Journey East Academy Annual Plan (2023 - 2024)

Last Modified at Sep 28, 2023 04:05 PM CDT

[G 1] Reading/Language Arts
RLA: *JCS will increase the percentage of K-8 students reading on/above grade level from 46% to 90% in spring 2024 by implementing high leverage practices around the 5 Components of Reading + Writing and also incorporating high-quality curricula in all content areas. Overall student growth and proficiency will be tracked by subgroups* (EL, SpEd, Tier 2, Tier 3, Gifted/High Achievers, Tier 1).

JCS- will increase K-5 students in each subgroup will read on/above grade level. from 46% to 90% in Spring 2024.

Performance Measure
Performance will be measured using the following tools:

* weekly focus lesson and exit tickets
- 70% scholars proficient mastery with at least 80% mastery-ELA

Quarterly benchmarks i-Ready

* **Comprehension -** At least 70% of students will score on or above grade level in Informational Text Comprehension on the Winter iReady Diagnostic.
* **Vocabulary- **At least 70% of students will score on or above grade level in Vocabulary on the Spring iReady Diagnostic.

Quarterly benchmark easyCBM

+ bi-weekly progress monitoring for Tier 2 and Tier 3 scholars
+ **Reading Intervention -** At least 70% of Reading Intervention students will have a "typical rate of improvement" on their progress monitoring as identified by the monthly easyCBM progress monitoring data.

TNReady Assessment

* District Formative Assessment using Mastery Connect (80% mastery or above)

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes

[S 1.1] Standard Aligned Core Instruction We will effectively implement high-quality curricula CKLA Skills and Knowledge in K-5, reading interventions and 3-5 Foundational Skills.* *We will know if we are on track to meet our ultimate goal by regularly tracking student growth via easyCBM and i-Ready and also by tracking teacher effectiveness via the Get Better Faster, TN TEAM, and Tier 2/3 Direct Fidelity Check rubrics. **Benchmark Indicator** **Benchmark Indicator** **Weekly Focus lesson Data** * **Submitted each Friday and entered on Data Tracker (K-2)** * **Tracked in Mastery Connect 3-5)** -Foundational Skills: 70% of scholars score 80% or above on focus lesson and EOM. -CORE (Reading Comprehension): 80% of scholars score 80% or above on CORE focus lessons. · At least 50% of students will meet or exceed their stretch growth goal on iReady. · At least 80% of K/1 students in each subgroup will be on or above grade level for letter sounds on easyCBM. · At least 80% of 1st- 8th graders in each subgroup will score on or above grade level in Passage Reading Fluency on easyCBM.	**[A 1.1.1] Bi-Weekly Data Meetings** K-5 teachers will participate in bi-weekly meetings to analyze data, data digs, and break down the know/show of the standards to determine re-teach plans.	Keosha Glasco (Development Coach of Instruction) and Terrence Brownlee (Assistant Principal)	05/24/2024	Title I [$134500.00]	
	[A 1.1.2] Development Coach of Instruction Development Coach of Instruction will provide content specific coaching and real-time feedback for K-2 teachers in Foundational Skills (CKLA), ELA, and Math daily.	Keosha Glasco (Development Coach of Instruction)	06/01/2024	Title I [$81500.00]	

	* Analyze bi-weekly class data and quarterly i-Ready and easyCBM benchmarks to determine progression and needs of students. * Implement practice clinics based on action steps identified on the Get Better Faster Rubric during weekly school-level PD. * Plan weekly Intellectual Prep (IP) and bi-weekly Data meeting with K-2 teachers to address student gaps and misconceptions * Collaborate with K-2 Educational Specialist, Interventionist, and ESL teacher to share best practices during weekly school-wide PD. * Implement bi-weekly one-on-one academic coaching sessions with K-2 teachers based on need and action steps in Whetstone, observation platform.				
	[A 1.1.3] Informal Walkthroughs Assist teachers with lesson planning and executing the lesson properly to best fit student needs using the Getter Better Faster Rubric including real-time feedback action steps.	Audrey Johnson (Principal), Terrence Brownlee (Assistant Principal), Keosha Glasco (Development Coach of Instruction)	05/24/2024	Title I [$134500.00]	
	[A 1.1.4] CKLA Foundational Skills and Core Knowledge Curriculum CKLA Foundational Skills taught to all K-5 to address and lessen the gaps in foundational skills. End of Unit Assessments are provided and reteach lessons are provided based on data.	K-5 ELA Teachers, Keosha Glasco (Development Coach of Instruction), and Terrence Brownlee (Assistant Principal)	05/24/2024	Title I [$134500.00]	
	[A 1.1.5] Progress Monitoring Bi-Weekly progress monitoring of Tier 2 and Tier 3 scholars using easyCBM progress monitoring probe in scholar's deficit area.	Venise Miller (Intervention Specialist), Cassie	05/24/2024	Title I [$78410.00]	

		Mebane (Intervention Specialist), K-5 Intervention Teachers			
	[A 1.1.6] City Year SUPPORT CONTRACT TO PROVIDE ADDITIONAL TUTORING AND LITERACY SUPPORT FOR STUDENTS AT RISK FOR LEARNING LOSS DUE TO COVID-19	City Year	05/24/2024	ESSER 3 [$60000.00]	
[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. **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. Weekly Lesson Internalization Meetings Quarterly district-level PD sessions for volunteers and parents to learn effective strategies to help students reach the district's ELA goal. 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.	[A 1.2.1] Weekly PD Professional development will be provided to all K-5 teachers, administrators, interventionists, support teachers (ESL and Educational Specialists), instructional leaders, and district advisors on how to articulate the instructional practice shifts that will improve students' skill set, teachers' pedagogy of the content, mastery of standard look-fors, and proficient reading levels of grade supported texts.	Audrey Johnson, Terrence Brownlee, Keosha Glasco	05/24/2024	Title I	

	[A 1.2.2] Content Meetings Content Support: Meetings are conducted during pre-service and the conclusion of each school year. School 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.	Audrey Johnson, Terrence Brownlee, Keosha Glasco, Lauren Short, Marissa Baldwin, Amanda Parker	05/24/2024	Title I	
	[A 1.2.3] Practice Clinics Academic and cultural practice clinics based on data in *Schoolmint *from informal observations using the* Get Better Faster* rubric.	Audrey Johnson, Terrence Brownlee, Keosha Glasco	05/24/2024	Title I	
[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. **Benchmark Indicator** **Weekly Focus lesson Data** * **Submitted each Friday and entered on Data Tracker (K-2)** * **Tracked in Mastery Connect 3-5)** **Run weekly i-Ready reports for mastery and time spent on lesson** By Spring 2024: * At least 50% of students will meet or exceed their stretch growth goal on iReady. * At least 80% of K/1 students in each subgroup will be on or above grade level for letter sounds on	**[A 1.3.1] Practice Clinics** Bi-weekly management and/rigor practice clinics based on teacher or school needs to address deficits based on informal observations using the Get Better Faster Rubric.	Audrey Johnson, Terrence Brownlee, Keosha Glasco	05/24/2024	Title I [$134500.00]	

easyCBM. * At least 80% of 1st- 8th graders in each subgroup will score on or above grade level in Passage Reading Fluency on easyCBM. Performance will be measured using the following tools: i-Ready easyCBM TNReady Assessment District Formative Assessment using Mastery Connect (80% mastery or above)					
	[A 1.3.2] Mountain Language Whole Group Instruction Personalized, standards-based ELA skills introduced and reviewed during the onset of small group instruction. The content changes daily, however the format remains the same.	Cassie Mebane, Venise Miller, 2-5 Grade ELA Teachers: Dana Berry, Shaundrika Cooper, Erica Maxwell-Jackson, Dametrious Hawkins, Lisa Kanuteh	05/24/2024	Title I [$78410.00]	
	[A 1.3.3] Wordly Wise Instruction Personalized, vocabulary instruction introduced and reviewed during the onset of small group instruction. The content changes daily, however the format remains the same.	Venise Miller (Intervention Specialist), Cassie Mebane (Intervention Specialist)	05/24/2024	Title I [$78410.00]	
	[A 1.3.4] City Year SUPPORT CONTRACT TO PROVIDE ADDITIONAL TUTORING AND LITERACY SUPPORT FOR STUDENTS AT RISK FOR LEARNING LOSS DUE TO COVID-19	City Year	05/24/2024	ESSER 3.0 [$60000.00]	

	[A 1.3.5] i-ready, Amplify, Guided Reader, Accelerated Readers Scholars receive computer-based practice and teacher assigned lessons through i-Ready Reading to support literacy and reading skills. Accelerated Reader, Amplify, and Guided Readers are used to gauge student's reading level through practice and assessments of fluency and comprehension. The technology lab provides desktop support, troubleshooting and repairs as well as g-suite management and network design management. All these activities support 1 to 1 computers.	Lauren Short (Content Specialist), Marissa Baldwin (Content Specialist), Loraine Jones (Literacy Specialist), K-5 Classroom teachers, Technology Lab	05/24/2024	ESSER 3.0 [$97000.00]	
	[A 1.3.6] Sub Now SUBSTITUTE TEACHER CONTRACT PROVIDES ADDITIONAL STUDENT SUPPORT TO MAINTAIN CONTINUITY OF LEARNING DURING TEACHER ABSENTEEISM. THIS ASSIST WITH PREVENTING LEARNING LOSS DUE TO COVID-19	Sub Now, Quinton Cox	05/24/2024	ESSER 3.0 [$144761.00]	

[G 2] Mathematics
***Math: ***JCS will increase K-5 students in each subgroup scoring proficient on EOM math assessments from 33% to 65% or more of students in each subgroup will score 75% or more on HMH Into Math End of Module Assessments by Spring 2024.

Performance Measure
Performance will be measured using the following tools:

Performance will be measured using the following tools:

* weekly focus lesson and exit tickets
+ 65% scholars proficient mastery with at least 80% mastery-Math

Quarterly benchmarks i-Ready

+ teacher assigned lessons: at least 80% mastery-Math
Quarterly benchmark easyCBM

TNReady Assessment

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[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. **Benchmark Indicator** **Weekly Focus lesson Data** * **Submitted each Friday and entered on Data Tracker (K-2)** * **Tracked in Mastery Connect 3-5)** JCS will increase K-5 students in each subgroup scoring proficient on EOM math assessments from 33% in Spring 2022 to 65% or more of students in each subgroup will score 75% or more on Eureka End of Module Assessments by Spring 2024. Measured by: -Informal Walkthroughs and Observations -Mastery Connect Assessments -Data Trackers	**[A 2.1.1] IP Meetings with HMH Into Math** Teachers will internalize and practice executing 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.	Audrey Johnson (Principal), Terrence Brownlee (Assistant Principal), Keosha Glasco (Development Coach of Instruction), K-5 Math teachers	05/24/2024	Title I [$134500.00]	
	[A 2.1.2] Mountain Math Instruction Personalized, standards-based math skills introduced and reviewed during the onset of small	2-5 Math Teachers, Cassie	05/24/2024	Title I [$78410.00]	

	group instruction. The content changes daily, however the format remains the same.	Mebane (Intervention Specialist), Venise Miller (Intervention Specialist)			
	[A 2.1.3] i-Ready Math Scholars receive computer-based practice and teacher assigned lessons through i-Ready Math to support math skills and intervention for scholars in Tier II and Tier III. The technology lab provides desktop support, troubleshooting and repairs as well as g-suite management and network design management. All these activities support 1 to 1 computers and designed to assist with preventing learning loss due to impact of COVID-19.	K-5 Teachers, Cassie Mebane (Intervention Specialist), Venise Miller (Intervention Specialist), Technology Lab	05/24/2024	Title I [$78410.00] ESSER 3.0 [$40000.00]	
[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. **Benchmark Indicator** Daily informal classroom observations using the Get Better Faster Rubric 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. Senior Leadership Team (SLT) meetings are conducted twice each month at 85% attendance to ensure district and school leaders are gaining and sharing knowledge of content, obtaining content	**[A 2.2.1] Data Meetings** Teachers will participate in weekly meetings to analyze data, data digs, and reflect the know/show of the standards using lesson internalization guides to develop re-teach plans.	Audrey Johnson (Principal), Terrence Brownlee (Assistant Principal), Keosha Glasco (Development Coach of Instruction)	05/24/2024	Title I [$134500.00]	

support and resources through collaboration, and effectively communicating new information with school-level educators. Quarterly district-level content PD focused on internalizing the new math curriculum, HMH Into Math. New teacher professional learning supports are offered at various times throughout each semester for new hires by Content Assistant Principal, and Development Coach.					
	[A 2.2.2] Practice Clinics Weekly practice clinics as needed based on data in *Schoolmint* from informal observations using the GBF rubric and TLAC strategies.	Audrey Johnson (Principal), Terrence Brownlee (Assistant Principal), Keosha Glasco (Development Coach of Instruction)	05/24/2024	Title I [$134500.00]	
	[A 2.2.3] Quarterly Content PD Internalize, prep, and practice for whole group and small group instruction utilizing the HMH Into Math Curriculum. Collaborate district school to share best practices and strategies with Content Specialists.	K-5 Math Teachers, Lauren Short (Content Specialist), Amanda Parker (Content Specialist)	05/24/2024	ESSER 3.0 [$380000.00]	
[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	**[A 2.3.1] Response to Intervention** The interventionist will provide additional support to students that are performing in the 0-9th % for Tier1 and the 10-24th % for Tier 2 using i-Ready Math and face-to-face intervention.	Cassie Mebane (Intervention Specialist), Venise Miller (Intervention	05/24/2024	Title I [$78410.00]	

		Specialist), K-5 Math Intervention Teachers			
student achievement. ** ** ** ** **Benchmark Indicator** **Bi-Weekly Progress Monitoring** * **Tier 2 and Tier 3** * **Daily Intervention Tracker** **Monthly Direct and Indirect Fidelity Checks** * **Data scored in* Schoolmint*** ***Weekly Focus Lesson Data submitted each Friday*** Performance will be measured using the following tools: TNReady Assessment District Formative Assessment using Mastery Connect Focus Lesson Exit Tickets Progress Monitoring Weekly i-ready reports					
	[A 2.3.2] Print Rich Environment Math Word walls with academic vocabulary and teacher/student created anchor charts will visible	Audrey Johnson (Principal),	05/24/2024	Title I [$134500.00]	

	and utilized in each math classroom aligned with HMH math curriculum and research-based best practices. Resources will be provided weekly IP Meetings, and Content PD Meeting. Administrative Team will monitor the implementation during classroom observations.	Terrence Brownlee (Assistant Principal), Keosha Glasco (Development Coach of Instruction), K-5 Math Teachers			
	[A 2.3.3] Mountain Math and i-Ready Personalized, standards-based math skills introduced and reviewed during the onset of small group instruction. The content changes daily, however the format remains the same. Teacher assigned i-Ready lesson are implemented weekly based on student data. The technology lab provides desktop support, troubleshooting and repairs as well as g-suite management and network design management. All these activities support 1 to 1 computers and designed to assist with preventing learning loss due to impact of COVID-19.	2-5 Math Teachers, Technology Lab	05/24/2024	ESSER 3.0 [$40000.00]	

[G 3] Safe and Healthy Students
JCS- will increase the number of K-5 students being present daily from 90.2% to 93% in Spring 2024.

Performance Measure
Interventions and supports will be measured using the following:

* Daily Attendance Reports
* PowerSchool Data
+ 3 and 5 day letter are generated bi-weekly and sent to parents (hard copy and soft copy via ParentSquare)

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 3.1] Attendance Supports Implement targeted interventions and support programs and initiatives that address identified	**[A 3.1.1] Student Attendance Review Team (SART)** Identify the cause(s) of the unexcused absences in	Tashika LeSure (School	06/28/2024	ESSER 3.0 [$56000.00]	

behavior needs and provide appropriate student supports. **Benchmark Indicator** In order to look at attendance rates and factors that cause students to be absent from school the benchmark indicators are: 3 and 5 day attendance based on attendance as notated in Dean's List and PowerSchool Attendance 20 day reporting period, will assist in monitoring students' attendance and the effectiveness of supports measures aimed at improved student attendance. Monitoring students who have been identified as needing additional support (i.e. homeless, foster care, and Truancy Supports).	order to bring the parent/guardian and student incompliance with attendance laws. The SART team may consist of the family specialist, guidance counselor, principal (or designee), parent/guardian, an advocate representing the student such as a teacher of the student's choosing, and the student. The SART team must develop a Parent/ Student Action Plan (PSAP) to address the cause(s) of the unexcused absences and identify interventions that eliminate the underlying problem and enable the student to attend school on a regular basis.	Counselor), Brittany Lipford (Office Manager), Monique Garay (Office Assistant), Jameka Roberts (Director of Student Services), Monicah Branch (Managing Director of Special Populations and Student Services)			
	[A 3.1.2] Daily Attendance Trackers Homeroom teachers will take daily attendance through PowerSchool. Attendance is tracked in Dean's List as well. Parents can receive weekly reports with attendance updates. 3 and 5 day letters are generated as needed and provided to parents as a hardcopy and via ParentSquare.	Audrey Johnson (Principal), Terrence Brownlee (Assistant Principal), K-5 Teachers, Tashika LeSure (School Counselor), Monique Garay (Office Assistant), Brittany Lipford (Office Manager)	06/28/2024	Title I [$53000.00] ESSER 3.0 [$56000.00]	
	[A 3.1.3] Quarterly Perfect Attendance Awards All K-5 scholars with no absences and tardies will receive a medal and certificate quarterly as an	Tashika LeSure (School	05/22/2024	ESSER 3.0 [$56000.00]	

	incentive to promote positive school attendances, which reduces loss of instructional time. Scholars are celebrated during community meet and Memphis Grizzlies tickets, provided by the Grizzlies Assist Program.	Counselor), Monique Garay (Office Assistant), Brittany Lipford (Office Manager)			
	[A 3.1.4] Arts in Us Support Classes Scholars attend support classes daily focused on art and music provided by Arts in Us. Positive school behavior is expected. Activities are hands-on, structured, and grade-level appropriate aimed to support the whole child as well as increase a love for the learning and attendance. Scholars will be a part of two school-wide productions, Hispanic Heritage Month and Black History Month. Parent, families, and community members are invited to the productions.	Arts in Us	05/24/2024	ESSER 3.0 [$120000.00]	
	[A 3.1.5] One Touch Cleaning Services Contracted cleaning services used to clean and sanitize building to prevent contagious spread to keep all students healthy and prevent absenteeism due to COVID-19 and illnesses.	One Touch Cleaning Services	06/28/2024	ESSER 3.0 [$130000.00]	
	[A 3.1.6] Facilities Manager FULL TIME FACILITIES MANAGER SUPPORTS MAINTANACE OF SCHOOL FACILITES TO ENSURE THAT STUDENTS ARE LEARNING IN A CLEAN AND SAFE ENVIORNMENT TO ENHANCE SOCIAL/EMOTIONAL WELL BEING AND TO MINIMZE LEARNING LOSS DUE TO COVID-19	Billie Bateman (Facilities Manager)	06/28/2024	ESSER 3.0 [$75000.00]	
	[A 3.1.7] Sub Now SUBSTITUTE TEACHER CONTRACT PROVIDES ADDITIONAL STUDENT SUPPORT TO MAINTAIN CONTINUITY OF LEARNING DURING TEACHER ABSENTEEISM. THIS ASSIST WITH PREVENTING LEARNING LOSS DUE TO COVID-19.	Quinton Cox (Sub Now)	05/24/2024	ESSER 3 [$144761.10]	
[S 3.2] Professional Development Provide ongoing, high quality professional	**[A 3.2.1] Dean's List Training** Detailed training for teachers and staff the	Monicah Branch	05/24/2024	Title I [$53000.00]	

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. **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. 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. Weekly reports generated and shared from Dean's List following the Network Goals for School Culture.	district-wide platform for student behavior, attendance, SST Referrals, and parent communication. The data is used to support PBIS initiatives. Weekly Dean's List Reports generated and used as documentation for student incentives, SST and SART meetings.	(Managing Director of Special Populations and Student Services), Audrey Johnson (Principal), Terrence Brownlee (Assistant Principal), Jade Cooper, Tashika LeSure (School Counselor)			
	[A 3.2.2] PBIS Plan Training provided at the district and school level for the school-wide PBIS Plan. The behaviors are listed in Dean's Listed and tracked weekly by teachers, administrators, and Managing Director of Special Populations and Student Services.	Monicah Branch (Managing Director of Special Populations and Student Services), Audrey Johnson (Principal), Terrence Brownlee (Assistant Principal), Tashika LeSure (School Counselor)	05/24/2024	Title I [$53000.00] ESSER 3.0 [$56000.00]	
	[A 3.2.3] TLAC Training and Cultural Walkthroughs TLAC Training and strategies practiced during	Audrey Johnson (Principal),	05/24/2024	Title I [$134500.00]	

	school week and during practice clinics as needed. Informal observations are conducted utilizing the Get Better Faster Rubric, specific for positive cultural practices during the first nine weeks of school. Greeting students daily at the threshold, positive narration, and setting clear and precise routines and procedures are outlined as non-negotiables for establishing positive school and classroom cultures.	Terrence Brownlee (Assistant Principal), Keosha Glasco (Development Coach of Instruction)			
[S 3.3] Parent, Family, and Community Engagement Promote effective parent, family, and community engagement activities and resources that support safe schools which will improve student attendance and behavior. **Benchmark Indicator** Goal: By the end of Spring 2024, East Academy Provide monthly opportunities to engage families to promote effective parent, family, and community engagement activities and resources that support safe schools which will improve student attendance and behavior. A minimum of two parents will be members of School Improvement Plan. Parent Engagement Surveys will be shared with families to capture suggestions and feedback on parental engagement opportunities. * August-September 2023 * Quarterly Sense of Belonging Surveys shared via ParentSquare * Monthly Parent and Family Engagement Opportunities as outlined on the School and Family Calendar	**[A 3.3.1] LeBonheur Nursing Services and Well Child** Parents have the opportunities to request hearing and vision screening on the school campus by completing and returning the Well Child Application. Based on the screening, recommendations and follow-ups are made based on pass/fail of the screening.	LeBonheur Nursing Services	05/24/2024	ESSER 3.0 [$65000.00]	
	[A 3.3.2] Family Engagement Opportunities Our Family Engagement Coordinator will use Title I	Audrey Johnson	03/29/2024	Title I [$2473.00]	

	funds for supplies and light refreshments for Parent Engagement activities, as applicable. Parents, families, and community volunteers are invited to participate and support with organizing the following engagement opportunities: Title I Meeting- August 2023 Meet the Teacher Night- August 2023 901 Day (Supporting St. Jude Children's Research Hospital) Sept. 2023 Literacy Night- Sept. 2023 Book Fair- Sept. 2023 Walk to School Day- Oct. 2023 Hispanic Heritage Month Program- Oct. 2023 Read for the Record Day-Oct. 2023 National Junior Beta Club Induction- Nov. 2023 Veterans' Day Donation Drive: Nov. 2023 (benefitting the Memphis Veterans Medical Center) Food Drive: Nov. 2023 (Benefitting the Mid-South Foodbank) Donuts with Grownups: Dec. 2023 MLK Service Project: Jan. 2023 Black History Program: Feb. 2023 Math and Science Night: March 2023 Career Day: March 2023	(Principal), Brittany Lipford (Office Manager), Tashika LeSure (School Counselor and Family Engagement Coordinator)		ESSER 3 [$56000.00]	
	[A 3.3.3] Math and Science Night Teachers and staff will share resources and	Audrey Johnson	03/21/2024	Title I [$55473.00]	

	strategies focused on Math and Science. Expectations and goals will also be reiterated for quarterly report cards and TNReady.	(Principal), Terrence Brownlee (Assistant Principal), K-5 Teachers, Tashika LeSure (School Counselor and Family Engagement Coordinator)		ESSER 3 [$56000.00]	
	[A 3.3.4] Literacy Night Families and parents will be invited to preview our school book fair, learn about are reading supports including Accelerated Readers, Guided Readers, and All Memphis Intervention. In addition, families and scholars will engage in literacy games and activities that can support scholars with literacy at home.	Audrey Johnson, Terrence Brownlee, K-5 teachers, Tashika LeSure	09/28/2023	Title I [$55473.00]	
	[A 3.3.5] Read for the Record Day **Read for the Record Day is a yearly event when classrooms, libraries, and communities will come together to celebrate early literacy and read. Community members are invited to read to scholars in grades K-2. The book and are in several . Each K-2 teacher receives the book to add to their classroom library at the conclusion of the event. **	Keosha Glasco, Brittany Lipford	10/27/2023	Title I [$81500.00]	
	[A 3.3.6] Walk to School Day Walk to School Day promotes movement and exercise. Being active every day is just one way to promote healthy families. It also focuses on the importance having safe pedestrian pathways in our communities as students walk to school and wait for school buses. Families and community members are invited as we walk to school from our local Dollar General Store to School, .5 mile walking distance.	Audrey Johnson, Terrence Brownlee, Keosha Glasco, Tashika LeSure, K-5 Teachers	10/04/2023	Title I [$136973.00]	

		Scholars will read books discussing school safety and have discussions during Friday SEL lessons.			
		[A 3.3.7] Title I Annual Meeting Parents, scholars, and community members are invited to our Annual Title I Meeting to discuss the following: 1. Policies for Family Engagement (M-SCS Parent & Family Engagement Policy & Plan and School Plans- Policy 7009) 2. Reporting Pupil Progress 3. Parent-Teacher Conferences 4. Parent & Family Engagement Requirements (Parent & Family Engagement Plan) 5. Availability of Parent Training 6. District/School Progress/School Status 7. School Improvement Plan 8. opportunities for Additional Parent Meetings 9. Teacher Qualifications (Parent's Right To Know) 10. Parent's Right to Know 11. Notice of Title I School Status 12. School-Parent Compact 13. Student Code of Conduct 14. Any other activities for increasing Parent and Family Engagement Parents are invited to provide feedback on the Family Engagement and School Compact Plans.	Audrey Johnson, Terrence Brownlee, Keosha Glasco	08/25/2023	Title I [$134500.00]
		[A 3.3.8] Parent Teacher Conferences Parents can request Parent Teachers at any time. Teachers have availability during teacher planning, in addition to the two scheduled meetings in Fall 2023 and Spring 2024. Teachers address any academic and behavioral concerns. They also share data and strategies to support student growth.	K-5 Teachers, Audrey Johnson (Principal), Terrence Brownlee (Assistant Principal), Keosha Glasco (Development Coach of Instruction)	05/24/2024	Title I [$134500.00]

[G 4] Early Literacy
***Goal: ****Increase the number of scholars reading on-grade from 46% in Spring 2023 to at least 90% of K-8 students in each subgroup will read on/above grade level according to the spring 2024 i-Ready Reading diagnostic.*

***Ultimate Goal: ****At least 90% of K-8 students in each subgroup will read on/above grade level according to the spring i-Ready Reading diagnostic.*

Performance Measure
JCS will increase the percentage of K-8 students reading on/above grade level from 26% in spring 2021 to 90% in spring 2024 by implementing high leverage practices around the 5 Components of Reading + Writing and also incorporating high-quality curricula in all content areas. Overall student growth and proficiency will be tracked by subgroups (EL, SpEd, Tier 2, Tier 3, Gifted/High Achievers, Tier 1).

* At least 50% of students will meet or exceed their stretch growth goal on iReady.
* At least 80% of K/1 students in each subgroup will be on or above grade level for letter sounds on easyCBM.
* At least 80% of 1st- 8th graders in each subgroup will score on or above grade level in Passage Reading Fluency on easyCBM.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 4.1] Professional Learning ***JCS- will increase K-5 students in each subgroup will read on/above grade level. from 46%- in ******Spring****** 2023 to 90% in Spring 2024.*** 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. **Benchmark Indicator** Weekly Observations in Schoolmint: * Teachers will score "Yes" in a minimum of 4 "rigor" categories using the Get Better Faster Rubric. * Teachers will score at least a "3" (meeting expectations) on informal and formal observations	**[A 4.1.1] School PD** Teachers will quarterly PD centered around setting up small groups in prep for ELA/Math small groups, Guided Reading routines and lesson planning, EasyCBM/iReady data analysis and small group set up	Audrey Johnson (Principal), Terrence Brownlee (Assistant Principal), Keosha Glasco (Development Coach of Instruction)	05/24/2024	Title I [$134500.00]	

using the TEAM rubric. Observations are assigned based on Teacher Effectiveness scores from the 2022-2023 school year.					
	[A 4.1.2] Regional PD and Technology Lab Monthly foundational skills training, EasyCBM/iReady administration, CKLA Placement tests, GuidedReaders.com, Accelerated Readers, Corrective Reading PROVIDES DESTOP SUPPORT, TROUBLESHOOTING AND REPAIRS AS WELL AS G-SUITE MANAGMEENT AND NETWORK DESIGN AND MANAGEMENT. ALL THESE ACTIVITIES SUPPORT 1 TO 1 COMPUTERS AND DESIGNED TO ASSIST WITH PREVENTING LEARNING LOSS DUE TO COVID-19	Lauren Short (Content Specialist), Loraine Jones (Literacy Specialist), Tonya Randall (VP of Academics), Technology Lab	05/24/2024	ESSER 3.0 [$107000.00]	
	[A 4.1.3] Coaching and Real-time Feedback CKLA lesson implementation with a focus on sound pronunciation, small group roll out, Guided Reading lessons, and implementing RTI intervention lessons fidelity using coaching and real-time feedback aligned with the Get Better Faster Rubric. Lessons are modeled and co-taught as needed.	Keosha Glasco, Lauren Short	05/24/2024	Title I [$815000.00] ESSER 3.0 [$19000.00]	
[S 4.2] Development Coach of Instruction K-2 Development Coach of instruction hired to support K-2 teachers with implementing high quality foundational literacy instruction and strategies. **Benchmark Indicator** Weekly planning meeting with K-2 Content Specialist to review data and action for teachers. Weekly review of informal observations via SchoolMint for the Support Office team and school principal. Quarterly DC/AP meetings to observe Development Coach providing real-time coaching support to teachers.	**[A 4.2.1] Development Coach of Instruction** Development Coach of Instruction will provide content specific coaching and real-time feedback for K-2 teachers in Foundational Skills (CKLA), ELA, and Math daily. * Analyze bi-weekly class data and quarterly i-Ready and easyCBM benchmarks to determine progression and needs of students. * Implement practice clinics based on action steps identified on the Get Better Faster Rubric during weekly school-level PD. * Plan weekly Intellectual Prep (IP) and bi-weekly Data meeting with K-2 teachers to address student gaps and misconceptions * Collaborate with K-2 Educational Specialist, Interventionist, and ESL teacher to share best practices during weekly school-wide PD.	Keosha Glasco	05/24/2024	Title I [$81500.00]	

	* Implement bi-weekly one-on-one academic coaching sessions with K-2 teachers based on need and action steps in Whetstone, observation platform. * Plan with regional K-2 Content Specialist and K-8 Reading Specialist to plan monthly Regional PD.				
	[A 4.2.2] Bi-Weekly IP and Data Meetings -Plan and implement Internalization Meetings to deep dive into standards, possible student misconceptions. -Bi-Weekly data meetings to analyze Focus Lesson exit tickets, Unit Assessments, and EOM Data -Plan for reteach lessons	Audrey Johnson, Terrence Brownlee, Keosha Glasco	05/24/2024	Title I [$134500.00]	
	[A 4.2.3] Summer Content Institute and Content Training Learn and practice district initiatives and literacy practices: QUACK, UNRAVEL, Partners Smooth it Out. Quarterly content PD is help to internalize and plan for reading small group instruction and Project-Based Learning (PBL). FULL TIME VICE PRESIDENT OF CURRICULUM GIVES DIRECT OVERSITE TO CURRICULUM SELECTION AND INSTRUCTION TO ADDRESS LEARNING LOSS DUE TO COVID-19 FULL TIME LITERACY SPECIALIST PROVIDE DIRECT SUPPORT TO SCHOOL STAFF PROVIDING TRAINING AND CURRICULUM INSTRUCTION TO ADDRESS READING LEARNING LOSS DUE TO COVID-19 FULL TIME LITERACY SPECIALIST PROVIDE DIRECT SUPPORT TO SCHOOL STAFF PROVIDING TRAINING AND CURRICULUM INSTRUCTION TO ADDRESS READING LEARNING LOSS DUE TO COVID-19	Lauren Short (Content Specialist), Marissa Baldwin (Content Specialist), Loraine Jones (Literacy Specialist), Tonya Randall (VP of Academics)	05/24/2024	ESSER 3.0 [$86000.00]	