

Putnam County (710) Public District - FY 2018 - Sycamore Elementary (710-0070) Public School - School Plan - Rev 0

Plan Items ()

G 1) District-Level: Reading - School-Level: English Language Arts

Description:

District-Level: Strengthen reading, writing, and speaking skills for all students.

School-Level: Strengthen reading, writing, and speaking skills for all students.

Performance Measure:

District-Level: The district will move a minimum of 10% of students in each of the state performance levels into the next level (e.g., below to approaching; approaching to "on-track"/"on grade-level"; "on track"/ "on grade level" to Mastered).

School-Level: The school will move a minimum of 10% of students in each of the state performance levels into the next level (e.g., below to approaching; approaching to "on-track"/"on grade-level"; "on track"/ "on grade level" to Mastered).

S 1.1) District-Level: Use data gathered from walk-throughs to increase implementation of Core Actions as well as rigor and expectations of the ELA shifts. - School-Level: Use data gathered from walk-throughs to increase implementation of Core Actions as well as rigor and expectations of the ELA shifts.

Description:

District-Level: Engage all students with the implementation of high-quality, complex texts; citing text evidence in reading, writing, and speaking with grade-level appropriate questions and tasks; and building knowledge with content-rich informational reading.

School-Level: Engage all students with the implementation of high-quality, complex texts; citing text evidence in reading, writing, and speaking with grade-level appropriate questions and tasks; and building knowledge with content-rich informational reading.

AS 1.1.1) Use of appropriate literary and informational complex texts

Description:

Educators will consistently use appropriate complex-written text in both literature and informational texts in classroom instruction.

Benchmark Indicator:

Lesson Planning/Instructional Coaching/Administrative staff will conduct classroom walk-throughs a minimum of twice a year using the Instructional Practice Guide (IPG); TEAM observations for educators; and during classroom visits will look for Core Action 1 on the IPG, the use of complex texts.

Person Responsible:

Tracy Nabors

Estimated Completion Date:

6/1/2018

Component	Item Name
School-wide Plan	Opportunities for All Students
	Strengthening Academics
	Quality Learning
	Well-rounded Education
	At-Risk Students

AS 1.1.2) Implementation of the ELA Instructional Shifts

Description:

Literacy instruction will include the implementation of the following ELA Instructional Shifts required by the standards: to ground students' speaking, listening, reading, and writing in evidence from grade-appropriate, complex fictional and informational texts.

Benchmark Indicator:

Administrative staff will conduct classroom walk-throughs a minimum of twice a year using the Instructional Practice Guide (IPG), looking for core action 1 and core action 3 on the IPG, the use of complex texts, and student actions during the class.

Person Responsible:

Tracy Nabors

Estimated Completion Date:

6/1/2018

Component	Item Name
School-wide Plan	Opportunities for All Students
	Strengthening Academics
	Quality Learning

Well-rounded Education

At-Risk Students

AS 1.1.3) Text specific questions across content areas

Description:

Educators will develop and use text-specific questions and tasks, both oral and written, that will integrate the standards and build students' comprehension of the text(s) and its meaning. The district instructional specialist and school instructional specialists will assist educators in developing, planning, and delivering instruction during PLCs as well as during school, grade-level, and classroom visits.

Benchmark Indicator:

The school and district staff will conduct walk-throughs using the IPG guides each semester focusing on Core Action 2. Planning, Questioning, Activities and Materials, Thinking, and Problem Solving during TEAM observations will be the focus. Twice per year the administrative staff will use the Informal Walk through rubric.

Person Responsible:

Tracy Nabors

Estimated Completion Date:

6/1/2018

Component	Item Name
School-wide Plan	Opportunities for All Students
	Strengthening Academics
	Quality Learning
	Well-rounded Education
	At-Risk Students

AS 1.1.4) Coaching Specialists

Description:

SES utilizes the district Instructional specialists, Read to Be Ready Coach, and Teacher Mentors to assist in providing classroom support and resources, monitoring and modeling best practices for classroom effectiveness, and implementing professional learning aligned to the district curriculum with fidelity, TEAM rubric refinement areas, and strategic compensation plan. SES participates in the

new teacher program throughout the year as well.

Benchmark Indicator:

Use of the IPG to ensure instructional shifts are being met to increase the average score on the IPG from 1.6 to 2.6

Person Responsible:

Deborah Robbins

Estimated Completion Date:

6/1/2018

Component	Item Name
School-wide Plan	Strengthening Academics

AS 1.1.5) Expand the Core Knowledge Language and Learning Strand to all PreK-2 grades.

Description:

The Core Knowledge curriculum will be expanded to all PreK - 2nd grade classrooms in the district.

Benchmark Indicator:

IPG Walk throughs and various data sources per grade level.

Person Responsible:

Allison Painter

Estimated Completion Date:

6/1/2018

Component	Item Name
School-wide Plan	Opportunities for All Students
	Strengthening Academics
	Quality Learning
	Well-rounded Education
	At-Risk Students

S 1.2) District-Level: Provide Professional Learning opportunities to assist teachers in impacting student achievement gaps, understanding student needs, and increasing student achievement. - **School-Level: SES personnel will be trained and updated on state curriculum, assessment, coaching, and early reading skills. Personnel will be trained and supported in using all data collected throughout the year to monitor and adjust instruction.**

Description:

District-Level: Provide all district personnel focused, ongoing, high-quality professional learning that is aligned to our district goals and instructional focus, the TEAM rubric, and the Core Actions of the Instructional Practice Guides. District expectations of professional learning are that teachers will collaborate with colleagues to share and disseminate learning. Teachers are also expected to implement learned strategies in classroom instruction and self-reflect on this implementation.

School-Level: Sycamore faculty will attend professional learning that is directly tied to their TEAM refinement and reinforcement areas, and the Core Actions of the Instructional Practice Guides. . Learning leaders will attend reading, coaching, and other trainings offered by the district, Ayers Institute, Read to be Ready Coach, and Instructional Specialist. The learning leaders will redeliver information to the appropriate teachers in the building during PLCs with colleagues. Learned strategies will be implemented in the classroom and self-reflection of implementation will be discussed at PLCs, observation conferences, and coaching opportunities.

AS 1.2.1) Professional Learning and Leading

Description:

Professional development to impact student achievement and growth in subgroup areas relating to RLA. Data team meetings and PLC meetings will be held throughout the year to bring the training all faculty members for implementation into the classroom setting. Provide ongoing, high-quality professional development for administrators, teachers (100% certified and non certified personnel are HQ) and other instructional staff to impact achievement and gap closures in all subgroups. Teachers who attend trainings will train peers within their buildings using materials from various trainings as well as fall and winter follow-ups. These trainings are embedded as Day 3, Day 4, and Day 5 Required PD for the District in SY 2016-2017.

Benchmark Indicator:

Through TEAM evaluations, school leaders will guide teachers through professional conversations. Professional Learning communities will focus on teachers' areas of refinement through vertical teams, peer mentoring, Instructional Coaching, Read to be Ready, Ayers Institute INVEST Video library. Attendance through MLP will serve as proof of training.

Person Responsible:

Tracy Nabors

Estimated Completion Date:

6/1/2018

Component	Item Name
School-wide Plan	Strengthening Academics

AS 1.2.2) Instructional Specialists and Coaching

Description:

Instructional specialists and coaches will assist administrators in providing classroom support and resources, monitoring and modeling best practices for classroom effectiveness, and implementing professional learning aligned to the district curriculum with fidelity, TEAM rubric and refinement areas. Quarterly PreK-4th PLCs for school specialists and educators (e.g., First Grade, PreK-K, 2nd-3rd, and 4th) will provide opportunity for shared best-practice.

Benchmark Indicator:

Alignment of professional learning with TEAM evaluation areas of refinement in the instructional domain and professionalism. Evidence of dissemination of professional learning gained at these trainings with colleagues will be logged through MLP.

Person Responsible:

Deborah Robbins

Estimated Completion Date:

6/1/2018

Component	Item Name
School-wide Plan	Strengthening Academics
	Quality Learning

AS 1.2.3) Teacher Mentoring

Description:

The school will support and promote the growth and development of new teachers in ways that help them demonstrate competency with the professional performance standards and can, therefore, have a significant impact on student learning. Lead and Site Mentors will attend the Mentoring Institute to build their capacity for supporting new teachers.

Benchmark Indicator:

Lead Mentors meet monthly with site mentors to build coaching and mentoring skills. Mentors and Mentees will meet weekly to discuss instructional strategies. Mentors perform a minimum of two mentee classroom visits each year offering coaching and support

as needed. Mentees perform classroom visits to observe best practices across the district.

Person Responsible:

Thesa Saylor

Estimated Completion Date:

6/1/2018

Component	Item Name
School-wide Plan	Opportunities for All Students
	Strengthening Academics
	Quality Learning
	Well-rounded Education
	At-Risk Students

AS 1.2.4) New Teacher Induction

Description:

SES will participate in the new teacher mentoring program will provide systemic support to new teachers over a period of at least two years, including opportunities for collaboration with peers, regular formative and evaluative assessment of progress based on state teaching standards, and professional development tailored to the challenges a new teacher faces. New teacher induction for all new teachers to the school system and school board will be provided. TEAM training through the TDOE Core Office will be available. School leading mentors and teacher leaders will offer professional development and training in areas such as: Literacy and Numeracy strategies, Student Success, classroom management, effective parent communication skills, and instructional strategies that address the learning and culture of students with special needs and other diverse learners.

Benchmark Indicator:

Attendance through MLP/Implementation of strategies through classroom observations

Person Responsible:

Tracy Nabors

Estimated Completion Date:

6/1/2018

Component	Item Name
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School-wide Plan

Quality Learning

AS 1.2.5) Educators in grades PreK-3 will be trained on Achieving ELA Standards in the Classroom

Description:

Educators in grades PreK-3 will be trained on Achieving ELA Standards in the Classroom including the four components essential to a good literacy program: foundational skills, read-alouds, independent reading, and writing. This professional learning is structured to assist educators with the foundational skills necessary for student success in reading in grades 4-12 and post-secondary.

Benchmark Indicator:

In 2016-2017, 100% of ELA teachers in grades PK-3rd will be trained in Achieving the ELA Standards in the Classroom. Attendance will be confirmed through MLP.

Person Responsible:

Tracy Nabors

Estimated Completion Date:

6/1/2018

Component	Item Name
School-wide Plan	Opportunities for All Students
	Strengthening Academics
	Quality Learning
	Well-rounded Education
	At-Risk Students

AS 1.2.6) Classroom monitoring

Description:

Administration and instructional specialist will assist in monitoring classroom effectiveness and fidelity of the implementation of TN state standards. ELA shifts, Instructional Planning Guides, and reading walk through guides will serve as a guidelines for classroom walkthroughs. Teachers will be trained on the use of these tools during professional learning communities.

Benchmark Indicator:

Classroom Observation; benchmark assessments, TEAM rubric

Person Responsible:

Tracy Nabors

Estimated Completion Date:

6/1/2018

Component	Item Name
School-wide Plan	Opportunities for All Students
	Strengthening Academics
	Quality Learning
	Well-rounded Education
	At-Risk Students

AS 1.2.7) Integration of Disciplines

Description:

Use of grade level planning guides will foster integration of all disciplines across the students' day. Faculty (specials) will use the guides provided by grade level teachers, to help plan their lessons according to material previously covered in classrooms. This will reinforce the skills and standards being taught across the grade level and disciplines.

Benchmark Indicator:

Attendance of grade level planning/Grade level planning guides provided weekly to specials teachers

Person Responsible:

Tracy Nabors

Estimated Completion Date:

6/1/2018

Component	Item Name
School-wide Plan	Opportunities for All Students
	Strengthening Academics
	Quality Learning

Well-rounded Education

At-Risk Students

AS 1.2.8) Ensure SWDs are in general education settings 80% or more of the day for core instruction. Students in need of intervention will receive their skills based intervention outside of their core instruction.

Description:

Improve performance of children with IEPs on statewide assessments by providing support and training to general and special education teachers on strategies and ways to differentiate instruction to support the SWD that are in their classrooms. Trainings include but are not limited to the following topics: writing instructionally appropriate IEPs and the movement of special education to skills deficit intervention, differentiated instruction, executive functioning strategies, continuum of services. Consulting teachers will have targeted training specific to teacher areas of need and to support the implementation of IEPs.

Benchmark Indicator:

Teacher and administrator attendance at the above mentioned training sessions, TEAM evaluations with focus on implementation of differentiated instruction.

Person Responsible:

Tracy Nabors

Estimated Completion Date:

6/1/2018

Component	Item Name
School-wide Plan	Opportunities for All Students
	Strengthening Academics
	Quality Learning
	Well-rounded Education
	At-Risk Students

S 1.3) District-Level: Provide and implement appropriate interventions and differentiated instruction in all content areas and at all grade levels to meet individual student needs identified through the Universal Screener and other assessment tools. - **School-Level: Teachers will implement appropriate interventions and differentiated instruction in all content areas and at each grade level.**

Description:

District-Level: The district and schools will use assessment tools to determine skills gap/acceleration for all students in Tier I, II, and III according to the district RTI2 plan.

School-Level: Teachers will implement appropriate interventions and differentiated instruction in all content areas and at each grade level. Sycamore has a set time for RTI school wide. Every student receives intervention everyday for 30 minutes. Students who place in the bottom 10 percent on the MAP test are required to receive additional time to this 30 minutes. The MAP universal screener is given three times per year.

AS 1.3.1) Use of a consistent universal screener (MAP).

Description:

Sycamore Elementary will target instruction through RTI2, Social Service, SPED programs, technology support, and supplied reading and language arts materials to those students who have scored below the 25%, 92%+ mark on benchmark testing, MAP assessment, and SPED testing. We will also serve all students through the RTI2 process by providing opportunities to enrich instructional services. Through the use of technology and provided materials, we will aim to raise the achievement of all students and close all gaps by our targeted 10% growth mark. All grade levels in the school will use MAP as the universal screener to allow collection and analysis of longitudinal data as learning gaps are addressed.

Benchmark Indicator:

MAP data from all schools, three screenings per academic year, K-4 fall, winter, and spring; SPED and intervention students fall, winter, and spring.

Person Responsible:

Deborah Robbins

Estimated Completion Date:

6/1/2018

Component	Item Name
School-wide Plan	Opportunities for All Students
	Strengthening Academics
	Quality Learning
	Well-rounded Education
	At-Risk Students

AS 1.3.2) Extended Learning Opportunities

Description:

At risk students will have extended learning time through after school programs.

Benchmark Indicator:

Extended learning attendance reports, academic achievement reports, and disciplinary information for students served

Person Responsible:

Becky Fitzpatrick

Estimated Completion Date:

6/1/2018

Component	Item Name
School-wide Plan	Opportunities for All Students
	Strengthening Academics
	Quality Learning
	Well-rounded Education
	At-Risk Students

AS 1.3.3 Global Learning Center (GLC) for ELL students

Description:

The purpose of the GLC is to provide support for newcomer students who are pre-production English language learners. Many of these students have also come with limited or interrupted formal schooling. SES staff work on interpersonal language, basic reading and content vocabulary. ELL students are provided with an environment that allows them to become accustomed to the culture of school in a safe and friendly atmosphere. The program is half day so that they are also participating with their peers at their home school. This foundational introduction to the American school system helps to prepare them to more successfully receive the challenging curriculum and perform on state assessments.

Benchmark Indicator:

Entrance and exit is determined by individual student need throughout the academic year. Student progress and placement is monitored quarterly and at the semester.

Person Responsible:

Beverly Calfee

Estimated Completion Date:

6/1/2018

Component	Item Name
School-wide Plan	Opportunities for All Students
	Strengthening Academics
	Quality Learning
	Well-rounded Education
	At-Risk Students

AS 1.3.4) Ensuring teachers have access and better understanding of WIDA scores to help differentiate for EL Students along with the implementation Socratic Seminar for professional learning to increase rigor.

Description:

WIDA performance definitions and Can-Do statements are used to provide a guide for differentiating for EL students. The Can-Do statements provide a framework for what teachers can expect from students at each language level. Monthly PLCs with ESL educators are provided for professional learning. The PLCs focus on increased rigor, data, best-practices, and the instructional shifts in a modified TIER I setting.

Benchmark Indicator:

MLP/Attendance at the PLCs is tracked along with the agenda that is communicated each month. ESL educators collaborate on individual students, educators support conversation with the student's individual WIDA data and progress. The universal screener data is paired with the WIDA data to collect multiple data points on students.

Person Responsible:

Beverly Calfee

Estimated Completion Date:

6/1/2018

Component	Item Name
School-wide Plan	Opportunities for All Students
	Strengthening Academics
	Quality Learning

AS 1.3.5) SWD Interventions

Description:

A skills-based ELA intervention, S.P.I.R.E. Reading Intervention, will be provided to students with disabilities in grades K-8. The teachers received training on methodologies of Orton-Gillingham and the implementation of S.P.I.R.E in August 2016. They will receive on-going support from a consulting teacher with their implementation through coaching and modeling of strategies. The intervention will be provided in addition to the student's core curricula and progress monitored for effectiveness. The students will have an entrance baseline level and ending level to measure progress as well as their Universal screener information

Benchmark Indicator:

The teacher will develop, plan, and deliver instruction through modeling of lessons, fidelity checks, and individual collaboration with educators every two weeks. Constant contact with supervisors via a Google Classroom and monthly PLCs. Data notebooks will be established to track S.P.I.R.E results and establish data conversations with supervisors and monitored by the consulting teacher.

Person Responsible:

Deborah Robbins

Estimated Completion Date:

6/1/2018

Component	Item Name
School-wide Plan	Opportunities for All Students
	Strengthening Academics
	Quality Learning
	Well-rounded Education
	At-Risk Students

AS 1.3.6) Collaboration with TTU to enhance student intervention

Description:

Through strong relationships with our local college, we are able to utilize the student residence and student practicums throughout the school day to create smaller groupings, lower teacher/student ratio, and better differentiation for our students. Guided by our classroom professional teachers, these college students are utilizing best practices across the disciplines. Our students are given the

opportunity to experience more one on one instruction through this partnership.

Benchmark Indicator:

Classroom teacher implementation and evaluation of students

Person Responsible:

Tracy Nabors

Estimated Completion Date:

6/1/2018

Component	Item Name
School-wide Plan	Opportunities for All Students
	Strengthening Academics
	Quality Learning
	Well-rounded Education
	At-Risk Students

AS 1.3.7) Summer Reading Program

Description:

Sycamore Elementary will encourage students to participate in the summer reading program that is available throughout the summer at various locations within our district.

Benchmark Indicator:

Participation in Program

Person Responsible:

Tracy Nabors

Estimated Completion Date:

6/1/2018

Component	Item Name
School-wide	Opportunities for All Students

Plan

Strengthening Academics

Quality Learning

Well-rounded Education

At-Risk Students

AS 1.3.8) Focus on the major work of the grade in Tier 1 instruction

Description:

Sycamore's curriculum and educators will focus on the major works of the grade in Tier I instruction, embedding supporting and additional standards. Administrative staff will conduct two walk-throughs using the Instructional Practice Guide (IPG) with focus on Core Action 1 - Instructional shifts and Core Action 3 - providing students with opportunities to exhibit the mathematical practices during each lesson; both groups will conduct a minimum of the appropriate number of TEAM observations with a focus on Standards and Objectives, Instructional Plans, Student Work, Questioning, and Problem-Solving

Benchmark Indicator:

TEAM Evaluation, Walkthroughs, IPG Planning Sessions

Person Responsible:

Tracy Nabors

Estimated Completion Date:

6/1/2018

Component Item Name

School-wide Plan Opportunities for All Students

Strengthening Academics

Quality Learning

Well-rounded Education

At-Risk Students

S 1.4) District-Level: Identify a pathway for individualized student learning in order to meet the needs of all students. - **School-Level: Technology to support personalized learning in the classrooms.**

Description:

District-Level: Personalized student-centered learning is a diverse variety of educational programs, learning experiences, instructional approaches, and academic-support strategies that are intended to address the distinct learning needs, interests, aspirations, and cultural backgrounds of individual students so they are able to achieve at the highest level including, but not limited to the use of technology, student centers, data, dual enrollment, dual credit, AP, IB, blended-learning, Work Based Learning, and career exploration.

School-Level: Sycamore is working toward the district goal of 1:1 by 2019. Currently, Sycamore has two full computer labs and a Chromebook Cart for every grade level. Through the use of Title I monies, we began updating both of these labs in the 16/17 school year. One computer lab is used by each class, two times weekly while the other is used for RTI classes both use Compass Learning which is an online program that provides individualized instruction.

AS 1.4.1) Personalized Learning Taskforce/Media Team

Description:

The school's task force will meet throughout the school year to analyze components of personalized learning to promote student growth and meet individual needs; to promote the use of technology and other resources as a tool in pedagogical instruction to personalize all learning at all levels; and identify the best practices to individualize instruction. will implement a school leadership team that will focus on targeted professional learning and PLCs. Google (Classroom, apps, mail, calendar, etc) training will be provided during Day 3 of required inservice days.

Benchmark Indicator:
 Attendance through MLP
 Person Responsible:
 Tracy Nabors
 Estimated Completion Date:
 6/1/2018

Component	Item Name
School-wide Plan	Opportunities for All Students
	Strengthening Academics
	Quality Learning
	Well-rounded Education
	At-Risk Students

AS 1.4.2) Continue progress toward digital conversions (1:1)

Description:

Increase student access, teacher and student proficiency in technology use, and use of Google Apps
Benchmark Indicator:
Needs assessment results; blended/flipped classroom data; increased student access and use of Google Apps
Person Responsible:
Tiffany Spillers
Estimated Completion Date:
6/1/2018

Component	Item Name
School-wide Plan	Opportunities for All Students
	Strengthening Academics
	Quality Learning
	Well-rounded Education
	At-Risk Students

AS 1.4.3) Personalized Learning Opportunities

Description:

Sycamore will continue to implement a variety of opportunities to meet individualized/personalized student learning needs through various teaching strategies and programs, including, but not limited to the regular school day, extended day, summer programs, and anytime/anywhere learning.
Benchmark Indicator:
Participation; blended/flipped classroom data; individualized program data, instructional technology resources, regular benchmark data, and universal screener (MAP)
Person Responsible:
Deborah Robbins
Estimated Completion Date:
6/1/2018

Component	Item Name
School-wide Plan	Opportunities for All Students
	Strengthening Academics
	Quality Learning
	Well-rounded Education
	At-Risk Students

1.5) District-Level: Communication - School-Level: Communication

Description:

District-Level: Strengthen and promote communication to all stakeholders for transparency and to increase awareness and involvement of parents and the community.

School-Level: Strengthen and promote communication to all stakeholders for transparency and to increase awareness and involvement of parents and the community.

AS 1.5.1) Social Media

Description:

Use social media tools (Facebook and Twitter), school web page, and messaging system to enhance community awareness and communication.

Benchmark Indicator:

Increased number of "followers" and interactions on Facebook and Twitter, web page usage, messaging system response rate.

Person Responsible:

Tracy Nabors

Estimated Completion Date:

6/1/2018

Component	Item Name
School-wide Plan	Strengthening Academics
	Well-rounded Education

AS 1.5.2) Strengthen Community and Family Involvement

Description:

Continue to create opportunities for parents to participate in computer based trainings to help them work with their children at home. Continue to strengthen our community and family involvement through PEP Talks, Ready for Kindergarten, Highlands Workforce Development, Adopter mentoring meetings, and school level Family Engagement events.

Benchmark Indicator:

Participation records for PEP Talks, Ready For Kindergarten, Highlands Workforce Development, and Family Engagement events.

Person Responsible:

Jennifer Phillips

Estimated Completion Date:

6/1/2018

Component	Item Name
School-wide Plan	Opportunities for All Students
	Strengthening Academics
	Quality Learning
	Well-rounded Education
	At-Risk Students

AS 1.5.3) Inclusive Committees at the School Level

Description:

As we strive for transparency with our community we will include a diverse group of stakeholders on school level committees as appropriate (i.e. Controversial materials review committees - school and district-wide, Title I Committee, School Improvement Plan Committee, and Family Engagement Committee).

Benchmark Indicator:

Records of committee members and meetings

Person Responsible:

Tracy Nabors

Estimated Completion Date:

6/1/2018

Component	Item Name
School-wide Plan	Well-rounded Education
	At-Risk Students

§ 1.6) District-Level: Standards-aligned core instruction - School-Level: Standards-aligned core instruction

Description:

District-Level: Align evidence-based curriculum, instruction and assessment with the State's challenging academic content standards.

AS 1.6.1) All PCSS teachers and administrators will be trained on the Revised Tennessee Academic Standards.

Description:

ELA Teachers and administrators will be trained by the district during the summer of 2017. Teachers hired after the start of school will be trained within a month of being hired on either by the district or school (ex. appropriate Content Lead).

Benchmark Indicator:

Sign in sheets for summer training, TEAM Evaluation process, and Instructional Practice Guide Walk-throughs using both quantitative and qualitative data.

Person Responsible:

Tracy Nabors

Estimated Completion Date:

6/1/2018

Component	Item Name
School-wide Plan	Opportunities for All Students
	Strengthening Academics
	Quality Learning
	Well-rounded Education

G 2) District-Level: Mathematics - **School-Level: Mathematics**

Description:

District-Level: Improve focus, rigor and coherence in order to improve student performance in Mathematics.

School-Level: Improve focus, rigor and coherence in order to improve student performance in Mathematics.

Performance Measure:

District-Level: The district will move a minimum of 10% of students in each of the performance levels into the next level (e.g., below to approaching; approaching to "on-track"/"on grade-level"; "on track"/ "on grade level" to Mastered).

School-Level: The school will move a minimum of 10% of students in each of the performance levels into the next level (e.g., below to approaching; approaching to "on-track"/"on grade-level"; "on track"/ "on grade level" to Mastered).

S 2.1) District-Level: Increase rigor and expectations with the math shifts by gathering data from walk-throughs to increase the average implementation of the Core Actions on the IPG. - **School-Level: Increase rigor and expectations with the math shifts by gathering data from walk-throughs to increase the average implementation of the Core Actions on the IPG.**

Description:

District-Level: Increase focus on the major works of the grade (Focus), link major topics (Coherence), and increase of rigor for conceptual understanding, procedure, and application (Rigor)

School-Level: Increase focus on the major works of the grade (Focus), link major topics (Coherence), and increase of rigor for conceptual understanding, procedure, and application (Rigor)

AS 2.1.1) Focus on the major work of the grade in Tier 1 instruction

Description:

The school curriculum and educators will focus on the major works of the grade in Tier I instruction, embedding supporting and additional standards. Administrative staff will conduct two walk-throughs using the Instructional Practice Guide (IPG) with focus on Core Action 1 - Instructional shifts and Core Action 3 - providing students with opportunities to exhibit the mathematical practices during each lesson; both groups will conduct a minimum of the appropriate number of TEAM observations with a focus on Standards and Objectives, Instructional Plans, Student Work, Questioning, and Problem-Solving All staff (certified and non certified) are HQ.
Benchmark Indicator:

Administrative walk-throughs will monitor the selected grade-level/content standards taught and whether the depth of the standard is met. The school average score on the IPG will increase from 1.6 to 2.6.

Person Responsible:

Tracy Nabors

Estimated Completion Date:

6/1/2018

Component	Item Name
School-wide Plan	Opportunities for All Students
	Strengthening Academics
	Quality Learning
	Well-rounded Education
	At-Risk Students

AS 2.1.2) Linking major topics and aligning grade level standards

Description:

Teachers will link major topics throughout the grade and align their grade level standards to the major works of other grades
Benchmark Indicator:
Classroom observations using the grade level Instructional Practice Guide (IPG). The school average score on the IPG will increase from 1.6 to 2.6.
Person Responsible:
Tracy Nabors
Estimated Completion Date:
6/1/2018

Component	Item Name
School-wide Plan	Opportunities for All Students
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	At-Risk Students

AS 2.1.3) Increase rigor of major topics

Description:

Teachers will increase the rigor of major topics through conceptual understanding, procedural skill and fluency, and application with equal intensity

Benchmark Indicator:

Classroom observations using the grade level Instructional Practice Guide (IPG). The school average score on the IPG will increase from 1.6 to 2.6.

Person Responsible:

Tracy Nabors

Estimated Completion Date:

6/1/2018

Component	Item Name
School-wide Plan	Opportunities for All Students
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	Well-rounded Education
	At-Risk Students

§ 2.2) District-Level: Provide Professional Learning opportunities to aide teachers in impacting student achievement gaps, understanding student needs, and increasing student achievement. - **School-Level: Provide Professional Learning opportunities to aid teachers in impacting student achievement gaps, understanding student needs, and increasing student achievement.**

Description:

District-Level: Provide all district personnel focused, ongoing, high-quality professional learning that is aligned to our district goals and instructional focus, the TEAM rubric, and the Core Actions of the Instructional Practice Guides. District expectations of professional learning are that teachers will collaborate with colleagues to share and disseminate learning. Teachers are also expected to implement learned strategies in classroom instruction and self-reflect on this implementation.

School-Level: Provide all school personnel focused, ongoing, high-quality professional learning that is aligned to our district goals and instructional focus, the TEAM rubric, and the Core Actions of the Instructional Practice Guides. District expectations of professional learning are that teachers will collaborate with colleagues to share and disseminate learning. Teachers are also expected to implement learned strategies in classroom instruction and self-reflect on this implementation.

AS 2.2.1) Provide opportunities for individualized, competency-based, and job-embedded professional learning that is aligned to district goals and focus.

Description:

School leaders will review analytics of virtual professional learning resource materials access as well as attendance and evaluation data in the district professional learning platform, My Learning Plan (MLP). School Administration will work to align professional learning opportunities with the district goals and focus, the TEAM evaluation areas of refinement and professionalism, and identified areas of needed improvement in the IPG Core Actions. Both district and school administration will observe evidence of dissemination of professional learning with colleagues through re-offerings, PLCs, teacher collaborations, etc.

Benchmark Indicator:

School administration will guide teachers to participate in professional learning opportunities that will strengthen their areas of refinement and will observe evidence of implementation of learned strategies in classroom instruction during classroom walk-throughs and observations. School Administration and professional learning leaders will observe artifacts of implementation and participation of self-reflection in the MLP Team Room.

Person Responsible:

Tracy Nabors

Estimated Completion Date:

6/1/2018

Component	Item Name
School-wide Plan	Opportunities for All Students Strengthening Academics

AS 2.2.2) Instructional Specialists and Mentoring

Description:

Instructional specialists and mentors will assist administrators in providing classroom support and resources, monitoring and modeling best practices for classroom effectiveness, and implementing professional learning aligned to the district curriculum with fidelity, TEAM rubric refinement areas, and strategic compensation plan (PASS).

Benchmark Indicator:

Alignment of professional learning with TEAM evaluation areas of refinement in the instructional domain and professionalism. Evidence of dissemination of professional learning gained at these trainings with colleagues. The Instructional Specialists have set goals to meet the school needs and action steps of the school goals. Tracking of school's grade-level, individual educators, quarterly PLCs, and data conversations will assist with meeting the needs of the school.

Person Responsible:
Deborah Robbins

Estimated Completion Date:
6/1/2018

Component	Item Name
School-wide Plan	Strengthening Academics
	Quality Learning

AS 2.2.3) Teacher Mentoring

Description:

The school will support and promote the growth and development of new teachers in ways that help them demonstrate competency with the professional performance standards and can, therefore, have a significant impact on student learning. Lead and Site Mentors will attend the Mentoring Institute to build their capacity for supporting new teachers.

Benchmark Indicator:

Lead Mentors meet monthly with site mentors to build coaching and mentoring skills. Mentors and Mentees will meet weekly to discuss instructional strategies. Mentors perform a minimum of two mentee classroom visits each year offering coaching and support as needed. Mentees perform classroom visits to observe best practices across the district.

Person Responsible:
Thesa Saylor

Estimated Completion Date:
6/1/2018

Component	Item Name
School-wide Plan	Opportunities for All Students
	Strengthening Academics
	Quality Learning
	Well-rounded Education
	At-Risk Students

AS 2.2.4) New Teacher Induction

Description:

School leaders will provide systemic support to new teachers over a period of at least two years, including opportunities for collaboration with peers, regular formative and evaluative assessment of progress based on state teaching standards, and professional development tailored to the challenges a new teacher faces. School leaders will offer on-boarding and new teacher induction for all new teachers to the school system and school board. School leaders will partner with the TDOE Core Office to deliver TEAM training: "Student Engagement and the TEAM Rubric - Flipping the Lens" and "Student Based Evidence/Post Conference/PLC: Impactful Student Based Evidence". School leaders and teacher leaders will offer professional development and training in areas such as: Literacy and Numeracy strategies, Student Success, Classroom management, effective parent communication skills, and instructional strategies that address the learning and culture of students with special needs and other diverse learners. School leaders will incorporate a mentoring program as part of the new teacher induction.

Benchmark Indicator:

Classroom observations using the TEAM rubric as well as walk-throughs using the Instructional Practice Guides (IPGs) will provide comparative data to determine professional growth through the school year.

Person Responsible:

Tracy Nabors

Estimated Completion Date:

6/1/2018

Component	Item Name
School-wide Plan	Quality Learning

AS 2.2.5) Professional Learning and Leading

Description:

Provide ongoing, high-quality professional development for teachers (100% certified and non certified personnel are HQ) and other instructional staff to impact achievement and gap closures in all subgroups. Professional development to impact student achievement and growth in subgroup areas relating to math. Data team meetings and PLC meetings will be held throughout the year to bring the training all faculty members for implementation into the classroom setting. Teachers who attend Learning Leader State trainings will train Peers within their buildings using materials from summer trainings as well as fall and winter follow-ups.

Benchmark Indicator:

MLP, TEAM Evaluations, professional conversations in data teams and vertical teams, analysis of student data, peer mentoring,

Instructional Coaching

Person Responsible:

Tracy Nabors

Estimated Completion Date:

6/1/2018

Component	Item Name
School-wide Plan	Strengthening Academics

AS 2.2.6) Classroom monitoring

Description:

Administration and instructional specialist will assist in monitoring classroom effectiveness and fidelity of the implementation of TN state standards.

Benchmark Indicator:

Classroom Observation; benchmark assessments, TEAM rubric

Person Responsible:

Tracy Nabors

Estimated Completion Date:

6/1/2018

Component	Item Name
School-wide Plan	Opportunities for All Students
	Strengthening Academics
	Quality Learning
	Well-rounded Education
	At-Risk Students

AS 2.2.7) Ensure SWDs are in general education settings 80% or more of the day for core instruction. Students in need of intervention will

receive their skills based intervention outside of their core instruction.

Description:

Improve performance of children with IEPs on statewide assessments by providing support and training to general and special education teachers on strategies and ways to differentiate instruction to support the SWD that are in their classrooms. Trainings include but are not limited to the following topics: writing instruction appropriate IEPs and the movement of special education to skills deficit intervention, differentiated instruction, executive functioning strategies, continuum of services. Consulting teachers will have targeted training specific to teacher areas of need and to support the implementation of IEPs.

Benchmark Indicator:

Teacher and administrator attendance at the above mentioned training sessions, TEAM evaluations with focus on implementation of differentiated instruction.

Person Responsible:

Tracy Nabors

Estimated Completion Date:

6/1/2018

Component	Item Name
School-wide Plan	Opportunities for All Students
	Strengthening Academics
	Quality Learning
	Well-rounded Education
	At-Risk Students

AS 2.2.8) Collaboration of Disciplines

Description:

Use of grade level planning guides through Google Drive will foster integration of all disciplines across the students' day. Faculty (specials) will use the guides provided by grade level teachers, to help plan their lessons according to material previously covered in classrooms. This will reinforce the skills and standards being taught across the grade level and disciplines.

Benchmark Indicator:

Grade level planning guide updates in Google Drive

Person Responsible:

Tracy Nabors

Estimated Completion Date:

6/1/2018

Component	Item Name
School-wide Plan	Strengthening Academics
	Quality Learning

S 2.3) District-Level: Provide and implement appropriate interventions and differentiated instruction in all content areas and at all grade levels. -
School-Level: Provide and implement appropriate interventions and differentiated instruction in all content areas and at all grade levels.

Description:

District-Level: Provide and implement interventions and differentiated instruction in all content areas and for all grade levels, quintiles, and identified subgroups to increase student achievement and focus on gap closures to support classroom instruction.

School-Level: Provide and implement interventions and differentiated instruction in all content areas and for all grade levels, quintiles, and identified subgroups to increase student achievement and focus on gap closures to support classroom instruction.

AS 2.3.1) Use of a consistent universal screener across the district (MAP).

Description:

Sycamore Elementary will target instruction through RTI2, Social Service, SPED programs, technology support, and supplied math materials to those students who have scored below the 25%/92%+ mark on benchmark testing, MAP assessment, and SPED testing. We will also serve all students through the RTI2 process by providing opportunities to enrich instructional services. Through the use of technology and provided materials, we will aim to raise the achievement of all students and close all gaps by our targeted 10% growth mark. All grade levels in the school will use MAP as the universal screener to allow collection and analysis of longitudinal data as learning gaps are addressed.

Benchmark Indicator:

MAP data from all schools, three screenings per academic year, K-4 fall, winter, and spring; SPED and intervention students fall, winter, and spring.

Person Responsible:

Deborah Robbins

Estimated Completion Date:

6/1/2018

Component	Item Name
School-wide Plan	Opportunities for All Students
	Strengthening Academics
	Quality Learning
	Well-rounded Education
	At-Risk Students

AS 2.3.2) Extended Learning Opportunities

Description:

At risk students will have extended learning time through LEAPS, 21stCC, SAC and other school sponsored academic clubs.

Benchmark Indicator:

Extended learning attendance reports, academic achievement reports, and disciplinary information for students served

Person Responsible:

Becky Fitzpatrick

Estimated Completion Date:

6/1/2018

Component	Item Name
School-wide Plan	Opportunities for All Students
	Strengthening Academics
	Quality Learning
	Well-rounded Education
	At-Risk Students

AS 2.3.3) Global Learning Center (GLC) for ELL students

Description:

The purpose of the GLC is to provide support for newcomer students who are pre-production English language learners. Many of these students have also come with limited or interrupted formal schooling. SES staff work on interpersonal language, basic reading and math, and math content vocabulary. ELL students are provided with an environment that allows them to become accustomed to the culture of school in a safe and friendly atmosphere. The program is half day so that they are also participating with their peers at their home school. This foundational introduction to the American school system helps to prepare them to more successfully receive the challenging curriculum and perform on state assessments.

Benchmark Indicator:

Entrance and exit is determined by individual student need throughout the academic year. Student progress and placement is monitored quarterly and at the semester.

Person Responsible:

Beverly Calfee

Estimated Completion Date:

6/1/2018

Component	Item Name
School-wide Plan	Opportunities for All Students
	Strengthening Academics
	Quality Learning
	Well-rounded Education
	At-Risk Students

AS 2.3.4) Ensuring teachers have access and better understanding of WIDA scores to help differentiate for EL Students along with the implementation Socratic Seminar for professional learning to increase rigor.

Description:

WIDA performance definitions and Can-Do statements are used to provide a guide for differentiating for EL students. The Can-Do statements provide a framework for what teachers can expect from students at each language level. Monthly PLCs with ESL educators are provided for professional learning. The PLCs focus on increased rigor, data, best-practices, and the instructional shifts in a modified TIER I setting.

Benchmark Indicator:

All attendance is tracked and an agenda is communicated each month. The WIDA data is used to charting and track student ability

through the Can-Do framework. When ESL Coordinator and ESL educators collaborate on individual students, educators support conversation with the student's individual WIDA data and progress. The universal screener data is paired with the WIDA data to utilize multiple data points.

Person Responsible:

Beverly Calfee

Estimated Completion Date:

6/1/2018

Component	Item Name
School-wide Plan	Strengthening Academics
	Quality Learning
	Well-rounded Education
	At-Risk Students

AS 2.3.5) SWD Interventions

Description:

SES will provide interventions using Do the Math, TransMath, and Do the Math Now! for SWDs in grades 3-8
Benchmark Indicator:

EasyCBM will be used to monitor progress as well as mastery assessment within the programs.

Person Responsible:

Deborah Robbins

Estimated Completion Date:

6/1/2018

Component	Item Name
School-wide Plan	Opportunities for All Students
	Strengthening Academics
	Quality Learning

Well-rounded Education

At-Risk Students

AS 2.3.6) Collaboration with TTU to enhance student intervention

Description:

Through strong relationships with our local college, we are able to utilize the student residence and student practicum throughout the school day to create smaller groupings, lower teacher/student ratio, and better differentiation for our students. Guided by our classroom professional teachers, these college students are utilizing best practices across the disciplines. Our students are given the opportunity to experience more one on one instruction through this partnership.

Benchmark Indicator:

Classroom teacher implementation and evaluation of students

Person Responsible:

Tracy Nabors

Estimated Completion Date:

6/1/2018

Component	Item Name
School-wide Plan	Opportunities for All Students
	Strengthening Academics
	Quality Learning
	Well-rounded Education
	At-Risk Students

S 2.4) District-Level: Identify a pathway for individualized student learning in order to meet the needs of all students. - **School-Level: Technology to support personalized learning**

Description:

District-Level: Personalized student-centered learning is a diverse variety of educational programs, learning experiences, instructional approaches, and academic-support strategies that are intended to address the distinct learning needs, interests, aspirations, and cultural backgrounds of individual students so they are able to achieve at the highest level including, but not limited to the use of technology, student centers, data, dual enrollment, dual credit, AP, IB, blended-learning, Work Based learning, and career exploration.

School-Level: Increase access and integration of technology to support personalized learning through differentiated classroom instruction.

AS 2.4.1 Personalized Learning Taskforce/Media Team

Description:

The school's task force will meet throughout the school year to analyze components of personalized learning to promote student growth and meet individual needs; to promote the use of technology and other resources as a tool in pedagogical instruction to personalize all learning at all levels; and identify the best practices to individualize instruction. will implement a school leadership team that will focus on targeted professional learning and PLCs. Google (Classroom, apps, mail, calendar, etc) training will be provided during Day 3 of required inservice days.

Benchmark Indicator:

Attendance through MLP

Person Responsible:

Tracy Nabors

Estimated Completion Date:

6/1/2018

Component	Item Name
School-wide Plan	Opportunities for All Students
	Strengthening Academics
	Quality Learning
	Well-rounded Education
	At-Risk Students

AS 2.4.2 Continue progress toward digital conversions (1:1)

Description:

Increase student access, teacher and student proficiency in technology use, and use of Google Apps

Benchmark Indicator:

Needs assessment results; blended/flipped classroom data; increased student access and use of Google Apps

Person Responsible:

Tiffany Spillers

Estimated Completion Date:

6/1/2018

Component	Item Name
School-wide Plan	Opportunities for All Students
	Strengthening Academics
	Quality Learning
	Well-rounded Education At-Risk Students

AS 2.4.3) Personalized Learning Opportunities

Description:

Sycamore will continue to implement a variety of opportunities to meet individualized/personalized student learning needs through various teaching strategies and programs including, but not limited to regular school day, extended day, summer programs, and anytime/anywhere learning.

Benchmark Indicator:

Participation; blended/flipped classroom data; individualized program data, instructional technology resources, regular benchmark data, and district universal screener (MAP)

Person Responsible:

Tracy Nabors

Estimated Completion Date:

6/1/2018

Component	Item Name
School-wide Plan	Opportunities for All Students
	Strengthening Academics
	Quality Learning

Well-rounded Education

At-Risk Students

S 2.5) District-Level: Communication - **School-Level: Communication**

Description:

District-Level: Strengthen and promote communication for transparency and to all stakeholders to increase awareness and involvement of parents and the community.

School-Level: Strengthen and promote communication for transparency and to all stakeholders to increase awareness and involvement of parents and the community.

AS 2.5.1) Social Media

Description:

Use social media tools (Facebook and Twitter), school web page, and messaging system to enhance community awareness and communication.

Benchmark Indicator:

Increased number of "followers" and interactions on Facebook and Twitter, web page usage, messaging system response rate.

Person Responsible:

Tracy Nabors

Estimated Completion Date:

6/1/2018

Component	Item Name
School-wide Plan	Strengthening Academics
	Well-rounded Education

AS 2.5.2) Strengthen Family Involvement

Description:

Continue to create opportunities for parents to participate in computer based trainings to help them work with their children at home. Continue to strengthen our family involvement by encouraging our parents to participate in PEP Talks, Ready for Kindergarten, Highlands Workforce Development and school level Family Engagement events.

Benchmark Indicator:

Participation records for PEP Talks, Ready For Kindergarten, Highlands Workforce Development, and Family Engagement events.

Person Responsible:

Jennifer Phillips

Estimated Completion Date:

6/1/2018

Component	Item Name
School-wide Plan	Opportunities for All Students
	Strengthening Academics
	Quality Learning
	Well-rounded Education
	At-Risk Students

AS 2.5.3 Inclusive Committees at the School Level

Description:

As we strive for transparency with our community we will include a diverse group of stakeholders on school level committees as appropriate (i.e. Controversial materials review committees - school and district-wide, Title I Committee, School Improvement Plan Committee, and Family Engagement Committee).

Benchmark Indicator:

Records of committee members and meetings

Person Responsible:

Tracy Nabors

Estimated Completion Date:

6/1/2018

Component	Item Name
School-wide Plan	Quality Learning
	Well-rounded Education

G 3) District-Level: Early Literacy - **School-Level: SES-Literacy/Language Arts**

Description:

District-Level: Foster early literacy through community outreach and education collaboration with local agencies and parents with the implementation of district grants, programs, and initiatives.

School-Level: Foster early literacy through community outreach and education collaboration with local agencies and parents with the implementation of district grants, programs, and initiatives.

Performance Measure:

District-Level: PCSS will increase student, teacher, parent and community participation in programs promoting Early Literacy by 10% annually.

School-Level: SES will increase student, teacher, parent and community participation in programs promoting Early Literacy by 10% annually.

S 3.1) District-Level: Early Literacy - **School-Level: Early Literacy**

Description:

District-Level: Promote effective parental involvement with all stakeholders in the planning, implementing, and evaluating of district improvement activities to promote the importance of literacy, including oral language development, print concept, and reading to all children beginning at birth through individual homes, schools, daycares, pediatricians' offices, Head Start Programs, and media - involving a large circle of all stakeholders.

School-Level: Sycamore works to promote effective parental involvement with all stakeholders in promoting the importance of literacy, including oral language development, print concept, and reading to all children beginning at birth.

AS 3.1.1) "20 Minutes a Day" Reading

Description:

The school believes that students' exposure to "20 minutes a Day" of reading will build background knowledge, language acquisition, and skills necessary to "learn to read". The continuation of the program is critical for the ability of students to "read to learn", thus extending background knowledge, exploration, application and critical understanding leading to the understanding of complex texts at a level necessary for academic success at all levels. "20 minutes a day" of reading is included in the parent compacts at all grade levels.

Benchmark Indicator:

Promote parent involvement and student reading in the local media (e.g., Herald-Citizen, Facebook, PCSS website, and signage) highlighting National Read with a Child Week, Summer Reading Programs, Ready For Kindergarten and the importance of reading. Schools will track student participation through, but not limited to, reading logs, goal setting, library check out, AR, and other sources.

Person Responsible:

Tracy Nabors

Estimated Completion Date:

6/1/2018

Component	Item Name
School-wide Plan	Opportunities for All Students
	Strengthening Academics
	Well-rounded Education
	At-Risk Students

AS 3.1.2) Birth to 5 Initiative

Description:

To improve literacy skills in young learners leading to the achievement of the PCSS district goal of 90% of third grade students reading on grade-level and to promote the advancement of fundamental literacy skills in young learners through second grade. The school/district is offering a Ready for Kindergarten program to parents with children from ages two to five years old prior to and during enrollment into Sycamore Elementary. This three-part program is at no charge to assist parents in reading to their child and instructive play to enable them to prepare their child's success when entering Kindergarten. As part of a Title III Immigrant Grant, Ready for Kindergarten is also being offered to meet specific needs of immigrant families.

Benchmark Indicator:

The PreK educators at all schools are soliciting parent participation through personal teacher communication in the classroom setting. Documentation of parent participation from each school, age group, and different ethnicities are tracked throughout the sessions. The district will continue to reach 100 families throughout the year with RFK.

Person Responsible:

Tracy Nabors

Estimated Completion Date:

6/1/2018

Component	Item Name
School-wide Plan	Opportunities for All Students
	Strengthening Academics
	Quality Learning
	Well-rounded Education
	At-Risk Students

AS 3.1.3) Sycamore Elementary will offer summer reading programs at the building allowing children to have access to books throughout the summer at no charge.

Description:

During the summer, the district partners, along with schools and their staffs, to weekly participate in snack and reading with children and their families while also providing them with a free book to take home.

Benchmark Indicator:

Schools will track weekly student participation and book distribution.

Person Responsible:

Allison Painter

Estimated Completion Date:

6/1/2018

Component	Item Name
School-wide Plan	Opportunities for All Students
	Strengthening Academics
	Well-rounded Education
	At-Risk Students

AS 3.1.4) Sycamore Elementary will partner with local community agencies to distribute free books to children and families.

Description:

Books are donated from various sources such as, The Upper Cumberland Reading Foundation, local churches, public library,

community organizations such as Rotary, etc. and through private donations. Free books are distributed to students and families at local community events (e.g., Back to School Bash, Imagination Station at Fall Fun Fest, Summer Reading Programs, and Parent Involvement activities).

Benchmark Indicator:

Sycamore Elementary will partner with the district to continue to distribute free books for students at local events allocating more than 6,000 books during the year.

Person Responsible:

Allison Painter

Estimated Completion Date:

6/1/2018

Component	Item Name
School-wide Plan	Opportunities for All Students
	Strengthening Academics
	Well-rounded Education
	At-Risk Students

AS 3.1.5 The school will continue to promote community awareness and registration in Dolly Parton's Imagination Library through various community agencies.

Description:

The school continues to promote parent registration to receive free books monthly, both classic and contemporary fiction and non-fiction, during the ages of birth to 5 years old.

Benchmark Indicator:

The school will promote parent registration at various school and district parental involvement activities and district meetings including, but not limited, to Title 1, Family Engagement, PreK Advisory, PEP meetings, and on the PCSS website.

Person Responsible:

Allison Painter

Estimated Completion Date:

6/1/2018

Component	Item Name
School-wide Plan	Opportunities for All Students
	Strengthening Academics
	Well-rounded Education
	At-Risk Students

3.2) District-Level: Professional Learning and Leading - School-Level: Professional Learning and PLCs for Pre-K-3

Description:

District-Level: Provide ongoing, high-quality professional development and PLCs at school site for administrators, teachers and other instructional staff to impact gaps in student achievement, understand student needs and improve student performance. Involve PreK-3 teachers in school level vertical PLCs and provide PL to early grade teachers on the foundations of literacy instruction. District expectations of professional learning are that teachers will collaborate with colleagues to share and disseminate learning. Teachers are also expected to implement learned strategies in classroom instruction and self-reflect on this implementation.

School-Level: Provide ongoing, high-quality professional development and PLCs at school site for administrators, teachers and other instructional staff to impact gaps in student achievement, understand student needs and improve student performance. Involve PreK-3 teachers in school level vertical PLCs and provide PL to early grade teachers on the foundations of literacy instruction. Expectations of professional learning are that teachers will collaborate with colleagues to share and disseminate learning. Teachers are also expected to implement learned strategies in classroom instruction and self-reflect on this implementation.

AS 3.2.1) Provide opportunities for individualized, competency-based, and job-embedded professional learning that is aligned to district goals and focus.

Description:

School administration will review analytics of virtual professional learning resource materials access as well as attendance and evaluation data in the district professional learning platform, My Learning Plan (MLP). School Administration will work to align professional learning opportunities with the district goals and focus, the TEAM evaluation areas of refinement and professionalism, and identified areas of needed improvement in the IPG Core Actions. School administration will observe evidence of dissemination of professional learning with colleagues through re-offerings, PLCs, teacher collaborations, etc.

Benchmark Indicator:

School Administration will guide teachers to participate in professional learning opportunities that will strengthen their areas of refinement and will observe evidence of implementation of learned strategies in classroom instruction during classroom walk-throughs and observations. School Administration and professional learning leaders will observe artifacts of implementation and

participation of self-reflection in the MLP Team Room.

Person Responsible:

Tracy Nabors

Estimated Completion Date:

6/1/2018

Component	Item Name
School-wide Plan	Opportunities for All Students
	Strengthening Academics

AS 3.2.2) SWD Early Literacy, ECO

Description:

Sycamore's special education teachers will receive training in addressing social emotional skills for their PreK students and progress monitoring of these skills. PCS has hosted Early Childhood Outcomes training for all providers (sped teachers, speech therapist, and school psychologist) working with student 3-6 years of age. This was provided by 619 SPED Consultant Dolly Gerregano on Aug. 24. Participant learned how to determine student entrance and exit outcomes as well as red flags. Sped consulting teacher will check quarterly for these red flags within the ECO data utilizing the Easy IEP report. Quarterly consultation between PCS and 619 Sped consultant to identify outliers in the data utilizing the OC Ratings report that will be shared with the LEA. Sycamore's PreK teachers will work within their PLC on social-emotional skill curricula to implement in their classrooms.

Benchmark Indicator:

OC ratings reports, ECO data, checked quarterly, ESI-L, ESI-K, Brigance, Upper Cumberland PASS, UC-Kindergarten Assessment

Person Responsible:

Tracy Nabors

Estimated Completion Date:

6/1/2018

Component	Item Name
School-wide Plan	Opportunities for All Students
	Strengthening Academics
	Quality Learning

Well-rounded Education

At-Risk Students

AS 3.2.3) Educators in grades PreK-3 will be trained on Achieving ELA Standards in the Classroom.

Description:

This professional learning is structured to assist educators with the foundational skills necessary for student success in reading in grades 4-12 and post-secondary.

Benchmark Indicator:

In 2016-2107, teachers will be trained in Achieving ELA Standards in the Classroom with eventually 100% of all PreK-3 educators and administrators trained. Participants will create integrated lesson plans on a topic of their own choice to demonstrate understanding of the literacy block components. Attendance will be tracked in MLP.

Person Responsible:

Tracy Nabors

Estimated Completion Date:

6/1/2018

Component	Item Name
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School-wide Plan	Strengthening Academics
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AS 3.2.4) PLC's-Collaboration of Disciplines

Description:

Use of grade level planning will foster integration of all disciplines across the students' day. Faculty (specials) will use the guides provided by grade level teachers, to help plan their lessons according to material previously covered in classrooms. This will reinforce the skills and standards being taught across the grade level and disciplines.

Benchmark Indicator:

Grade level planning guide updates.

Person Responsible:

Tracy Nabors

Estimated Completion Date:

6/1/2018

Component	Item Name
School-wide Plan	Strengthening Academics

3.3 District-Level: Ready to Learn Initiative (RTL) - School-Level: SES-Ready to Learn Initiative (RTL)

Description:

District-Level: The Ready To Learn Community Collaboratives for Early Learning and Media(CC-ELM) Initiative is a cooperative agreement funded and managed by the U.S. Department of Education's Office of Innovation and Improvement. The CC-ELM Initiative uses multi-platform media and other learning tools - including PBS Kids television programs, interactive games, mobile apps, as well as hands-on activities - to engage and strengthen early learning experiences for children ages 2-8 at home, in preschool, and in other out of school settings.

School-Level: SES-The Ready To Learn Community Collaboratives for Early Learning and Media(CC-ELM) Initiative is a cooperative agreement funded and managed by the U.S. Department of Education's Office of Innovation and Improvement. The CC-ELM Initiative uses multi-platform media and other learning tools - including PBS Kids television programs, interactive games, mobile apps, as well as hands-on activities - to engage and strengthen early learning experiences for children ages 2-8 at home, in preschool, and in other out of school settings.

AS 3.3.1) Collaborate with all partners, including WCTE to continue implementation of the RTL grant

Description:

Teachers will continue to deliver the RTL content to students in the LEAPS after school program and during classroom instruction time.

Benchmark Indicator:

TCAP, Benchmark, and MAP scores will be monitored and evaluated for improvements in RLA and math. We hope to get a 3% increase in both reading and math scores in 2nd through 4th grades. Teachers that utilize the material from this content will evaluate the program and determine its success at our school.

Person Responsible:

Martha Ramsey

Estimated Completion Date:

6/1/2018

Component	Item Name
School-wide Plan	Opportunities for All Students
	Strengthening Academics
	Quality Learning
	Well-rounded Education
	At-Risk Students

AS 3.3.2) Inform Families of available programming via mass media outreach

Description:

In conjunction with WCTE, SES Coordinator will promote the weekly "Get Ready to Learn" radio show to increase awareness of early literacy, birth to five education, Read 20, and the parents role as the child's first teacher. This information will be placed on the school's website to help inform our parents of this literature.

Benchmark Indicator:

SES WEBSITE

Person Responsible:

Kayla Flatt

Estimated Completion Date:

6/1/2018

Component	Item Name
School-wide Plan	Strengthening Academics
	Well-rounded Education

AS 3.3.3) Read to be Ready Coaches

Description:

District Read to be Ready Coaches will lead and support teachers through the following five-part coaching cycle: learn and plan, apply, reflect, refine or extend, and evaluate. In addition, the coaches will lead PLC's, rotation of planning,

Benchmark Indicator:

TEAM Evaluation, Walk-Throughs, Lesson Planning, PLCs

Person Responsible:

Tracy Nabors

Estimated Completion Date:

6/1/2018

Component	Item Name
School-wide Plan	Strengthening Academics

3.4) District-Level: 3-4 Voluntary Pre-K - School-Level: 3-4 Voluntary Pre-K

Description:

District-Level: Voluntary PreK serves families who meet eligibility guidelines including: low socio-economic, military children, children with disabilities and other criteria relating to specific needs.

AS 3.4.1) Sycamore will continue to promote participation in the Voluntary PreK program, ages 3 and 4.

Description:

Sycamore will promote Voluntary PreK through social media, school announcements and newsletters, local agencies, such as pediatrician's offices, health departments, local churches, and local newspapers and television stations.

Benchmark Indicator:

Enrollment numbers, ages 3-4.

Person Responsible:

Cristy Smith

Estimated Completion Date:

6/1/2018

Component	Item Name
School-wide Plan	Opportunities for All Students Strengthening Academics

Quality Learning

Well-rounded Education

At-Risk Students

G 4) District-Level: Meet all four ACT College and Career Readiness Benchmarks - **School-Level: SES will introduce career education opportunities through guided instruction**

Description:

District-Level: Annual increase of 2% of the district students meeting the College and Career Readiness Benchmarks (CCRB) and an annual increase to the ACT Composite by five-tenths of a point.

School-Level: At Sycamore, we will introduce our students to different types of careers choices. This will help them later on to decide what field of study/work they want to join and help to determine what post-secondary choices they will make when older.

Performance Measure:

District-Level: 2016 ACT CCRB is 21% will increase to 23% in 2017 and 25% in 2018. 2016 ACT Composite 20.0 will increase to 20.5 in 2017 and 21 in 2018.

School-Level: SES will introduce career education opportunities through guided instruction.

S 4.1) District-Level: Increase number of students who meet ACT College and Career Readiness benchmarks - **School-Level: Increase number of students who meet ACT College and Career Readiness benchmarks**

Description:

District-Level: Align scientifically based research curriculum, instruction and assessment with the State's challenging academic content standards.

School-Level: At Sycamore, we will introduce our students to different types of careers choices. This will help them later on to decide what field of study/work they want to join. This will help them determine what post-secondary choices they will make when they grow up.

AS 4.1.1) Sycamore will Introduce careers for K-4th grade students

Description:

Academic/career coaches will help students individualize career choices.

Benchmark Indicator:

Academic Career Coach Instruction (4th grade)

Person Responsible:

Allyson Evans

Estimated Completion Date:

6/1/2018

Component	Item Name
School-wide Plan	Opportunities for All Students
	Strengthening Academics
	Quality Learning
	Well-rounded Education
	At-Risk Students

S 4.2) District-Level: Increase student and parent awareness, preparation, and participation in post-secondary opportunities. - **School-Level: Increase student and parent awareness, preparation, and participation of post-secondary opportunities.**

Description:

District-Level: PCSS will provide students and their parents with the information and access to resources to increase successful student participation in Tennessee Scholars and TN Promise.

School-Level: Sycamore Elementary will conduct a number of activities to promote college and career readiness.

AS 4.2.1) Parent/Family Involvement

Description:

Outreach to parents through PEP talks at workplaces, parenting videos shared via social media and YouTube, Vimeo, newspaper print, and school parent engagement events.

Benchmark Indicator:

The number of parents reached through the various training events will increase by 5% measured by event attendance rosters and social media access counts.

Person Responsible:

Jennifer Phillips

Estimated Completion Date:

6/1/2018

Component	Item Name
School-wide Plan	Opportunities for All Students
	Strengthening Academics
	Quality Learning
	Well-rounded Education
	At-Risk Students

AS 4.2.2) College and Career Instruction and Awareness

Description:

Throughout the 2017-2018 school year, Sycamore Elementary does a number of activities to promote college and career readiness. Sycamore's Guidance Counselor does several lessons on careers with the children every year. With the younger grades (K-2), we focus on all the different jobs in our communities and how important it is that everyone have a job and do their job. We also really look at how their gender does not determine the type of job you can have and we look at how being a good student today is connected with their ability to have a job they would like to have in the future. With the older grades (3-4), we review the previous concepts and do an interest inventory with the students to help them identify some jobs that they might enjoy in connection with their interests. We also use an online program where they have to do research to look up the job they think they want, watch a video clip on it, and figure out how much school it will take to get the job as well as how much their yearly salary will be. 4th Grade has district career coaches, guidance that comes to address different career options. TTU sends representatives, including the TTU cheerleading and dance squads and Awesome Eagle to school events to promote our local university. Our 4th grade enrichment class travels to the campus of Nashville State Community College to participate in the Tri-book tournament each year. In addition, 4th graders complete a My Top 3 Colleges project on the google drive where they create a slideshow presentation sharing demographics, pictures, and statistics from their top three favorite colleges.

Benchmark Indicator:

Attendance in Guidance Classes/TEAM Observation, Walk-throughs

Person Responsible:

Allyson Evans/Tracy Nabors

Estimated Completion Date:

6/1/2018

Component	Item Name
School-wide	Opportunities for All Students

Plan

Strengthening Academics

Quality Learning

Well-rounded Education

At-Risk Students

S 4.3) District-Level: The district will foster post-secondary exploration and focus through career exploration programs, partnerships with workforce, and grant opportunities for both educators and students. - **School-Level: The school will foster post-secondary exploration and focus through career exploration programs, partnerships with workforce, and grant opportunities for both educators and students.**

Description:

District-Level: The overall goals are to (1) improve graduation rates, (2) increase attainment level and job readiness of our future workforce by enhancing training, education, skill development, and (3) provide work-based learning opportunities to match the needs of targeted industries and existing industry. Academic Career Coaches will provide the required resource(s) to implement the pathways in elementary school through post-secondary education. By creating awareness and helping students to make connections and see opportunities, they will make class selections more closely aligned to career expectations.

School-Level: SES will share in the district goals by participating in college and career trainings (i.e. Career Choice Opportunities, Community Helpers Participation, and Career Coaches. The overall goals are to (1) improve graduation rates, (2) increase attainment level and job readiness of our future workforce by enhancing training, education, skill development, and (3) provide work-based learning opportunities to match the needs of targeted industries and existing industry. Academic Career Coaches will provide the required resource(s) to implement the pathways in elementary school through post-secondary education. By creating awareness and helping students to make connections and see opportunities, they will make class selections more closely aligned to career expectations.

AS 4.3.1) Increase career awareness in grades K - 6

Description:

Academic Career Coaches (ACCs) will introduce grades 4-6 to career exploration and opportunities using CareerTown and College for TN (<https://www.collegefortn.org/Landing>) website with integration to STEM activities and expectation for high school and post-secondary. Google Classroom has been established for K-6 for educators to use as a tool for college and career readiness focusing on classroom resources and activities to build technical skills needed later in workforce opportunities.

Benchmark Indicator:

The classes will increase career awareness exposure to students in grades K-4th. The ACCs will continue to increase school partnerships in career day, community partner interaction, family engagement workshops, and extended-learning program activities by 10%.

Person Responsible:

Allyson Evans

Estimated Completion Date:

6/1/2018

Component	Item Name
School-wide Plan	Opportunities for All Students
	Strengthening Academics
	Quality Learning
	Well-rounded Education
	At-Risk Students

G 5) District-Level: Meet the needs of the whole child - **School-Level: Meet the needs of the whole child**

Description:

District-Level: Provide a comprehensive approach to health, safety, and well-being of the whole child.

School-Level: Provide a comprehensive approach to health, safety, and well-being of the whole child.

Performance Measure:

District-Level: Decrease health and behavior incidents by 0.3%, decrease suspensions (in/out) by 0.2%, and decrease expulsions by 0.3%; increase attendance by 0.2%; monitored each semester; decrease chronic absenteeism by 2%.

School-Level: Decrease health and behavior incidents by 0.3%, decrease suspensions (in/out) by 0.2%, and decrease expulsions by 0.3%; increase attendance by 0.2%; monitored each semester; decrease chronic absenteeism by 2%.

S 5.1) District-Level: Whole School Culture - **School-Level: Whole School Culture**

Description:

District-Level: Support a whole-school culture to achieve social and academic gains while minimizing problem behavior for all students.

School-Level: SES supports a whole-school culture to achieve social and academic gains while minimizing problem behavior for all students.

AS 5.1.1) Safe Learning Environment

Description:

Ensure a safe learning environment for all students and staff by implementing school safety plans and routines coordinated with local emergency management agencies.

Benchmark Indicator:

Participation in safety drills, SERT Team trainings, school safety plan reviews, safety inspections

Person Responsible:

Tracy Nabors

Estimated Completion Date:

6/1/2018

Component	Item Name
School-wide Plan	Opportunities for All Students
	Well-rounded Education
	At-Risk Students

AS 5.1.2) Adult advocacy for every child

Description:

Promote adult advocacy for every child through the school mentoring program.

Benchmark Indicator:

Evidence that student needs are being met, Family Engagement Survey results, mentoring program participation, grief support program participation

Person Responsible:

Allyson Evans

Estimated Completion Date:

6/1/2018

Component	Item Name
School-wide Plan	Opportunities for All Students
	Strengthening Academics

Quality Learning

Well-rounded Education

At-Risk Students

AS 5.1.3) Enhance lifetime wellness and support academic achievement

Description:

Provide health screenings to enhance lifetime wellness and support academic achievement.

Benchmark Indicator:

Vision, hearing, BMI, Blood pressure screenings, flu shot clinics,

Person Responsible:

Marcy Peek/Tracy Nabors

Estimated Completion Date:

6/1/2018

Component

Item Name

School-wide Plan

Opportunities for All Students

Well-rounded Education

At-Risk Students

AS 5.1.4) Social and Academic Interventions

Description:

Provide social and academic interventions including but not limited to behavioral, social, and grief support.

Benchmark Indicator:

PowerSchool documentation (academics, attendance and behavior) and teacher, staff, administration and interventionists documentation.

Person Responsible:

Allyson Evans

Estimated Completion Date:

6/1/2018

Component	Item Name
School-wide Plan	Opportunities for All Students
	Strengthening Academics
	Quality Learning
	Well-rounded Education
	At-Risk Students

AS 5.1.5) Student Recognition

Description:

Provide opportunities for student recognition for achievement, behavior, citizenship and other contributions to improve school culture and creating a positive school climate.

Benchmark Indicator:

PowerSchool records (academics, attendance and behavior); Teacher, Staff, Administration Notations

Person Responsible:

Deborah Robbins

Estimated Completion Date:

6/1/2018

Component	Item Name
School-wide Plan	Well-rounded Education

AS 5.1.6) Strengthen Community and Family Involvement

Description:

Create opportunities for parents to participate in computer based trainings to help them work with their children at home. Continue to strengthen and increase our community and family involvement through PEP Talks, Ready for Kindergarten, Highlands Workforce Development, and school level Family Engagement events.

Benchmark Indicator:

Participation records for PEP Talks, Ready For Kindergarten, Highlands Workforce Development, and Family Engagement events.

Person Responsible:

Jennifer Phillips

Estimated Completion Date:

6/1/2018

Component	Item Name
School-wide Plan	Opportunities for All Students
	Strengthening Academics
	Quality Learning
	Well-rounded Education
	At-Risk Students

AS 5.1.7) Transitioning of Students

Description:

A preschool/kindergarten parent presentation is conducted each year for school success. Students visit encore classes and participate in school assemblies and programs. Students make the transition easily to the kindergarten program. Students are given academics to work with over the summer before they attend K. Parents are encouraged to work with their young children prior to coming to kindergarten. Our 4th grade students are allowed to visit the middle school that they will attend in 5th grade, and school orientation nights are made available for parents.

Benchmark Indicator:

school trips, parent sign-ins,

Person Responsible:

Allyson Evans

Estimated Completion Date:

6/1/2018

Component	Item Name
School-wide Plan	Opportunities for All Students
	Well-rounded Education

At-Risk Students

AS 5.1.8) PD and PLCs

Description:

Sycamore Elementary School will implement targeted professional learning for the school counselor and PLCs for teachers.

Benchmark Indicator:

Professional Learning and Leading for faculty-The school counselor will attend the ASKA training for school counselors.

Person Responsible:

Allyson Evans

Estimated Completion Date:

6/1/2018