

Promise Academy Annual Plan (2023 - 2024)

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<p>[G 1] Reading/Language Arts Promise Academy Hollywood will increase ELA meeting or exceeding expectations proficiency rates in all grades from 11.9% to 18% in 2024 on the 2024 Reading TCAP Assessment.</p> <p>Performance Measure Performance will be measured using the following tools:</p> <p>TNReady Assessment: 18% of students will be on track or mastery on the 2024 TCAP Assessment in ELA.</p> <p>Formative Assessment using Mastery Connect: Students will score 70% accuracy to determine proficiency.</p> <p>iReady Assessment Benchmark Assessment: 60% of students will meet their typical growth target on the Spring 2024 Reading I-Ready Assessment.</p>					
Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 1.1] Standard Aligned Core Instruction Provide daily access to a rigorous reading/language arts curriculum that will develop students' deep understanding of the content, strengthen comprehension, and promote mastery of TN Standards to ensure students are career and college ready.</p> <p>Benchmark Indicator **Benchmark Indicator**</p> <p>Students should perform at or above the 70% on the Promise Network's Formative Assessments (Oct. 23, Jan. 24, and Mar. 24) which align with core instructional standards for the specific quarter.</p> <p>Daily classroom observations using the Promise Academy Network Classroom Walkthrough Protocol and will provide the network with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of</p>	<p>[A 1.1.1] Implement Formative Assessments: Mastery Connect and i Ready Formative Assessments will be administered 3 times a year (Fall, Winter, & Spring). The assessment data will be used to determine areas of strength and areas of growth for instructional purposes.</p>	<p>Kimbra McBride, Jeffrey Monroe, Lacey Smith</p>	<p>03/08/2024</p>	<p>Title One</p>	

<p>standard aligned instruction.</p> <p>Network Walkthrough data will be monitored through the network's PD management system (Whetstone) for 80% standard aligned core instructional implementation with fidelity at 2 per teacher per semester.</p>					
	<p>[A 1.1.2] Implement Professional Learning Communities Professional Development bi-weekly</p> <p>Teachers will receive bi weekly content/curriculum professional development. During this time teachers are internalizing lessons, standards, planning lessons, and practice lessons while receiving immediate feedback from peers and instructional leaders.</p>	<p>Kimbra McBride, Jeffrey Monroe, Lacey Smith</p>	<p>04/12/2024</p>		
	<p>[A 1.1.3] Provide Mastery Content Leader: ELA Coaching Support</p> <p>A mastery content leader supports the 3rd-5th grade ELA teachers by modeling, co-teaching, and co-planning exemplary lessons on a daily basis.</p> <p>The MCL observes all 3-5 ELA teachers daily and give real time feedback.</p>	<p>Kimbra McBride, Jeffrey Monroe, Lacey Smith, Deidre White</p>	<p>04/12/2024</p>	<p>Title One</p>	
<p>[S 1.2] Professional Development</p> <p>Provide professional development for teachers, administrators, instructional leaders and district advisors on how to articulate the instructional practice shifts that will improve teachers' pedagogy of the content, master of standard look fors, students' skill set, and students' proficient reading level of grade supported texts.</p> <p>Benchmark Indicator</p> <p>Daily classroom observations using the Promise Academy Network Classroom Walkthrough Protocol and Debriefing Document will provide the network with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction</p>	<p>[A 1.2.1] Professional Learning Communities (PLCs)</p> <p>Teachers receive bi-weekly professional development. During this time teachers are internalizing, planning, and practicing upcoming lessons.</p>	<p>Kimbra McBride, Jeffrey Monroe, Lacey Smith</p>	<p>04/12/2024</p>	<p>ESSR 3</p>	

<p>in order to plan professional development support.</p> <p>Promise Hollywood Walkthrough data will be monitored through the network's PD management system (Whetstone) and Microsoft Forms for 80% standard aligned core instructional implementation with fidelity at 2 per teacher per semester in order to provide individualized professional learning support.</p> <p>Instructional Leadership Team (ILT) meetings are conducted twice each month at 85% attendance to ensure network and school leaders are gaining and sharing knowledge of content, obtaining content support and resources through collaboration, and effectively communicating new information with school-level educators.</p> <p>Quarterly district-level PD sessions for volunteers and parents to learn effective strategies to help students reach the network's ELA goal.</p> <p>New teacher professional learning supports are offered at various times throughout each semester for new hires. Mentor rosters are submitted at the beginning of each semester to ensure collegial support is assigned to each new hire.</p>					
	<p>[A 1.2.2] Provide Targeted Professional Development Monthly professional development modules from Lavinia where teachers receive 1/2 day of literacy professional development that focuses on content, Close reading, and the 5 components of reading.</p>	<p>Kimbra McBride</p>	<p>02/29/2024</p>	<p>Philanthropy</p>	
	<p>[A 1.2.3] Implement Curriculum & Data Nights Curriculum Nights will be held quarterly to inform parents of the ELA academic expectations for the quarter. During the sessions, the instructional leaders will provide examples of assessed standards for the quarter as well home connections for parents to help their child.</p>	<p>Jeffrey Monroe and Lacey Smith</p>	<p>03/28/2024</p>	<p>Title One</p>	

	Data nights are held at the end of each quarter. Parents are required to attend the sessions to pick up report cards and have conferences with teachers about their child's progress.				
<p>[S 1.3] Targeted Intervention and Personalized Learning Provide academic interventions, personalized learning activities, an individualized learning pace, and various instructional approaches designed to meet the needs of specific learners to improve student achievement.</p> <p>Benchmark Indicator Students should perform at or above 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter.</p> <p>Monthly progress monitoring data review of students' performance in targeted intervention (i-Ready) to determine next steps of intervention support in an effort to get them to grade level.</p> <p>Weekly review of grade reports for students enrolled in summer learning opportunities to monitor and adjust the effectiveness of the learning opportunity and the impact on student learning and content delivery.</p>	<p>[A 1.3.1] Provide Tier 2 Intervention Students performing in the 1st and 2nd quartiles on the Universal Screener and below the 25th percentile on the reading benchmark assessment will receive Tier 2 Intervention from trained reading interventionists and teacher assistants using All Memphis (phonics) and Leveled Literacy Intervention (LLI) (comprehension). The reading interventionists will have weekly data and planning meetings with the network's Chief of Special Population to discuss student progress.</p>	Toremika Brown and Interventionists	05/17/2024	ESSR 3	
	<p>[A 1.3.2] Provide Tier 3 Intervention Students performing below the 15th percentile on the Universal Screener and the RTI benchmark assessment will receive daily Tier 3 intervention using Wilson's Phonics. The students will receive 45 minutes of targeted intervention that addresses reading deficiencies. The interventionists will have weekly data and planning meetings with the Chief of Special Populations to discuss student's progress.</p>	Toremika Brown, Interventionists	05/17/2024	ESSR 3	
	<p>[A 1.3.3] Provide Teacher Assistants Teacher Assistants will provide daily small group instruction for Tier 2 students using the benchmark</p>	Jeffrey Monroe Lacey Smith	05/23/2024	ESSR 3	

	<p>data to group students and provide academic instruction using independent-level reading skills and intervening in the lowest deficit areas.</p>				
<p>[S 1.4] Effective Teachers Promise Academy will provide students with access to highly qualified teachers who are supported through job embedded professional development, observation and feedback, support with planning lessons, and support of academic growth for all students including SWD and ELS.</p> <p>Benchmark Indicator</p> <ol style="list-style-type: none"> 1. Promise Academy will provide teachers with professional development based on an evaluation (survey, classroom observations, and prior year TNReady and WIDA results) of their effectiveness in serving all students subgroups, including ELs and SWDs, at the beginning of the school year (e.g. WIDA training) 2. Promise Academy will evaluate professional development for effectiveness each quarter based on teacher surveys, classroom observations, EL and SWD student progress on meeting IEP and ILP goals, and formative assessment data. All schools will evaluate professional development for effectiveness through summative data (e.g. TNReady, ELP, and teacher evaluation scores, etc.) at the end of SY2023-24. 3. School leadership will observe and formatively assess all teachers on their classroom instruction, including their ability to effectively serve ELs and SWDs, at least semi-annually, including at the end of SY2023-24. 4. School leadership will provide classroom coaching specifically to teachers observed as not meeting expectations, and evaluate the effectiveness of their coaching in improving instruction at least quarterly, including at the end of SY2023-24. 5. Teacher effectiveness in serving all student subgroups, including SWDs and ELs, will be evaluated by the number and percent of teachers 	<p>[A 1.4.1] Develop and implement professional development opportunities with a specific focus on supporting students with disabilities and English learners</p> <ol style="list-style-type: none"> 1. The Chief of Special Populations will review school PD schedules to ensure all schools implement PD focused on meeting the needs of all students, including students with disabilities and English learners. 2. School principals will: <ol style="list-style-type: none"> 1. Create a PD plan for their teaching staff, including a Summer PD schedule, coaching/observation schedule, and other PD opportunities as needed. 2. Ensure that all teachers will be provided with PD that enables them to meet the needs of all students, including implementing the WIDA Standards to support English learners and supporting students with disabilities 	<p>Toremika Brown</p>	<p>05/10/2024</p>	<p>TISA</p>	

rated as effective or above on their annual teacher evaluations for SY2023-24.					
	<p>[A 1.4.2] Provide Professional Development</p> <p>1. School principals will ensure that all teachers are provided with PD to enable them to meet the needs of SWDs, including implementing accommodations, modifications, and supports with fidelity.</p> <p>2. School principals will evaluate the effectiveness of the PD through teacher observations and evaluations.</p> <p>3. School principals will ensure that all teachers are provided with PD to enable them to meet the needs of ELs.</p>	Jeffrey Monroe, Lacey Smith, Heather Wallace, Toremika Brown	05/10/2024	TISA	
	<p>[A 1.4.3] Implement interventions to support Students with Disabilities</p> <p>1. SPED teachers will provide SWDs with specific interventions which support the accomplishment of the goals in their IEPs.</p> <p>2. School leadership and SPED teachers will meet at least quarterly to review progress of SWDs using formative data and evaluate effectiveness of specific interventions and classroom accommodations.</p>	Jeffrey Monroe, Lacey Smith, Toremika Brown	05/10/2024	TISA	
	<p>[A 1.4.4] Provide Targeted Interventions: English Learners</p> <p>Provide academic and English language instruction, interventions, and other focused supplemental supports to improve English language proficiency and academic achievement and close identified gaps for English learners.</p>	Heather Wallace, Toremika Brown	05/10/2024	TISA	

[G 2] Mathematics
 Promise Academy will meet and/or exceed proficiency rates in math from 20.9% to 27% on the 2024 Spring Math TCAP Assessment.

Performance Measure
 Performance will be measured using the following tools:

TNReady Assessment: 27% of students will be on track or mastery on the Spring 2024 TCAP Assessment in Math.

District Formative Assessment using Mastery Connect: 70% accuracy on the formative assessment indicates proficiency.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 2.1] Standard Aligned Core Instruction Teachers will plan and execute standard aligned lessons with intentionality and focus (data-informed instruction) to provide daily access to a rigorous math curriculum that will develop students' engagement in important content, build on prior knowledge (pre-requisite skills), and promote mastery of TN Standards to ensure students are career and college ready.</p> <p>Benchmark Indicator Students should perform at or above the 70% on the Promise Network's Formative Assessments (Oct. 23, Jan. 24, and Mar. 24) which align with core instructional standards for the specific quarter.</p> <p>Daily classroom observations using the Promise Academy Network Classroom Walkthrough Protocol and will provide the network with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction.</p> <p>Network Walkthrough data will be monitored through the network's PD management system (Whetstone) for 80% standard aligned core instructional implementation with fidelity at 2 per teacher per semester.</p> <p>School Administrators will observe and formatively assess all math teachers on their classroom instruction, including their ability to effectively serve ELs and SWDs monthly.</p>	<p>[A 2.1.1] Provide Professional Development Administrators will provide math teachers with content-specific PD focused on effective math instruction monthly during PLCs.</p> <p>The Chief of Special Populations will provide professional development to general education teachers on providing differentiated instruction for students with disabilities and EL students</p>	Jeffrey Monroe, Lacey Smith, Kimbra McBride, Toremika Brown	05/10/2024	ESSR 3	
	<p>[A 2.1.2] Evaluate and support effective math instruction 1. The school administrators will observe math</p>	Jeffrey Monroe, Lacey Smith	05/10/2024	ESSR 3	

	<p>teachers for effective math instructional strategies weekly.</p> <p>2. The school administrators will ensure that math teachers who are not implementing effective math instructional strategies will be provided with individual coaching opportunities.</p> <p>3. Weekly observations of math instruction will be entered into the Promise network observation platform (Whetstone).</p>				
	<p>[A 2.1.3] Provide Mastery Content Leader: Math Coaching Support</p> <p>A mastery content leader supports the 3rd-5th grade Math teachers by modeling, co-teaching, and co-planning exemplary lessons daily.</p> <p>The MCL observes all 3rd-5th Math teachers daily and gives real time feedback.</p>	<p>Kimbra McBride, Jeffrey Monroe, Lacey Smith, Brandy Colvin</p>	05/24/2024	Title One	
<p>[S 2.2] Targeted Interventions</p> <p>Promise will implement a Response to Intervention (RTI2) plan to provide skills-based and standards based academic interventions and other focused supplemental supports to improve achievement and close identified gaps in mathematics.</p> <p>Benchmark Indicator</p> <p>1. Promise will implement a RTI2 model consisting of using AIMSWeb as the universal screener, skills-based and standard-based interventions, monthly math progress monitoring for students receiving Tier 2 and Tier 3 interventions, fidelity checks, and create a RTI2 team to monitor student growth and adjust interventions as needed.</p> <p>2. Promise will review formative data (I-ready, Mastery Connect) at least quarterly. The data will be disaggregated by subgroup to identify and address gaps.</p> <p>3. Promise will review summative data from the 2023 Math TCAP in September and identify</p>	<p>[A 2.2.1] Implement RTI2 model to address students' needs in mathematics</p> <p>1. School administrators will ensure RTI2 model is implemented to address students' needs through a Tier 1, 2, and 3 system.</p> <p>2. The RTI2 team will meet at least quarterly to review the AimsWeb benchmark data, I-ready data, and student progress data to determine each student's placement.</p>	<p>Jeffrey Monroe, Lacey Smith, Toremika Brown</p>	05/03/2024	ESSR 3	

percent and number of students at each grade level and the standard analysis for each grade to establish targeted areas of skill deficits.					
<p>[S 2.3] Small Group Instruction and Personalized Learning, Provide academic interventions, personalized learning activities, an individualized learning pace, and various instructional approaches designed to meet the needs of specific learners to improve student achievement.</p> <p>** **</p> <p>** **</p> <p>Benchmark Indicator Students should perform at or above 70% on the Formative Assessment, Mastery Connect (Oct. 23, Jan. 24, and Mar. 24) which align with core instructional standards for the specific quarter.</p> <p>Monthly progress monitoring data review of students' performance in targeted intervention (i-Ready) to determine next steps of intervention support in an effort to get them to grade level.</p>	<p>[A 2.3.1] Implement Small Group Instruction and Centers Students will rotate for instruction, practice and remediation (I-Ready personalized learning) on math academic skills.</p> <p>Teachers will create weekly small group rosters depending on the need of deficit skills.</p> <p>Small group time is allotted on the daily instructional schedule which is posted outside teacher's classroom. The administrative team will conduct weekly fidelity checks.</p>	Jeffrey Monroe, Lacey Smith, Kimbra McBride	05/03/2024	ESSR 3	
<p>[G 3] Safe and Healthy Students Promise Academy will decrease the chronic out of school rate from 31.4% to 25% by the end of the 2024 school year.</p> <p>Performance Measure Interventions and supports will be measured using the following:</p> <p>* PowerSchool Data: 25% of students will be chronically absent for the 2024 school year. * PowerBI Data: There will be a 6% decrease in the chronically out-school rate for the 2024 school year. * Internal Attendance Tracker: Each grade will maintain at least 95% attendance rate each 20 day attendance period.</p>					
Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 3.1] Attendance and Behavior Interventions and Supports Implement targeted interventions and support</p>	<p>[A 3.1.1] Create an internal attendance tracker The Promise network will create school attendance tracker that collects daily attendance and highlight</p>	Jeffrey Monroe, Lacey Smith, Laquita	05/24/2024	ESSR 3	

<p>programs and initiatives that address identified behavior needs and provide appropriate student supports.</p> <p>Benchmark Indicator In order to look at attendance rates and factors that cause students to be absent from school the benchmark indicators are:</p> <p>Student discipline reports - 20 day reporting period will assist in monitoring students behavior and effectiveness behavioral interventions and supports measures aimed at reducing student discipline incidents.</p> <p>Attendance and suspension data - 20 day reporting period, will assist in monitoring students' attendance and the effectiveness of behavioral interventions and supports measures aimed at improved student attendance.</p> <p>Monitoring students who have been identified as needing additional support (i.e. homeless, foster care, student involved in RTIB programs, Truancy Supports and progressive discipline supports).</p>	<p>students that are truant or chronically absent.</p> <p>The school attendance team will meet bi-weekly with school principals and network designee to review attendance data.</p>	<p>Hall, Kiasi Malone</p>			
	<p>[A 3.1.2] Implement interventions to reduce chronic absenteeism</p> <p>1. School leaders will implement a tiered systems of supports targeting students who are chronically out of school, to improve CA rates.</p> <p>2. School leaders will appoint team to review ADA/CA data, identify struggling students, identify and implement intervention, and review progress monitoring data biweekly.</p>	<p>Jeffrey Monroe</p>	<p>05/24/2024</p>	<p>TISA</p>	
	<p>[A 3.1.3] Improve RTI2-B</p> <p>Tiered student behavior support using the check in check out system with the Professional School Counselor and Dean of Students using the school wide Positive Behavior Support System. Monitor students that have been identified as needing additional support (i.e.. homeless, foster care,</p>	<p>Wanda Bonner</p>	<p>05/24/2024</p>	<p>Title One</p>	

	<p>student involved in RTIB programs, Truancy Supports, and progressive discipline supports). Conduct weekly meetings to provide updates and ensure that the school is providing adequate parental support and access to resources.</p>				
<p>[S 3.2] Professional Development Attend ongoing, high quality professional development at the District-level and school site for school leaders, teachers, and other instructional staff to focus on changing instructional practices that result in improved student attendance and behavior positively impacting student achievement.</p> <p>Benchmark Indicator Student discipline and attendance reports 20-day reporting cycle will be used to measure impact of changed practices as a result of professional development.</p> <p>Fidelity checks of student data entry will be conducted during the 20-day reporting cycle to monitor the incidents of data entry errors and erroneous reporting.</p> <p>Quarterly Reports will be shared school-wide.</p>	<p>[A 3.2.1] Implement bi weekly RTI-B Meetings The team will continue to meet to review student discipline data and support planning for student behavior and attendance, then provide tier targeted plans and support for identified students and teachers in need of help with classroom management and parents who need additional resources.</p>	<p>Rachel Kee, Wanda Bonner, Laquita Hall</p>	<p>05/17/2024</p>	<p>ESSR 3</p>	
	<p>[A 3.2.2] Provide SEL and Discipline Professional Development to Staff Teachers are using the Toolbox Project SEL Program. The program builds children inherent capacity for self regulation of emotion, empathy through various methods and strategies. Professional development will be provided to teachers at the beginning of the school year as a refresher as well as through out the year depending on students' SEL trends.</p>	<p>Rachel Kee, Wanda Bonner</p>	<p>05/03/2024</p>	<p>ESSR 3</p>	
<p>[S 3.3] Parent, Family, and Community Engagement Promote effective parent, family, and community engagement activities and resources that support safe schools which will improve student attendance and behavior.</p>	<p>[A 3.3.1] Educate families on methods to support student academic growth 1. School leaders will continue to implement strategies to inform and educate families on the importance of school attendance. 2. School leaders will ensure translations are</p>	<p>Jeffrey Monroe</p>	<p>05/24/2024</p>	<p>ESSR 3</p>	

<p>Benchmark Indicator Review 20-day student attendance reports at the end of each semester to determine the impact after engagement events.</p> <p>At the end of each semester, review the attendance and discipline 20 day report for schools by school's data manager to determine the impact on their attendance rates.</p> <p>Evidence of parent participation in decisions relating to the education of their children and collaboration efforts on district level topics through monthly parent surveys.</p> <p>Conduct semi-annual school partner surveys to monitor their impact on students' success by way of their contributions of resources and time.</p>	<p>provided to our Hispanic families as needed to mitigate barriers to active school participation.</p>				
	<p>[A 3.3.2] Implement Parent Academy School based family engagement program ensures the Family Engagement Plan is carried out throughout the school year. The program requires parents to attend 2 events per quarter, one being the Student Report Card Data Meeting. Parent classes are offered to assist parents in promoting positive parent practices, family routines, and planned discipline in hopes of increasing attendance and decreasing student misbehavior, and fostering positive parental relationships between home and school. Teachers are required to make a minimum of 2 parent contacts per month to ensure a home school connection. Supplies and parent resources are provided through Title 1 funding.</p>	<p>Lacey Smith</p>	<p>05/10/2024</p>	<p>Title 1</p>	
<p>[G 4] Early Literacy Promise Academy's early learners will be engaged for the 2023-24 year in scientifically based reading instruction that provides meaningful and authentic opportunities to develop the early literacy skills essential to becoming proficient readers by the end of grade 3.</p> <p>Performance Measure By June 2024,</p>					

- * 30% of third grade students score proficient or advanced on the TN Ready assessment.
- * 60% of K-2 grade students will meet their typical growth goal on the Spring I-ready Assessment in reading.
- * 50% of K-2 students will be on grade level or above on the Spring I-ready Assessment in reading.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 4.1] Professional Learning Build and strengthen the foundational literacy knowledge of instructional leaders, classroom teachers, and educational assistants through engagement in professional learning experiences anchored in the science of reading.</p> <p>Benchmark Indicator ON-GOING 100% completion of the Read 360 Professional Development focused on foundational literacy for K-2 to gauge the transfer of knowledge into classroom instruction and inform future professional learning opportunities;</p> <p>QUARTERLY observations of educational assistants support in K-2 classrooms to inform professional learning and resources needed to improve instruction and student achievement;</p> <p>MONTHLY attendance and completion review of specialized PD focused on foundational literacy and to inform future professional learning opportunities;</p> <p>.</p>	<p>[A 4.1.1] Implement Learning Labs 1/2 day professional development sessions will bi-monthly focusing on the 5 components of reading including writing and best practices. The learning labs consist of 1/3 content, 1/3 planning & practice, and 1/3 taking it live with small groups of students while being coached by the principal.</p>	Jeffrey Monroe, Kimbra McBride	03/29/2024	TISA	
	<p>[A 4.1.2] Partner with Lavinia Consulting Group The Lavinia Consulting group focusing on hands-on, side-by-side support with the instructional leaders to develop leader and teacher practice for intellectual preparation, data analysis, student work analysis, and instructional management. The consultant provide support to teachers by intellectual preparation focusing on the most critical</p>	Kimbra McBride	04/12/2024	Philantrophy	

	aspects of instructional planning (data and student work), model lessons with students so the teachers can observe instructional practices in person, and providing in-classroom support by working side by side with teachers.				
	[A 4.1.3] Implement Bi-Weekly PLCs Teachers receive bi weekly content professional development. During this time, teachers are internalizing and practicing modules and weekly lessons.	Jeffrey Monroe and Kimbra McBride	04/12/2024	ESSR 3	
[S 4.2] Targeted Intervention Support All K-1 classrooms have full time assistants and 2nd grade has 1 full time assistant. The assistants provide RTI support as well as targeted academic support to students daily. Benchmark Indicator Aims Web: The teacher assistants are responsible for providing daily Tier 2 & Tier 3 intervention in reading based on benchmark assessment results. Students placed in Tier 2 will be progress monitored twice a month and Tier 3 students will be progressed every week. Each assistant is required to complete the progress monitoring tracker biweekly. Bi-Weekly: Progress Monitoring Tracker 80% of student should be making progress Quarterly: Benchmark results: 80% of students show improvement from previous benchmark assessment	[A 4.2.1] Professional Development The K-2 assistants will receive on going professional development on Tier 2 & 3 curriculum and reading intervention strategies, The teacher assistants will also receive on going professional development on AimsWeb data analysis.	Toremika Brown	05/03/2024	ESSR 3	
	[A 4.2.2] Observation of Intervention The teacher assistants will be observed weekly to ensure fidelity to curriculum, fidelity to instructional schedule, and effective instruction. Observation data will be recorded in the Promise Academy network observation platform and feedback will be given to the TA.	Toremika Brown	05/03/2024	ESSR 3	

<p>[S 4.3] Effective Educators Recruit, develop, and retain effective K-3 educators.</p> <p>Benchmark Indicator</p> <ol style="list-style-type: none"> 100% of K-3 teachers are qualified to teach K-3 classes in SY 2023-24. 100% of K-3 teachers will receive a 3 on the Teacher Evaluation Tool by the end of the 2023-2024 SY. 100% of K-3 teachers employed during the 2023-2024 SY and retained for the 2024-2024 SY will show improved performance on the network assessment metrics (I-ready, Mastery Connect, and AimsWeb). 	<p>[A 4.3.1] Recruit effective teachers</p> <ol style="list-style-type: none"> The Director of Operations and school principal will create a recruit system to hire the most qualified and effective teachers by August 2023. School leadership team will evaluate teachers through observations to determine their level of effectiveness during the school year. School leadership team will evaluate the effectiveness of newly hired teachers by the end of the school year. 	<p>Jeffrey Monroe, Kristen McGlasson, Kiasi Malone, Lacey Smith</p>	<p>05/24/2024</p>	<p>ESSR 3</p>	
	<p>[A 4.3.2] Develop effective educators</p> <ol style="list-style-type: none"> School leaders will implement strategies (i.e. job-embedded professional development) to support teacher effectiveness. School leaders will conduct regular observations and meet with teachers to discuss teacher data as part of the teacher evaluation system. School leaders will collaborate with teachers to create Individualized Learning Plans (ILPs) to support growth. 	<p>Jeffrey Monroe and Lacey Smith</p>	<p>05/24/2024</p>	<p>ESSR 3</p>	
	<p>[A 4.3.3] Retain Highly Effective Teachers</p> <ol style="list-style-type: none"> The school leadership team will implement strategies to retain highly effective teachers. The network team will research strategies (differentiated pay scale, bonuses) to retain highly effective teachers. The school leadership team will record the number of effective teachers who are retained for the following year by the end of the school year. 	<p>Jeffrey Monroe, Patrick Washington, Kiasi Malone, Lacey Smith</p>	<p>05/31/2024</p>	<p>ESSR and Philanthropy</p>	