

Cedar Grove Elementary Annual Plan (2018 - 2019)

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CGE will increase ELA achievement to meet the double AMO targets and maintain level 5 value-added scores to ensure all students are prepared for the next grade level expectations.
 This goal will continue to focus on moving all students and all subgroups towards reading on grade-level and being prepared for the challenging standards they will encounter in the next grade or content area. In K-5, the goal is to increase ELA achievement in all students subgroup, specifically in 4th and 5th grade. Another focus will be placed on early literacy before 3rd grade with a goal of increasing 3rd grade ELA proficiency to move towards 75% on track or mastered by 2025.

Strategy	Action Step	Benchmark Indicator	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>Staff and Personnel Cedar Grove will provide staff who will provide instructional support, help students access resources, and met students individual academic needs to enhance ELA achievement and growth.</p>	<p>Provide interventionists and educational assistants Provide instructional interventionists to provide Tier 2 and Tier 3 interventions. Provide educational assistants to support Tier 1 instruction and lower student-teacher ratios.</p>	<p>EasyCBM and iReady growth, Title 1 budget, HR records, coaches' logs, and intervention schedules.</p>	<p>Paige Jorge and Larissa Westerfield</p>	<p>01/25/2019</p>		
	<p>Maintain three Pre-K classrooms Cedar Grove will continue to provide three Pre-K classrooms to meet the needs of at-risk students (SWD, ESL, & ED)</p>	<p>Attendance records and teacher evaluations</p>	<p>Paige Jorge and Larissa Westerfield</p>	<p>01/25/2019</p>		
<p>Instructional Materials and Resources Cedar Grove will provide instructional materials and resources to assist teachers, parents, and students in reaching ELA achievement and growth goals.</p>	<p>Programs and educational resources to support the differentiated instructional needs of all students Provide various software programs, such as Brainpop, TumbleBooks, Learn 360, Learning A-Z, Ready Reading books, iReady Reading, Guided Reading materials, etc., and other intervention materials, such as 95% group reading</p>	<p>Program data reports, inventory, EasyCBM data, TNReady data, iReady Reading data</p>	<p>Regina Williamson</p>	<p>06/01/2019</p>		

	interventions, etc. Provide educational materials, such as reading materials for teacher use.					
	<p>Provide additional educational opportunities through extended day. Cedar Grove will use an educational assistant to help run a help lab before school for students.</p>	Progress monitoring data, extended school-day and school-year contracts	Regina Williamson	06/07/2019		
	<p>Equipment to support the differentiated instructional needs of all students Provide various types of equipment, such as document cameras, interactive projectors, iPads, laptops, etc. to increase learning opportunities for all students.</p>	Teacher observations/evaluations and usage reports	Kim Raybon, Regina Williamson, and Tammy Lancaster	11/30/2018		
	<p>Student engagement activities/materials/resources to enhance literacy instruction Coordinate/provide various resources, activities, and materials, such as presentations provided by authors, scientists, community partners, etc.</p>	Inventory, teacher surveys, EasyCBM data, TNReady data, iReady Reading data	Kim Raybon, Regina Williamson, and Tammy Lancaster	05/24/2019		
<p>Professional Development Cedar Grove will provide on-going targeted professional development specifically designed to help ensure teachers and leaders are prepared to help students in reaching ELA achievement and growth goals.</p>	<p>Provide professional development on research-based ELA strategies and programs Teachers, RTI coaches, and interventionists are trained on research-based multi-sensory strategies in teaching ELA, such as iReady Reading,</p>	Record of PD trainings, evaluation surveys, TNReady data, iReady reading data, EasyCBM data	Paige Jorge and Kim Raybon	05/31/2019		

	Orton-Gillingham, 95% groups, Guided Reading, etc.					
	<p>Training on providing more rigorous instruction to address the needs of high-achieving students in the classroom</p> <p>CGE will provide training for school staff and provide instruction to higher achieving students during Tier I and during school-wide intervention times.</p>	Completed coursework, record of PD sessions, and intervention schedule	Joanne O’Kain	05/31/2019		
<p>Parent Engagement</p> <p>Cedar Grove will provide on-going outreach to families and parents to keep them informed of their child’s academic progress and active in their children’s education</p>	<p>Parent engagement activities</p> <p>The CLUE department offers activities, such as parent academies, family reading nights, family STEM nights, etc. throughout the year.</p>	Sign-in sheets, fall and spring parent surveys	Kim Raybon and Tammy Lancaster	04/01/2019		
	<p>Parent communication</p> <p>We also provide agenda books for each student to keep parents informed and to encourage daily communication between teachers and parents.</p>	Sign-in sheets, fall and spring parent surveys	Kim Raybon and Tammy Lancaster	04/01/2019		
	<p>Transition Breakfast/Parent Training</p> <p>In order to help parents with the transition between Pre-K and kindergarten, we offer a transition breakfast/parent training in which we discuss and train on academic and social expectations.</p>	Sign-in sheets, fall and spring parent surveys	Kim Raybon and Tammy Lancaster	08/31/2018		

CGE will increase math achievement to meet the double AMO targets and achieve level 5 value-added scores to ensure all students are prepared for the next grade level expectations.

This goal will continue to focus on moving all students and all subgroups towards on grade-level math performance and being prepared for the challenging standards they will

encounter in the next grade or content area. In grades 3-5 Math, increase the All Students category with a specific focus placed on 4th grade math growth by increasing growth from a level 1 growth measure (-3.60) to a level 3 growth measure.

Strategy	Action Step	Benchmark Indicator	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>Staff and Personnel Cedar Grove will provide staff who will work to help students access resources needed to enhance math achievement and growth.</p>	<p>Provide interventionists and educational assistants Provide instructional interventionists to provide Tier 2 and Tier 3 interventions. Provide educational assistants to support Tier 1 instruction and lower student-teacher ratios.</p>	<p>Title I budget, HR records, coaches' logs, and intervention schedules</p>	<p>Paige Jorge and Larissa Westerfield</p>	<p>01/25/2019</p>		
<p>Instructional Materials and Resources Cedar Grove will provide instructional materials and resources to assist teachers, parents, and students in reaching student math achievement goals and student growth goals.</p>	<p>Programs and educational materials to support the differentiated instructional needs of all students Provide various software programs and other intervention materials, such as Do the Math, Brainpop, Singapore Math, etc. Provide educational materials, such as math materials for teacher use.</p>	<p>program data reports, inventory, TNReady data, iReady math data</p>	<p>Regina Williamson</p>	<p>05/31/2019</p>		
	<p>Equipment to support the differentiated instructional needs of all students Provide various types of equipment, such as document cameras, interactive projectors, iPads, laptops, etc. to increase learning opportunities for all students.</p>	<p>teacher observations and usage reports</p>	<p>Kim Raybon, Regina Williamson, and Tammy Lancaster</p>	<p>11/30/2018</p>		
	<p>Student engagement activities/materials/resources to enhance math instruction Coordinate/provide various</p>	<p>inventory, teacher surveys, iReady math growth data</p>	<p>Kim Raybon, Regina Williamson,</p>	<p>05/24/2019</p>		

	resources, activities, and materials, such as presentations provided by authors, scientists, nutritionists, community partners, etc.		and Tammy Lancaster			
Professional Development Cedar Grove will provide on-going specific professional development specifically designed to help ensure teachers and leaders are prepared to help students in reaching math achievement and growth goals.	Provide professional development on research-based strategies and programs Teachers, RTI coaches, and interventionists will be trained on research-based multi-sensory strategies in teaching math, such as Singapore Math, Number Talks, etc.	Record of PD trainings, evaluation surveys, and performance data	Paige Jorge and Kim Raybon	02/01/2019		
Parent Engagement Cedar Grove will provide on-going outreach to families and parents to keep them informed of their child's academic progress and active in their child's education.	Parent engagement activities The CLUE department offers activities, such as parent academies, family reading nights, family STEM nights, etc. throughout the year.	sign-in sheets, fall and spring parent surveys	Kim Raybon and Tammy Lancaster	03/29/2019		

CGE will recruit, retain, and train effective teachers and building instructional leaders to support our growing and diverse student population.

This goal will continue to focus on ensuring we have effective teachers in every classroom. This includes a focus on recruiting high-performing teachers, while providing leadership opportunities, trainings, and incentives to retain our highly-effective educators to maintain over 90% of our teachers scoring a level 4 or 5 with the TEAM evaluation system. Due to the growth of our school (nearly 10% growth in student population during the 17-18 school year), we will also focus on recruiting, retaining, and training our building instructional leaders to serve the many teachers at CGE.

Strategy	Action Step	Benchmark Indicator	Person Responsible	Estimated Completion Date	Funding Source	Notes
Recruitment CGE will implement recruitment strategies to promote employment of high quality teachers at CGE.	Recruitment and Retention Administrators participate in district and off-site recruitment activities and events, events such as the RCS recruitment fair, partnership with MTSU and other local university residency	Percentage of highly qualified teachers hired from each recruitment activity and number of hard to staff early hires made. Percentage of these teachers hired obtaining level 4 or 5 effectiveness levels.	Paige Jorge and Larissa Westerfield	08/30/2019		

	teachers, etc. to seek applicants who possess characteristics and qualities of highly effective teachers focused on increasing student achievement.					
<p>Professional Development for Teachers and Building Leaders</p> <p>CGE will provide high-quality professional development designed to equip teachers and building leaders in educating at-risk students and our growing diverse population.</p>	<p>Professional Development</p> <p>In addition to the ASSIST program to support and initiate new teachers, there are a multitude of train-the-trainer opportunities for academic coaches and various other professional development opportunities aligned to the TEAM rubric. School administrators and academic coaches make efforts to inform teachers of (and encourage their participation in) relevant PD opportunities, such as Get Your Teach On and Ron Clark Academy, etc.</p>	Percentage of teachers obtaining effectiveness level 3 or above on the TEAM evaluation rubric; total hours of professional development attended by teachers.	Paige Jorge and Larissa Westerfield	05/24/2019		
	<p>Mentoring/Induction Program</p> <p>Teachers new to Cedar Grove are assigned a mentor within their grade level to support and assist them with setting up classroom policies and procedures, lesson planning, management, instructional strategies and resources, and a variety of other areas of need.</p>	Percentage of new teachers obtaining effectiveness level 3 or above.	Kim Raybon, Regina Williamson, and Tammy Lancaster	05/24/2019		
	<p>Leadership within the school</p> <p>Team leaders in every grade level must commit to a 2-year term and attend leadership conferences. Team leaders attend a leadership summit at the</p>	Survey results specifically targeting the topic of leadership capacity in the building; notes/evaluations from leadership summit	Paige Jorge and Larissa Westerfield	05/15/2019		

	<p>end of the school year to reflect on the current year and plan for the following year. Team leaders meet monthly to discuss issues pertinent at our school.</p> <p>Leadership teams, comprised of those who are not team leaders (representatives from every grade/department) also meet throughout the year. The teams also conduct book studies throughout the year.</p>					
	<p>Differentiated Instruction focused on growth for all students</p> <p>Provide intensive trainings on differentiated instruction throughout the year. Provide training to address the needs of homeless (ATLAS) and migrant students as well as poverty training.</p>	<p>Student growth as measured by an increase of 3% of students in the 90%ile and above and a decrease of 4% of students below the 25%ile on the universal screener given in December and May for both ELA and math.</p>	<p>Kim Raybon, Regina Williamson, and Tammy Lancaster</p>	<p>01/07/2019</p>		
	<p>School-Level Technology Coach, Instructional Coaches, and Academic Interventionists</p> <p>Coaches will provide instruction and support for teachers to differentiate instruction in their classrooms to address academic needs of all learners in Tier 1. Interventionists will provide targeted interventions for Tier 2 and Tier 3 students.</p>	<p>Coaches' logs/calendars, interventionists' schedules and logs, and technology coach's logs/calendar</p>	<p>Paige Jorge and Larissa Westerfield</p>	<p>02/01/2019</p>		
	<p>Models Schools Conference</p> <p>Professional development attended by principal, assistant principal, RTI coaches, and classroom teachers to enhance</p>	<p>Attendance sheets, evaluation surveys, and performance data</p>	<p>Kim Raybon, Regina Williamson, and Tammy Lancaster</p>	<p>06/30/2019</p>		

	teachers' impact on all students by using research-based strategies that have the most influence on student learning.					
	<p>Mentoring/Induction Program We have three RTI coaches, who take active roles in supporting our new teachers through informal observations, model lessons, co-teaching, and monthly new teacher meetings. New teachers also take part in "CGE 101," which is an orientation during the summer that specifically addresses the needs of our school and our students.</p>	Percentage of new teachers obtaining effectiveness level 3 or above	Kim Raybon, Regina Williamson, Tammy Lancaster	05/24/2019		
	<p>Differentiated instruction focused on growth for all students Provide training for academic interventionists, educational assistants, and instructional coaches.</p>	Student growth as measured by an increase of 3% of students in the 90%ile and above and a decrease of 4% of students below the 25%ile on the universal screener given in December and May for both ELA and math	Kim Raybon, Regina Williamson, and Tammy Lancaster	05/17/2019		
	<p>Provide instructional coaches Provide instructional coaches to focus on Tier 1 instruction and support instruction for Tier 2 and Tier 3 students.</p>	Title 1 budget, HR records, coaches' logs, and intervention schedules	Paige Jorge and Larissa Westerfield	05/03/2019		
<p>Digital Learning and Teaching Provide resources and equipment that allow teachers to review their teaching practices and the practices of other teachers to improve use of best practices that meet the needs of all learners.</p>	<p>Provide resources/equipment for teacher use in order to evaluate and improve instructional practices Provide resources and equipment that allow teachers to review their teaching practices and the practices of other</p>	Inventory, teacher evaluations, instructional coach observations	Kim Raybon, Regina Williamson, and Tammy Lancaster	05/17/2019		

	teachers to improve use of best practices that meet the needs of all learner.					
	Differentiated instruction focused on growth for all students Provide access to online professional development.	Student growth as measured by an increase of 3% for students in the 90%ile and above and a decrease of 4% of students below the 25%ile on the universal screener given in December and May for both ELA and math	Kim Raybon, Regina Williamson, and Tammy Lancaster	05/17/2019		

CGE will implement strategies to ensure all students receive a well-rounded education and have the opportunity to learn.

This goal will continue to emphasize increasing all students' opportunity to learn on a daily basis. The focus of this goal will include decreasing chronic absenteeism rates from 7.7% (in 17-18) to 7.0% and promoting positive behavior and health supports to keep students in the classroom and ready to learn. In addition, the goal includes looking at how we are utilizing supplementary services and enrichment programs to promote a well-rounded education.

Strategy	Action Step	Benchmark Indicator	Person Responsible	Estimated Completion Date	Funding Source	Notes
Providing Resources to Students and Families Students and families will be provided with resources to enhance student attendance, positive behavior, and healthy lifestyles to enhance academic achievement and remove barriers.	Parent engagement activities to address safe and healthy students Host parent workshops and provide parent newsletters that will promote attendance, positive behavior, and healthy lifestyle choices	sign-in sheets, fall and spring parent surveys, absentee rates	Kim Raybon and Paige Jorge	04/05/2019		
	Bilingual staff members available for translation Cedar Grove employs six bilingual faculty/staff members to meet the needs of our families with diverse language backgrounds.	Parent-teacher conference sign-in sheets, translated documents sent home to parents	Paige Jorge and Larissa Westerfield	05/17/2019		
	Parent engagement/communication CGE provides agenda books for	fall and spring parent surveys	Tammy Lancaster and	05/24/2019		

	each student to keep parents informed and to encourage daily communication between teachers and parents.		Regina Williamson			
	Parent engagement/communication CGE has adopted school-wide Class Dojo for every educator in the school to keep parents informed of student behaviors (positive and negative) and to encourage daily communication between teachers and parents.	Class Dojo behavior tracking and messaging	Holly Harwood	06/07/2019		
Professional Development Cedar Grove will provide on-going specific professional development specifically designed to help ensure teachers and leaders are equipped in working with behavior, attendance, motivational, physical and mental health, issues that may be preventing academic success.	Professional development and mentoring Provide training on preventive measures for behavioral issues, such as Class Dojo training, RTIb parent trainings, Restorative Practices trainings, etc.	Record of PD trainings, evaluation surveys, and performance data	Paige Jorge and Larissa Westerfield	12/21/2018		
Physically Healthy and Safe Students CGE will provide resources and materials to families to support healthy and safe students and help reduce barriers that will stand in the way of student achievement.	Parent engagement activities to address safe and healthy students Host parent workshops and provide parent information through newsletters, absenteeism letters and parent conferences, attendance committee, etc.	sign-in sheets, fall and spring parent surveys, absentee rates	Kim Raybon and Paige Jorge	04/05/2019		
Increasing Attendance and Opportunity to Learn for students CGE will provide resources, trainings, and information	Continue implementation of RTIb interventions and strategies Provide training and development for all teachers in	office referrals, positive contacts, home visits, letters to parents, parent engagement activities, out-of-school suspensions, in-school suspensions	Paige Jorge and Larissa Westerfield	06/14/2019		

<p>designed to support families as they work to increase student attendance.</p>	<p>grades PK-5 in behavioral intervention strategies as part of our on-going partnership with Vanderbilt</p>					
	<p>Implement strategies to decrease chronic absenteeism Cedar Grove will provide resources and training to teachers and parents in order to track and decrease absentee rates.</p>	<p>Attendance reports, record of positive contacts to parents, record of home visits and letters to parents, sign-in logs at parent engagement activities</p>	<p>Paige Jorge and Larissa Westerfield</p>	<p>05/03/2019</p>		
	<p>School Truancy Plan As part of our truancy plan to have students in classrooms during instructional time and decrease chronic absenteeism rates, CGE will partner with parents through letters, conferences, home visits, and our district truancy officer to help parents of students, who have more than five unexcused absences and overall absences of 10% or more of the school year.</p>	<p>Attendance reports</p>	<p>Paige Jorge and Larissa Westerfield</p>	<p>05/29/2019</p>		