or transforming instructional practices that will result in improved student achievement and academic performance.</p>	<p>JoAnn McMillian, Brenda Ingram, Dr. Tamora Jackson</p>	<p>05/24/2024</p>		

<p>opportunities for staff in town and out of town on research based instructional practices related to instructional shifts and State Standards which will result in improved student performances.</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 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>					
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<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] Conduct Weekly Data Meetings Cromwell Elementary School Administrative Team and ILT team will restructure weekly data meetings.</p> <ul style="list-style-type: none"> · Weekly data meetings will be restructured such that teachers will engage in data talks. These data talks will <p>allow teachers to analyze assessment data by standard, item, and student.</p> <ul style="list-style-type: none"> · Teachers will identify misconceptions and learning gaps. · Teachers will create corrective teaching plans to address misconceptions/learning gaps. · Teachers will implement corrective teaching plan to ensure students have an equitable opportunity at <p>mastering grade-level standards and experiencing growth.</p> <p>Teachers will engage in data talks with their students to inform them of their areas of strength and areas need to be strengthened. As a result, students will be able to celebrate their successes, identify learning gaps, and set goals and actions steps to narrow or close their identified learning gap.</p> <p>Review and Discuss Data from Mastery Connect, TCAP 2022-23 Results and IReady Diagnostics.</p> <p>Restructure Weekly Data Meetings</p>	<p>JoAnn McMillian, Brenda Ingram, Dr. Tamora Jackson</p>	<p>05/24/2024</p>		

	<ul style="list-style-type: none"> · Admin Team and ILT team will meet to discuss restructuring of tri-weekly data meetings · Discuss DDI Cycle · Admin Team and ILT team will review a tri-weekly data protocol · Share the calendar to reflect DDI Cycle <p>Create and administer Standards-Aligned Tri-Weekly Formative Assessment</p> <ul style="list-style-type: none"> · List of Standards not mastered · List of Standards recently taught (2 weeks) · Assessments will be created by ILT Leads and Grade Level Leads · Teacher will provide test codes to students or push out assessments into student portal <p>Work collaboratively to Develop Corrective Instruction Action Plans</p> <ul style="list-style-type: none"> · Collaboratively Engage in Data Analysis Protocol · Collaboratively Develop Corrective Instruction Action Plan using template · Teachers will build student self efficacy through use of data tracking 				
	<p>[A 2.2.3] Conduct Monthly Math Zone and School-Based Professional Development</p> <p>Cromwell teachers will engage in the Envision Math curriculum with the District Zone 3 Instructional Support Advisors and school-based professional development to increase teacher knowledge of how to effectively implement the Wonders curriculum to assist with Collaborative Planning, Vertical Planning, and instruction to</p>	<p>JoAnn McMillian, Brenda Ingram, Dr. Tamora Jackson, Zone 3 ISAs</p>	<p>05/24/2024</p>		

	<p>enhance teacher and student learning.</p> <p>The PLC Coach, Instructional Leadership Team, and Math ISA(s) will provide ongoing, research based professional development throughout the year for teachers and various staff through various activities including modeling effective instructional practices which include aligning instruction and incorporating the instructional shifts, assessment strategies, incorporating work stations and implementing the direct teaching model (acting as a coach to support to teachers and modeling effective intervention strategies).</p>				
<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 (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] Conduct Daily Math Response to Instruction and Intervention (RTI2) Cromwell will conduct daily math intervention - Response to Intervention and Instruction (RTI2) for Tier 2 and 3 students in grades K-5. They will use the I-Ready Math intervention program, data reports from the Aims Web Based program and Progress Monitoring and Resources from Teacher Toolbox as a guide to target instruction to improve and enhance student learning.</p>	<p>JoAnn McMillian, Brenda Ingram, Dr. Tamora Jackson, All teachers in Grades K-5</p>	<p>05/24/2024</p>		

	<p>[A 2.3.2] Administer Quarterly District Common Formative Intervention Assessments Cromwell teachers will administer the District Formative Intervention Assessment IReady for Universal Screening to benchmark students, determine instructional levels and identify the areas of greatest need for intervention and Progress Monitoring.</p>	JoAnn McMillian, Brenda Ingram, Dr. Tamora Jackson, All K-5 Teachers	05/24/2024		
	<p>[A 2.3.3] Provide the District Program ESSER Tutoring Program Cromwell provides before school tutoring throughout the school year to help increase student academic achievement and learning as additional support for struggling students in Math.</p>	KaWana Van Buren, ALL ESSER Teachers	04/19/2024		

[G 3] Safe and Healthy Students

Cromwell Elementary School's goal for the 2023-2024 school year is to reduce the percentage of chronically absent students from 5.8% in the 2022-2023 School Year to 3.8% in the 2023-2024 School Year.

We believe improvement in this area can continue based on work performed in the previous year which includes implementing the school-wide behavior plan, providing rewards and incentives for perfect attendance and targeted interventions and support programs that address identified behavior needs and provide appropriate student supports regarding progressive discipline, office referrals and other documented supports.

Performance Measure

Interventions and supports will be measured using the following:

- * PowerSchool Data
- * PowerBI Data
- * Share Point
- * School and Teacher Behavior Tracking System

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>Benchmark Indicator</p>	<p>[A 3.1.1] Implement RTI-B Protocols Cromwell takes great pride in putting measures in place to ensure a safe, supportive, and healthy school environment. The following measures will be implemented so that our school can create an environment conducive to learning, discipline, and structure.</p>	KaWanaVan Buren, JoAnn McMillian, Brenda Ingram, Dr. Tamora Jackson	05/24/2024		

<p>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>	<ul style="list-style-type: none"> * The guidance counselor will conduct daily SEL classes with students. · Monthly RTI-B2 meetings led by the guidance counselor to analyze and review discipline data · All teachers take time at the beginning of the school year to establish structures and routines, review the Shelby County Code of Conduct with students and Cromwell's discipline procedures. Teachers revisit and reteach these procedures throughout the school year. · A school-wide assembly is held at the beginning of the year to review school policies and procedures with students and parents · Cromwell Student/Parent Handbooks and SCS handbooks are provided for all students and are reviewed during parent meetings. · Grade level town hall meetings are conducted by the administration to stress expectations for performance, attendance and behavior · A school-wide behavior matrix and discipline plan which includes daily discipline trackers is used by every class · The discipline plan includes protocol for responding to discipline issues · Students attend weekly Guidance and Health and Wellness classes on topics such as bullying, harassment and peaceful conduct resolution · Mandatory parent/teacher/student conferences · School-wide HALLS procedure which enforces behavior expectations for common areas · School rules are posted in classrooms and throughout the school 				
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	<ul style="list-style-type: none"> · School rules and behavior matrix is included in the parent/student handbook · VIP Club recognizes students for meeting behavioral as well as academic expectations · School-wide behavior celebrations every 2 weeks 				
	<p>[A 3.1.2] Implement Behavior Practices and Expectations</p> <p>Teachers will be trained on behavior practices to show students how to support a healthy and safe environment that include the following protocols:</p> <ul style="list-style-type: none"> * Hallways * Restroom * Cafeteria * classroom * Outside (recess) 	<p>Kawanna VanBuren, JoAnn McMillian, Brenda Ingram, Dr. Tamora Jackson, All teachers in Grades K-5</p>	05/24/2024		
<p>[S 3.2] Professional Development</p> <p>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</p> <p>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>[A 3.2.1] Engage in ReThink and SEL Training</p> <p>Teachers will engage in training to support ReThink and Social Emotional (SEL) needs of students to improve classroom climate, increase attendance and reduce suspensions. Teachers were provided professional development during In-Service Week, August 2023.</p>	<p>Kawanna VanBuren, JoAnn McMillian, Brenda Ingram, Dr. Tamora Jackson, All teachers in Grades K-5</p>	05/24/2024		
<p>[S 3.3] Parent, Family, and Community Engagement</p> <p>Promote effective parent, family, and community engagement activities and resources that support</p>	<p>[A 3.3.1] Provide Parental Meetings and Trainings</p> <p>Cromwell Elementary School parents and families will be invited to attend the activities listed below.</p>	<p>JoAnn McMillian, Brenda Ingram, Dr.</p>	05/24/2024		

<p>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 school 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>Success for the activities will be measured through parent attendance and participation, surveys and an increase in parental support and involvement.</p> <ul style="list-style-type: none"> · Title I Annual a.m. and p.m meetings – September, 2023 · Grade Level Teacher/Parent Meet and Greet – September 2023 Donuts for Dads - September 2023 Muffins for Mom - September 2023 · ESL Parent Meetings – Monthly beginning in August 2023 · PTA Meetings - Monthly · Monthly Parent University – Once per month beginning in September 2023 · Cromwell Parent and Community Resource Fair-October, 2023 · District Parent/Teacher Conferences-Once per semester · Hispanic Heritage Celebration Day - October 2023 · Fall Family Reading, Math and Science Night – October, 2023 · Grandparent's Day – November 2023 · Holiday Program and Celebration – December 2023 · Parent Appreciation Day – December 2022 · Awards Day Programs – At the end of each 9-week period 	<p>Tamora Jackson, Keith Thomas, KaWana Van Buren, All teachers and Support Personnel in Grades K-5</p>			
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	<ul style="list-style-type: none"> · Review of School Data and TNReady Spring Assessment – January 2024 · Black History Program and Celebrations-February 2024 * TCAP Test Prep and Help Session for Parents - March 2024 * Kindergarten and 5th Grade Promotions - May 2024 				
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[G 4] Early Literacy

Cromwell 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 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 * ON-GOING 80% attendance and completion of PD focused on foundational literacy for K-2 to gauge the transfer of knowledge into classroom instruction and inform future professional learning opportunities; * MONTHLY monitoring of Laureates knowledge building as measured by the pre- and post-module assessments to measure the increase content and</p>	<p>[A 4.1.1] Implement Literacy Skills to Improve Student Learning Cromwell Elementary will partner with community volunteers to tutor in reading to help students improve their literacy skills at an early age. Students will work closely with community stakeholders/volunteers to review high frequency words and sight words. Second grade is a critical year for students to transition from learning to read to reading to learn. Our goal is aligned with the district, Memphis Shelby County Schools to ensure that every student has mastered literacy skills to increase their academic performance.</p>	<p>JoAnn McMillian, Brenda Ingram, Dr. Tamora Jackson, All teachers in Grades K-2</p>	<p>05/24/2024</p>		

<p>pedagogical knowledge around foundational literacy and inform future professional learning opportunities;</p> <p>* QUARTERLY observations of educational assistants support in K-2 classrooms to inform professional learning and resources needed to improve instruction and student achievement;</p> <p>* MONTHLY attendance and completion review of specialized PD focused on foundational literacy and to inform future professional learning opportunities;</p>					
	<p>[A 4.1.2] Implement District's 3rd Grade Commitment Policy</p> <p>The district's 3rd Grade Commitment will have the opportunities throughout their second grade year to demonstrate progress towards the twelve criteria for success, based on district's policy, students must meet 8 of 12 success criteria by the Spring term to be promoted to the third grade. This shows how students, teachers, and parents will work together to help students be promoted to the next grade.</p>	<p>JoAnn McMillian, Brenda Ingram, Dr. Tamora Jackson, Evalder Jefferson</p>	<p>05/24/2024</p>		
	<p>[A 4.1.3] K-2 Literacy Focus on Professional Development</p> <p>K-2 Literacy Focus Professional Development meeting will focus on meeting the needs of the teachers, students, and school trends. This will allow teachers to participate in-depth learning within the curriculum, student work analysis, and PD focus on what to expect in the literacy block. The coach will provide hands-on assignments while modeling expectations for the literacy blocks. Teachers will take notes while observing the coaching moves and review the expectations.</p>	<p>JoAnn McMillian, Brenda Ingram, Dr. Tamora Jackson, Evalder Jefferson</p>	<p>05/24/2024</p>		
<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>[A 4.2.1] School-based Support on Early Literacy Skills</p> <p>The Foundational Literacy Laureate will provide the following support:</p> <p>* Co-plan or lead collaborative planning sessions on early literacy skills</p>	<p>JoAnn McMillian, Brenda Ingram, Dr. Tamora Jackson,</p>	<p>05/24/2024</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 areas to inform specific areas of support needed for Laureates;</p>	<ul style="list-style-type: none"> * Co-teach K-2 literacy lesson(s) with colleagues * Assist with analyzing student data to make decisions about early literacy skills instruction * Assist with planning and delivering parent training involving early literacy skills * Support school's ILT with developing and implementing the Cycle of Professional Development Plan (CPL) * Compile and share appropriate materials, resources, and activities utilized during the 120-minute Comprehensive Literacy Block * Review logs, support instruction, and build literacy knowledge of the Specialized Education Assistants (SEAs) * Participate in Learning Walks with the school's ILT for the purpose of identifying trends in literacy instruction 	<p>Evalder Jefferson</p>			
<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 (Mastery Connect)</p>	<p>[A 4.3.1] Implement SEL (Social Emotional Learning) and ReThink Community Circles/Morning Meetings Students will engage in shared activities with teachers to discuss daily objectives, greetings, personal experiences, and Do Now to build positive relationships between teachers and students.</p>	<p>Kawana VanBuren, JoAnn McMillian, Brenda Ingram, Dr. Tamora Jackson</p>	<p>05/24/2024</p>		