

Peabody Elementary Annual Plan (2024 - 2025)

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**[G 1] Reading/Language Arts**

Peabody Elementary will increase the number of K-5 students scoring on track and mastery on the ELA TCAP from 33.3% in 2022-23 to 38.8% in 2024-25.

**Performance Measure**

Performance will be measured using the following tools:

TNReady Assessment

School-wide Formative Assessment

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p><b>[S 1.1] Standard Aligned Core Instruction</b> 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>School level data shows the following for Spring 2024 Mastery Connect overall data results show overall 52.3% met plus exceeded in ELA.</p> <p><b>Benchmark Indicator</b> **Benchmark Indicator**</p> <p>Implementation</p> <p>* Quarterly Data Dig Minutes * Weekly Informal Observation Tool and rubric * Weekly lesson plans Effectiveness</p> <p>* Quarterly data dig minutes will show at least 70% of students tested will meet or exceed expectations on formative assessments with a score of 70% or</p>	<p><b>[A 1.1.1] Purchase of Supplemental Resources and Materials</b> PLC Coach will survey the curriculum and converse with classroom teachers to identify areas within Reading where District Curriculum Resources are limited. Team will find standards based supplemental curriculum resources to use and increase achievement.</p>	Rebecca Hobson (PLC Coach)	04/30/2025	Title I	

<p>higher.</p> <p>* Weekly informal observation data will indicate that at least 95% of teachers observed will demonstrate effective implementation of the instructional practices identified by the rubric, resulting in effectiveness scores of 3 or better.</p> <p>* Weekly lessons plan checks will show that 100% of teachers are on track with following the curriculum and overall teacher LOE will reflect level 3 or higher.</p>					
	<p><b>[A 1.1.2] Data Driven Instruction</b></p> <p>Teachers and School Admin will track all formative assessments (Classroom WCAs, Do Nows, Mastery Connect, iReady) to diagnose individual student needs and plan for reteaching of standards in areas where students have not shown mastery. In weekly PLCs, teachers will track this data and self-reflect on teacher actions and students' actions to develop a plan to address misconceptions using other research-based instructional strategies.</p>	<p>Kevin Morris, Assistant Principal (Math Lead), Rebecca Hobson, PLC Coach (ELA Lead), Kecia Allen-Branch, Optional Coordinator (Science Lead)</p>	05/23/2025	Title I	
	<p><b>[A 1.1.3] Implementation of Adopted Curriculum and Resources</b></p> <p>District adopted ELA curriculum and resources will be implemented as a tool to deliver daily instruction to students. Teachers were given access to curriculum and materials to help them deliver/teach the state standards to students. Teachers will refrain from using outside resources that are low in rigor when delivering instruction to students unless a supplemental program has been purchased with Title One Funds and approved by School Admin.</p>	<p>Kevin Morris, Assistant Principal (Math Lead), Rebecca Hobson, PLC Coach (ELA Lead), Kecia Allen-Branch, Optional Coordinator (Science Lead), Anna Freymeyer (ELA ILT Member)</p>	05/23/2025	Title I	
<p><b>[S 1.2] Professional Development</b></p> <p>Provide professional development for teachers, administrators, instructional leaders and district</p>	<p><b>[A 1.2.1] New Teacher Monthly PD</b></p> <p>Teachers that are labeled as year 0 and year 1 to the school building will receive a monthly</p>	<p>Melanie Nelson (principal),</p>	05/23/2025		

<p>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 provide individualized support through workstations and small groups.</p> <p><b>Benchmark Indicator</b>  <b>**Implementation**</b></p> <ul style="list-style-type: none"> <li>* Weekly collaborative planning minutes</li> <li>* School-Based Workstation/Small Group PD presentations</li> <li>* School-Based Data Driven Instruction PD presentation</li> </ul> <p><b>**Effectiveness**</b></p> <ul style="list-style-type: none"> <li>* Weekly collaborative planning will result in a 10% increase in the percentage of teachers demonstrating effective implementation of the curriculum, resulting in students scoring 80% or higher on daily tasks.</li> <li>* School-Based Workstation/Small Group PD will result in 10% increase in the number of teachers effectively implementing workstations and small groups to reteach and reenforce standards-aligned content, resulting in students scoring 80% or higher on standards.</li> <li>* School-Based Data Driven Instruction PD will result in 10% increase in the number of teachers effectively analyzing data to plan next steps and create re-teaching plan, resulting in students scoring 80% or higher on standards</li> </ul>	<p>professional development to enhance their instructional tools to implement a quality instruction to students. Following the academic matrix provided by the district, new teachers will be trained on a variety of topic ranging from instructional strategies, instructional materials, analyzing student work, and use of classroom data. Additionally, informal data will be collected on the school level to plan for professional development of new teachers based on their individual needs.</p>	<p>Rebecca Hobson, PLC Coach (ELA Lead), Anna Freymeyer (ELA ILT)</p>			
	<p><b>[A 1.2.2] Half Day Planning</b>  To support teachers with instruction, classroom teachers will receive half day planning where they will engage in professional development for an hour and use the remaining time to plan for instruction. Teachers will use the district's resources to plan for instruction such as the PLC Planning Protocol Document, Direct Teaching</p>	<p>Melanie Nelson (principal), Rebecca Hobson, PLC Coach (ELA Lead)</p>	<p>02/21/2025</p>	<p>Title I</p>	

	Model, and Prescriptions/Curriculum Maps. Subs will be required for 1/2 day planning.				
	<p><b>[A 1.2.3] Collaborative Planning</b></p> <p>On Mondays, teachers will follow the PLC Cycle to analyze student data and analyze student work to plan for next steps within instruction to address students' misconceptions. On Thursdays, classroom teachers will attend a school based collaborative planning session where they will plan with their team or vertical team for instruction. Within Collaborative Planning, teachers will engage in a process called deliberate practice where teachers will practice with their peers with the delivery of instruction. This will also be a time where teachers are able to share effective instructional strategies that work based on data, curriculum resources, and curriculum materials.</p>	Melanie Nelson (principal), Rebecca Hobson, PLC Coach (ELA Lead), Anna Freymeyer (ELA ILT)	05/23/2025		
	<p><b>[A 1.2.4] School Based PD</b></p> <p>Using informal data from Zoho (informal classroom data) and TEM (formal classroom data), School Admin will analyze the classroom needs to teachers to plan for professional development for teachers. School Admin will deliver professional development to classroom teachers to support with the implementation of effective instruction to support all learners.</p>	Melanie Nelson (principal), Rebecca Hobson, PLC Coach (ELA Lead), Anna Freymeyer (ELA ILT)	05/23/2025	Title I	
	<p><b>[A 1.2.5] Local and Out of Town PD</b></p> <p>Admin, Faculty, and Staff will participate in local and out of town PD.</p>	Melanie Nelson (principal), Kevin Morris (assistant principal)	07/30/2025	Funding I	
<p><b>[S 1.3] Targeted Intervention and Personalized Learning</b></p> <p>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><b>[A 1.3.1] Weekly and Bi-Weekly Progress Monitoring</b></p> <p>Students who are considered to be Tier 2 will be progress monitored bi-weekly. The results from this assessment will provide classroom teachers with information as to how the student is responding to classroom intervention strategies. Students are progress monitored in the area of deficit which is</p>	Melanie Nelson (principal), Kevin Morris (Assistant Principal), Rebecca Hobson (PLC	04/30/2025		

<b>Benchmark Indicator</b> <b>**Implementation**</b>  * Monthly progress monitoring data * Monthly data meeting minutes * Bi-weekly fidelity checks for RTI2 and Extended Learning student progress monitoring <b>**Effectiveness**</b>  * Monthly progress monitoring data will reflect students increasing by at least 2-3 data points. * Monthly data team meetings will reflect at least 10% of students being able to exit RTI2 supports and interventions. * Bi-Weekly fidelity checks will reflect that 100% of teachers and tutors are implementing the RTI2 and extended learning curriculum, which will result in students increasing by at least 2-3 data points during progress monitoring.	hindering them from performing on grade level. Students who are considered to be Tier 3 will be progress monitored weekly. The results from this assessment will provide classroom teachers with information as to how the student is responding to classroom intervention strategies. Students are progress monitored in the area of deficit which is hindering them from performing on grade level.	Coach), Kyran Echols (Educ. Assistant)			
	<b>[A 1.3.2] Intervention</b> Students in grades K-5 will receive daily intervention. Intervention will depend of the students content area, tier, and area of deficit. Classroom teachers will provide students with both face-to-face instruction or computer based intervention to address their areas of need.	Melanie Nelson (principal), Kevin Morris (Assistant Principal), Rebecca Hobson (PLC Coach), Sheria Jones (Educ. Assistant), Classroom Teachers	05/23/2025	Title I	
	<b>[A 1.3.3] Extended Learning/Tutoring</b> Students in grades K-5 will receive an opportunity to participate in extended learning/tutoring two days a week for 1.5 hours. Students will receive support in academic content areas to strengthen their skills to perform on grade level.	Kevin Morris (assistant principal)	04/17/2025		

## [G 2] Mathematics

Peabody Elementary will increase the numbers of K-5 students on track and mastery on Math TCAP from 21.7% in 2022-23 to 26.7% in 2024-25.

**Performance Measure**

Performance will be measured using the following tools:

TNReady Assessment

School-wide Formative Assessment

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p><b>[S 2.1] Standard Aligned Core Instruction</b> 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><b>Benchmark Indicator</b> **Implementation**</p> <p>* Quarterly informal Observation Tool * Quarterly Data Dig Minutes * Weekly lesson plans **Effectiveness**</p> <p>* Quarterly informal observation tool will show that 100% of teachers are effectively implementing the curriculum and overall teacher LOE will reflect level 3 or higher. * Quarterly data dig minutes will show at least 80% of students tested will meet or exceed expectations on formative assessments with a score of 80% or higher. * Weekly lessons plan checks will show that 100% of teachers are on track with following the curriculum and overall teacher LOE will reflect level 3 or higher.</p>	<p><b>[A 2.1.1] Purchase of Supplemental Materials</b> PLC Coach will survey the curriculum and converse with classroom teachers to identify areas within Math where District Curriculum Resources are limited. Team will find standards based supplemental curriculum resources to use to increase student achievement.</p>	Rebecca Hobson (PLC Coach), Telicia Goodman (Math ILT Team)	04/30/2025	Title 1	

	<p><b>[A 2.1.2] Data Driven Instruction</b>  Teachers and School Admin will track all formative assessments (Classroom WCAs, Do Nows, Mastery Connect, iReady) to diagnose individual student needs and plan for reteaching of standards students have not shown mastery. In weekly PLCs, teachers will track this data and self-reflect on teacher actions and students actions to develop a plan to address misconceptions using other research-based instructional strategies.</p>	Kevin Morris (assistant principal - Math Lead), Angela Garrone (ILT Team Math), Math Teachers	05/23/2025	Title 1	
	<p><b>[A 2.1.3] Use of Adopted Curriculum and Resources</b>  Classroom Teachers will use District Approved Curriculum and Resources as a tool to deliver daily instruction to students. Teachers were given access to curriculum and materials to help them deliver/teach the state standards to students. Teachers will refrain from using outside resources that are low in rigor when delivering instruction to students unless a supplemental program has been purchased with Title One Funds and approved by School Admin.</p>	Kevin Morris (assistant principal - Math Lead), Telicia Goodman (ILT Team Math), Math Teachers	05/23/2025		
<p><b>[S 2.2] Professional Development</b>  Provide ongoing, high quality professional development at the District and school level for school leaders, teachers, and other instructional staff that focuses on instructional shifts and strategies that result in improved student performance.</p> <p><b>Benchmark Indicator</b>  **Implementation**</p> <p>* Weekly collaborative planning minutes  * School-Based Workstation/Small Group PD presentations  * School-Based Data Driven Instruction PD presentation  ** Effectiveness**</p> <p>* Weekly collaborative planning will result in a 10%</p>	<p><b>[A 2.2.1] Half Day Planning</b>  To support teachers with instruction, classroom teachers will receive half day planning where they will engage in professional development for an hour and use the remaining time to plan for instruction. Teachers will use the district's resources to plan for instruction such as the PLC Planning Protocol Document, Direct Teaching Model, and Prescriptions/Curriculum Maps. Subs will be required for 1/2 day planning.</p>	Kevin Morris (assistant principal - Math Lead), Telicia Goodman (ILT Team Math), Rebecca Hobson (PLC Coach)	05/23/2025	Title 1	

<p>increase in the percentage of teachers demonstrating effective implementation of the curriculum, resulting in students scoring 80% or higher on daily tasks.</p> <p>* School-Based Workstation/Small Group PD will result in 10% increase in the number of teachers effectively implementing workstations and small groups to reteach and reenforce standards-aligned content, resulting in students scoring 80% or higher on standards.</p> <p>* School-Based Data Driven Instruction PD will result in 10% increase in the number of teachers effectively analyzing data to plan next steps and create re-teaching plan, resulting in students scoring 80% or higher on standards</p>					
	<p><b>[A 2.2.2] New Teacher Monthly Professional Development</b></p> <p>Teachers that are labeled as year 0 and year 1 to the school building will receive a monthly professional development to enhance their instructional tools to implement a quality instruction to students. Following the academic matrix provided by the district, new teachers will be trained on a variety of topic ranging from instructional strategies, instructional materials, analyzing student work, and use of classroom data. Additionally, informal data will be collected on the school level to plan for professional development of new teachers based on their individual needs.</p>	<p>Melanie Nelson (principal), Kevin Morris (assistant principal - Math Lead), Telicia Goodman (ILTeam Math), Rebecca Hobson (PLC Coach)</p>	04/25/2025	Title 1	
	<p><b>[A 2.2.3] Collaborative Planning/PLCs</b></p> <p>On Mondays, teachers will follow the PLC Cycle to analyze student data and analyze student work to plan for next steps within instruction to address students' misconceptions. On Thursdays, classroom teachers will attend a school based collaborative planning session where they will plan with their team or vertical team for instruction. Within Collaborative Planning, teachers will engage in a process called deliberate practice where teachers will practice with their peers with the delivery of instruction. This will also be a time</p>	<p>Kevin Morris (assistant principal - Math Lead), Angela Garrone (ILT Team Math), Math Teachers</p>	05/24/2024	Title 1	



	where teachers are able to share effective instructional strategies that work based on data, curriculum resources, and curriculum materials				
	<p><b>[A 2.2.4] School Based PD</b> Using informal data from Zoho (informal classroom data) and TEM (formal classroom data), School Admin will analyze the classroom needs to teachers to plan for professional development for teachers. School Admin will deliver professional development to classroom teachers to support with the implementation of effective instruction to support all learners.</p>	Melanie Nelson (principal), Kevin Morris (assistant principal - Math Lead), Telicia Goodman (ILT Team Math)	05/23/2025	Title 1	
<p><b>[S 2.3] Targeted Interventions and Personalized Learning,</b> 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><b>Benchmark Indicator</b> **Implementation**</p> <p>* Monthly progress monitoring data * Monthly data meeting minutes * Bi-Weekly fidelity checks **Effectiveness**</p> <p>* Monthly progress monitoring data will reflect students increasing by at least 2-3 data points. * Monthly data team meetings will reflect at least 10% of students being able to exit RTI2 supports and interventions. * Bi-Weekly fidelity checks will reflect that 100% of teachers and tutors are implementing the RTI2 and extended learning curriculum, which will result in</p>	<p><b>[A 2.3.1] Weekly and Bi-Weekly Progress Monitoring</b> Students who are considered to be Tier 2 will be progress monitored bi-weekly. The results from this assessment will provide classroom teachers with information as to how the student is responding to classroom intervention strategies. Students are progress monitored in the area of deficit which is hindering them from performing on grade level.</p> <p>Students who are considered to be Tier 3 will be progress monitored weekly. The results from this assessment will provide classroom teachers with information as to how the student is responding to classroom intervention strategies. Students are progress monitored in the area of deficit which is hindering them from performing on grade level.</p>	Kevin Morris (assistant principal - Math Lead), Kylan Echols (Ed. Asst.)	05/23/2025	Title 1	

students increasing by at least 2-3 data points during progress monitoring.					
	<b>[A 2.3.2] Intervention</b> Students in grades K-5 will receive daily intervention. Intervention will depend of the students content area, tier, and area of deficit. Classroom teachers will provide students with both face-to-face instruction or computer based intervention to address their areas of need.	Kevin Morris (assistant principal - Math Lead), Telicia Goodman (ILT Team Math), Sheria Jones (Ed. Asst.)	05/23/2025	Title 1	
	<b>[A 2.3.3] Extended Learning/Tutoring</b> Students in grades K-5 will receive an opportunity to participate in extended learning/tutoring two days a week for 1.5 hours. Students will receive support in academic content areas to strengthen their skills to perform on grade level	Kevin Morris (assistant principal - Math Lead)	04/25/2025	Title 1	

### [G 3] Safe and Healthy Students

For 2024-25, we will reduce chronically out of school students from 16.6% in Spring 2024 to 15% in Spring 2025. The overall attendance rates for grades K-5 in Spring 2025 will be 95%.

#### Performance Measure

Interventions and supports will be measured using the following:

- \* PowerSchool Data
- \* PowerBI Data
- \* Share Point

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<b>[S 3.1] Attendance and Behavior Interventions and Supports</b> Implement targeted interventions and support programs and initiatives that address identified behavior needs and provide appropriate student supports.  <b>Benchmark Indicator</b> **Implementation**	<b>[A 3.1.1] Social Work Support</b> The School Social Worker will work with students who have disciplinary issues to reduce their classroom infractions to refrain receiving an OSS (Out-of-School Suspension). The School Social Worker will check in with these students once a week.	Tamara Turner (school counselor), Virginia Teague (MSCS Social Worker)	05/23/2025	Title 1	

<ul style="list-style-type: none"> <li>* 20-day attendance reports</li> <li>* 20-day behavior reports</li> <li>* 20-day suspension report</li> <li>**Effectiveness**</li> </ul> <p>* 20-day attendance reports will reflect a 5% decrease in the number of students absent from school.</p> <p>* 20-day behavior reports will reflect a 5% decrease in the number of student infractions.</p> <p>* 20-day suspension reports will reflect a 5% decrease in the student suspension rate.</p>					
	<p><b>[A 3.1.2] Band of Brothers</b> African American Boys in Grades 4-5 will participate in a behavior intervention program 'Band of Brothers' to receive targeted intervention to decrease their classroom infractions. The group will meet once a week to collaborate with mentors on behavior goals.</p>	Tamara Turner (school counselor)	05/23/2025		
	<p><b>[A 3.1.3] RTIB Support</b> Classroom Teachers will follow the classroom behavior matrix and flow chart in classrooms when addressing students' misbehavior. Teachers will also use responsive classroom strategies when addressing students' misbehavior such as reinforcing, reminding, and redirecting language.</p>	Melanie Nelson (principal), Tamara Turner (school counselor), Kevin Morris (assistant principal)	05/23/2025	Title 1	
	<p><b>[A 3.1.4] Use of Data</b> Classroom Teachers will track students' attendance data and bring to PLCs. Classroom Teachers are going to call parents when students are absent to ensure they report to school.</p>	Melanie Nelson (principal), Tamara Turner (school counselor), Kevin Morris (assistant principal)	05/23/2025	Title 1	
<p><b>[S 3.2] Professional Development</b> Provide ongoing, high quality professional</p>	<p><b>[A 3.2.1] Targeted Training</b> Teachers will receive targeted training on RTIB.</p>	Melanie Nelson	05/23/2025	Title 1	

<p>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><b>Benchmark Indicator</b> **Implementation**</p> <p>* Monthly RTI2-B data meeting minutes * Monthly SART and SARB meeting minutes **Effectiveness**</p> <p>* Monthly RTI2-B data teams meetings will result in a 5% decrease in student infractions. * Monthly SART and SARB meetings will reflect a 5% increase in student attendance and a 5% decrease in student infractions each 20-day period.</p>	<p>New Classroom Teachers will receive professional development around supporting students who exemplify behavior issues and attendance problems</p>	<p>(principal), Kevin Morris (assistant principal), Rebecca Hobson (PLC Coach), Tamara Turner (School Counselor)</p>			
	<p><b>[A 3.2.2] Social Emotional/RTIB Training</b> Teachers will receive training on Social Emotional Learning and RTI. Teachers will receive training on how to implement the SEL (Social Emotional Learning) curriculum into their classrooms - specifically on Tuesday's during Morning Meeting.</p>	<p>Rebecca Hobson (PLC Coach), Tamara Turner (school counselor), Kevin Morris (assistant principal)</p>	07/31/2024	Title 1	
<p><b>[S 3.3] Parent, Family, and Community Engagement</b> Promote effective parent, family, and community engagement activities and resources that support safe schools which will improve student attendance and behavior.</p> <p><b>Benchmark Indicator</b> **Implementation**</p> <p>* Semesterly parent-teacher conference sign-in sheets/minutes * Semesterly 20-day attendance report analysis report</p>	<p><b>[A 3.3.1] Lindenwood Game and Skate Night</b> For student who receive a 96% Attendance Rate or higher per quarter will be able to participate in game and skate night hosted by the community adopter, Lindenwood Christian Church</p>	<p>Melanie Nelson (principal), Tamara Turner (school counselor), Kevin Morris (assistant principal)</p>	05/30/2025	Title 1	

<b>**Effectiveness**</b>  * Semesterly parent-teacher conferences will result in a 5% decrease in student infractions and a 5% decrease in student absences. * Semesterly 20-day attendance data analysis to determine impact after engagement events.					
	<b>[A 3.3.2] Community Engagement Resources and Training</b> Parents will receive training on school wide engagement strategies and receive information on students' attendance goals.	Melanie Nelson (principal), Kevin Morris (assistant principal), Rebecca Hobson (PLC Coach), Tamara Turner (school counselor)	05/23/2025	Title 1	

#### [G 4] Early Literacy

By June 2025, KK-2 students at Peabody will increase iReady (URS) scores by at least 10% from fall to spring.

#### Performance Measure

By June 2025, 40% of third grade students score proficient or advanced on the TN Ready assessment. KK-2 students will achieve Success criteria relative to the grade by the following:

(a) Kindergarten students must master 80% Literacy Skills per quarter on Report Card grades.

(b) 1st grade students must earn 70 or higher in Reading per quarter on Report Card grades.

(c) 2nd grade students must earn 8 of 12 Success Criteria\* in report card grading, district formative assessment, and universal screener (iReady) with a Lexile level of 350 in the fall to 485 by spring. \*\*Success Criteria potential point system: report card (4 points), DFA (3 points), screener (3 points), and TNReady (2 points) which total 12 points. \*

\* iReady Diagnostic Assessments

\* Aims Web Assessment

\* TN Ready Assessment

\* Report Cards

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
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<p><b>[S 4.1] Professional Learning</b> 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><b>Benchmark Indicator</b> **Implementation**</p> <ul style="list-style-type: none"> <li>* Weekly collaborative planning minutes</li> <li>* School-Based Workstation/Small Group PD presentations</li> <li>* School-Based Data Driven Instruction PD presentation</li> </ul> <p><b>**Effectiveness**</b></p> <ul style="list-style-type: none"> <li>* Weekly collaborative planning will result in a 10% increase in the percentage of teachers demonstrating effective implementation of the curriculum, resulting in students scoring 80% or higher on daily tasks.</li> <li>* School-Based Workstation/Small Group PD will result in 10% increase in the number of teachers effectively implementing workstations and small groups to reteach and reenforce standards-aligned content, resulting in students scoring 80% or higher on standards.</li> <li>* School-Based Data Driven Instruction PD will result in 10% increase in the number of teachers effectively analyzing data to plan next steps and create re-teaching plan, resulting in students scoring 80% or higher on standards</li> </ul>	<p><b>[A 4.1.1] PLCs (Professional Learning Communities)</b> During PLCs with Early Literacy Grades, K-2 teachers will analyze data from multiple sources (iReady and Aimsweb) to deficit areas. Teachers will share resources and instructional practices that are effective. Teachers will reflect on their current practices and create a plan to make key shifts to their instructional practices.</p>	<p>Rebecca Hobson (PLC Coach), Anna Freymeyer (ELA Lead)</p>	<p>05/09/2025</p>		
	<p><b>[A 4.1.2] Foundational Skills PD and Coaching</b> The ELA lead and District Literacy Coach will provide differentiated professional development (peer observations, lesson plan feedback, modeling, co-teaching) to develop K-2 teachers with Foundational Skills Instruction. The ELA Lead</p>	<p>Anna Freymeyer (ELA ILT member), Stacie Payne (District</p>	<p>05/23/2025</p>	<p>Title 1</p>	

	and Literacy Coach will regularly schedule monthly professional development based on needs of K-2 teachers using the Foundational Skills Walkthrough Tool.	Literacy Coach), Rebecca Hobson (PLC Coach)			
	<b>[A 4.1.3] Early Literacy Advisor</b> The school will utilize the District's Literacy Advisor to support the professional development of the Foundational Skills Laureate. The Foundational Skills Laureate and Early Literacy Advisor will work in sync to plan professional development based on instructional trend and data within the school using the Foundational Skills Walkthrough Tool.	Melanie Nelson (principal), Kevin Morris (assistant principal), Rebecca Hobson (PLC Coach), Amber Strong (MSCS Early Literacy Advisor)	04/25/2025		
	<b>[A 4.1.4] Half Day Planning</b> To support teachers with instruction, classroom teachers will receive half day planning where they will engage in professional development for an hour and use the remaining time to plan for instruction. Teachers will use the district's resources to plan for instruction such as the High Impact Strategies and Preparation Guide as well as the Unit Internalization and Weekly Preparation Guide. Subs will be required for the 1/2 day planning.	Melanie Nelson (principal), Kevin Morris (assistant principal), Rebecca Hobson (PLC Coach), Anna Freymeyer (ELA lead)	03/07/2025	Title 1	
<b>[S 4.2] Early Literacy Opportunities</b> Provide opportunities for students to access early learning opportunities that appropriately support their academic, social, and emotional development and create a continuum of learning through third grade.  <b>Benchmark Indicator</b> **Benchmark Indicator**  Implementation  * Weekly Informal Observation Tool and rubric	<b>[A 4.2.1] Data Driven Instruction</b> Teachers in Early Grades K-2 will track data during PLCs and Grade Level Meetings to identify deficit areas within students to plan for reteaching and intense intervention. Teachers will analyze students work samples to plan to identify students' misconceptions to reteach literacy standards using a different approach and strategy.	Rebecca Hobson (PLC Coach/ELA lead), Anna Freymeyer (ELA lead), K-2 teachers	05/23/2025	Title 1	

<ul style="list-style-type: none"> <li>* Weekly lesson plans</li> <li>* Student Data Analysis Effectiveness</li> <li>* Weekly informal observation data will indicate that at least 95% of K-2 classrooms observed will demonstrate effective use of SEAs to increase learning, which will show students' mastery of standards at 80% or higher.</li> <li>* Weekly lessons plan checks will show that 100% of teachers are on track with following the curriculum and overall teacher LOE will reflect level 3 or higher.</li> <li>* Teachers in Early Grades K-2 will track data during PLCs and Grade Level Meetings to identify deficit areas within students to plan for reteaching and intense intervention which will result in a 10% growth in student scores on iReady.</li> </ul>					
	<p><b>[A 4.2.2] Highly Specialized Advisors</b></p> <p>In grades K-2, classroom teachers are provided a Highly Specialized Assistant to support with Early Literacy. The SEAs will be used to support students with both whole group and small group instruction. These SEAs will work with students on Early Literacy Deficit Areas (Phonological Awareness, Phonemic Awareness, Phonics, Fluency, and Comprehension) to ensure students develop the skills needed to decode a grade level complex text.</p>	Kevin Morris (assistant principal over HSEAs), Anna Freymeyer (ELA lead), Rebecca Hobson (PLC Coach), HSEAs	05/23/2025	Title 1	
	<p><b>[A 4.2.3] Use of Walkthrough Tools</b></p> <p>The Instructional Leadership Team will utilize the Early Literacy Walkthrough Tool to observe the 120-minute Comprehensive Literacy Block to look at key shifts within instruction to provide support to classroom teachers. The team will look for key instructional trends within the classrooms and use the data to plan for intense professional development to support classroom teachers.</p>	Melanie Nelson (principal), Kevin Morris (assistant principal), Anna Freymeyer (ELA lead), Rebecca Hobson (PLC Coach)	05/23/2025	Title 1	



	<p><b>[A 4.2.4] Extended Learning/Tutoring</b> Students in grades K-2 will be provided with an opportunity to participate in after school tutoring to strengthen their Early Literacy Skills. Students will work with teachers during extended hours with a group of no more than ten students</p>	Kevin Morris (assistant principal)	05/16/2025	Title 1	
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