

Ross Elementary Annual Plan (2024 - 2025)

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[G 1] Reading/Language Arts

Ross Elementary School will increase ELA met or exceeded expectations proficiency rates in all grades which include TSI Identified Hispanic students from 22.8% in 2024 to 27% in 2025.

3rd grade on-track/mastery was 7.3% and AMO was 13.1% to Double AMO was 18.9%

4th grade on-track/mastery was 28.6% and AMO was 33% and Double AMO was 37.5%

5th grade on-track/mastery was 14.9% and AMO was 20.3% and Double AMO was 25.6%

Overall, there were 17.9% of 3rd -5th grade students on-track/mastery for TCAP

TSI Identified Hispanic students will increase proficiency on the TCAP by 3% from the 2024 to 2025 assessment.

Performance Measure

Performance will be measured using the following tools:

Common Assessments

TNReady Assessment

District Formative Assessment

IReady Diagnostic Assessments

Wonders Benchmark Assessments

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 1.1] Standard Aligned Core Instruction <p>Provide daily access to a rigorous reading/language arts curriculum that will develop and increase all students', including TSI Identified Hispanic students' understanding of the content, strengthen comprehension, and promote mastery of TN Standards to ensure students are career and college ready.</p>	[A 1.1.1] ELA Action Step <p>The administrative team, PLC Coaches, ILT Team and District Instructional Coaches/Advisors will collaboratively plan with and provide professional development for teachers on implementing the Wonders curriculum, Wordly Wise, Bridge to Reading, and the Ready Reading to ensure instruction is aligned to the state content standards,</p>	Monice Montague-Williams and Carla Ross	05/23/2025		

<p>Benchmark Indicator **Benchmark Indicator**</p> <p>IMPLEMENTATION:</p> <ul style="list-style-type: none"> * IReady Diagnostics Platform (FALL, WINTER, SPRING) * Bi-Weekly Classroom Informal Observation Data * Semi-Annual Formal Observation Data (TEM) * Quarterly Formative Common Assessments <p>**EFFECTIVENESS:**</p> <ul style="list-style-type: none"> * Implementing Quarterly iReady Diagnostic results will show 20% of students with a 5% increase of on track or mastery * Implementing Bi-Weekly classroom informal observations will show 20% of students with a 5% increase of on track or mastery * Executing Quarterly review of TEM observation data to monitor educators' delivery of standard aligned lessons to the TN standards with a TEM score of level 3 or higher, for 90% of teachers, in at least 5 or more of the TEM indicators * Implementing Quarterly Formative Assessments will show 10% of students in grades 3 through 5 should perform at or above 80% 	<p>teachers are effectively implementing the curriculum and all required resources, with all student engagement including TSI Identified Hispanic students.</p>				
	<p>[A 1.1.2] Instructional Resources to Support and Engage Learners</p> <p>Students will be provided with additional resources as a result of RTI. The ILT (Instructional Leadership Team) at Ross will utilize additional resources and other purchased supplemental materials to meet students on their instructional level and provide extra support to teachers with classroom instruction. To support literacy rich learning environments, we will secure and purchase supplies, materials, computer equipment, storage cart(s), and additional support such as ANet or</p>	<p>Dr. Stephanie Waller, Carla Ross, and Monice Montague</p>	<p>05/23/2025</p>		

	<p>Plickers so students and teacher are able to achieve academic success. Additional support will also be provided in the form of Before or After school tutoring and during the day tutoring.</p>				
<p>[S 1.2] Professional Development Provide professional development for teachers, administrators, instructional leaders and district advisors on how to articulate the instructional practice shifts that will improve teachers' pedagogy of the content, mastery of standard, look fors, students' skill set, and students' proficiency reading level of grade supported texts.</p> <p>Benchmark Indicator Indicator</p> <p>**S 1.2 and S 2.2 Professional Development**</p> <p>Implementation</p> <ul style="list-style-type: none"> * Weekly collaborative planning agenda and minutes * Monthly professional development agenda and minutes * Weekly PLC meeting agenda and minutes * Bi-weekly Instructional Leadership Team (ILT) agenda and minutes <p>Effectiveness</p> <ul style="list-style-type: none"> * Bi-weekly admin meetings will monitor classroom observations that will reflect a 10% increase of teachers demonstrating effective implementation of instructional practices. * Monthly professional development will result in at least 90% of teachers demonstrating effective implementation of the identified instructional strategies, resulting in an increase of student achievement by 10%. 	<p>[A 1.2.1] Build Teacher Capacity Through Effective Collaboration Teachers will engage in professional learning communities to collaborate, share strategies, plan effective lesson aligned to the Tennessee State Standards to ensure students are meeting and/or exceeding expectations. Also, teacher will look at/analyze student work, create common assessments, and analyze data to inform instruction. We will purchase additional texts to use as book studies to further develop teacher's pedagogy.</p>	<p>Dr. Stephanie Waller, Carla Ross, and Monice Montague-Williams</p>	<p>05/23/2025</p>		

	<p>[A 1.2.2] Professional Development Teachers will engage in professional learning communities to collaborate, plan effectively, build capacity for the subject(s) in which they teach, incorporating effective literacy workstations which align to Tennessee State Standards ensuring closing student learning gap, aiding students to reach met and exceeded expectations. Teachers will engage in professional learning communities to unpack standards develop assessments, analyze data, and discuss strategies aligned to Tennessee State Standards.</p>	Dr. Stephanie Waller, Carla Ross, and Monice Montague-Williams	05/23/2025		
	<p>[A 1.2.3] Professional Development Training for Special Education Special Education teachers will be provided with the following professional development training:</p> <p>AIMSWEB training to decrease skill deficit areas in reading to improve successful implementation of general education curriculum</p> <p>Self-paced On-line Canvas training courses</p> <p>Co-teaching with General Education teacher</p> <p>Attend District training for Wonders and IReady Reading</p>	Dr. Stephanie Waller, Carla Ross, and Monice Montague-Williams	05/23/2025		
	<p>[A 1.2.4] PLC Coach Use school level Professional Learning Coaches (PLC Coach), content leads, and district advisors to provide direct support to teachers in an effort to improve English Language Arts delivery and implementation of instruction in classrooms across grades K-5. Provide modeling, co-teaching, professional development, and immediate feedback to improve academics.</p>	Dr. Stephanie Waller, Carla Ross, and Monice Montague-Williams	05/23/2025		
<p>[S 1.3] Targeted Intervention and Personalized Learning Provide academic interventions, personalized learning activities, an individualized learning pace,</p>	<p>[A 1.3.1] Provide Professional Development to Increase On-Track/Mastery Provide ongoing, high quality professional development at the District and school level for</p>	Carla Ross, Monice Montague,	05/23/2025		

<p>and various instructional approaches designed to meet the needs of specific learners to improve student achievement.</p> <p>Benchmark Indicator Indicator</p> <p>**S 1.3 and S 2.3 Targeted Intervention and Personalized Learning**</p> <p>Implementation</p> <p>Monthly progress monitoring data</p> <ul style="list-style-type: none"> * Monthly data meeting agenda and minutes * Quarterly benchmark assessment data * Weekly fidelity checks * Weekly iReady reports . <p>Effectiveness</p> <ul style="list-style-type: none"> * 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. * Quarterly benchmark assessment data will reflect at least 5% of students moving from Tier III to Tier II or Tier II to Tier I. * Weekly fidelity checks will reflect that 100% of teachers are implementing the RTI2 curriculum, which will result in students increasing by at least 2-3 data points during progress monitoring. * Weekly iReady reports will reflect a 5% increase in the number of students who score mastery on skill deficit areas. 	<p>school leaders, teachers, and other instructional staff which focuses on instructional shifts and strategies to result in improved student performances. Provide professional development to assist teachers in implementing, planning, and delivering engaging learning experiences that strategically build fluency, comprehension, and foundational reading skills. Teachers will unpack ELA academic standards and be equipped with tools and strategies to help students in ELA with fluency, comprehension, and foundational reading skills.</p>	<p>Mackenzie Bland</p>			
	<p>[A 1.3.2] Additional Resources for Struggling Students</p> <p>Students will be provided with additional resources as a result of data collected from RTI and bi-weekly assessments. The ILT(Instructional Leadership</p>	<p>Stephanie Waller, Carla Ross, Monice Montague-Willi</p>	<p>05/23/2025</p>		

	Team) at Ross will utilize additional resources and other purchased supplemental materials to meet students on their instruction level and provide extra support to teachers assisting with classroom instruction. To support rich learning environments, we will secure and purchase supplies, materials, and equipment, and provided additional support for academic success for students and teachers. We will also utilize extended day learning to provide additional tutoring opportunities to help decrease learning loss, close learning deficits with all students.	ams and Tarsha Hudson			
<p>[G 2] Mathematics</p> <p>Ross Elementary School will increase the number of **all students, which include TSI Identified Hispanic students i**n Math meeting or exceeding expectations on TCAP on the Spring 2024-2025 school year.</p> <p>3rd grade TCAP on-track/mastery was 13.4% and AMO 18.8% and Double AMO was 24.2% Spring 2023</p> <p>4th grade TCAP on-track/mastery was 21.2 and AMO was 26.1% and Double AMO was 31.0% for Spring 2023</p> <p>5th grade TCAP on-track/mastery was 6.8% and AMO was 12.6% and Double AMO was 18.5% for Spring 2023</p> <p>Overall, 3rd -5grade students on-track/mastery was 14.2%</p> <p>TSI Identified Hispanic student from the 2024 to 2025 assessment will increase proficiency on the TCAP by 3%</p> <p>Performance Measure</p> <p>Performance will be measured using the following tools:</p> <p>Common Assessments</p> <p>TNReady Assessment</p> <p>District Formative Assessment</p> <p>IReady Diagnostic Assessments</p> <p>Benchmark Assessments</p>					
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 **S1.1 and S2.1 Standard Aligned Core Instruction **</p> <p>IMPLEMENTATION</p> <ul style="list-style-type: none"> * 3-Week Assessment * Weekly Informal Observation * Quarterly Formal Observations * Monthly Data Analysis * Quarterly Data Dig * Weekly lesson plans * Bi-weekly student work samples * Daily Checks for Understanding and Exit Tickets <p>EFFECTIVENESS</p> <ul style="list-style-type: none"> * 3-Week assessment will reflect a * Weekly informal observation data will indicate at least 90% of teachers observed will demonstrate effective implementation of instructional practices identified by the rubric, resulting in effectiveness scores of 3 or better. * Quarterly formal observation tool will reflect 100% of teachers will have an overall LOE score of 3 or higher * Monthly data dig minutes will reflect a minimal of 70% of students tested will meet or exceed expectations on formative assessments with score of 80% or better. 	<p>[A 2.1.1] Math Collaborative planning sessions will incorporate weekly deliberate practice to prepare for delivery of instruction to insure misconceptions are addressed, improve effective modeling of teacher move, think a loud practices, and checks for understanding which address the standard are occurring frequently. Teachers will analyze student work to address learning gaps and reteaching of deficit standards.</p>	<p>Tarsha Hudson, Dero Jones, Jazmin Cousin, and Stephanie Waller</p>	<p>05/23/2025</p>		
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<p>* Quarterly data dig minutes will reflect a minimal of 80% of students tested will meet or exceed expectations on formative assessments with a score of 70% or better.</p> <p>* Weekly lesson plan checks will show 100% of teachers are on track will following the curriculum and overall teacher LOE will reflect level 3 or higher.</p> <p>* Bi-weekly review of student work samples and assessments will show students' mastery of standards at 70% or higher.</p> <p>* Daily checks for understanding and exit tickets will reflect at least 70% of students scoring 70% or higher.</p> <p>1.</p> <p>Students should perform at or above 70% on I Ready MyPath which align to student's individual deficit area in order to reach stretch growth.</p> <p>Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document will provide 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>Quarterly review of TEM observation data to monitor educators' delivery of standard aligned lessons to the TN Standards.</p>					
	<p>[A 2.1.2] Math Standard Aligned for Core Instruction for 2nd -5th Grade</p> <p>In preparation for state testing, teachers will map out reteaching calendars to review and strengthen deficit are standards (using alternative instructional strategies) after PLC Data Dig. Teachers, PLC coach, other administration will look at data from formative common assessments to develop a plan</p>	<p>Stephanie Waller, Tarsha Hudson, Dero Jones, Jazmin Cousin</p>	05/23/2025		

	of action to ensure non-mastery of skills are redelivered, reassessed, and mastered using a reteaching calendar.				
<p>[S 2.2] Professional Development Provide ongoing, high quality professional development at the District and school level for school leaders, teachers, and other instructional staff that focuses on instructional shifts and strategies that result in improved student performance.</p> <p>Benchmark Indicator Benchmark Indicator</p> <p>**S 1.2 and S 2.2 Professional Development**</p> <p>Implementation</p> <ul style="list-style-type: none"> * Weekly collaborative planning agenda and minutes * Monthly professional development agenda and minutes * Weekly PLC meeting agenda and minutes * Bi-weekly Instructional Leadership Team (ILT) agenda and minutes <p>Effectiveness</p> <ul style="list-style-type: none"> * Bi-weekly admin meetings will monitor classroom observations that will reflect a 10% increase of teachers demonstrating effective implementation of instructional practices. * Monthly professional development will result in at least 90% of teachers demonstrating effective implementation of the identified instructional strategies, resulting in an increase of student achievement by 10%. 	<p>[A 2.2.1] Math Professional Development Teachers will be provided opportunities to participate in ongoing district and site-based math professional development. Admin and PLC Coaches will analyze data tracking systems, conduct informal and formal observations, review student work samples to ensure it meets the demand of the standard, conduct teacher needs assessments to develop meaningful professional development opportunities for teachers, parents, and students. We will attend high quality professional development at the District and school level on instructional shifts and strategies that will result in improved student performances.</p>	Tarsha Hudson, Dero Jones, Jazmine Cousin, and Stephanie Waller	05/23/2025		
	<p>[A 2.2.2] Professional Development Action Plan Teachers, PLC Coach, and Math leads will host Parent University Night to teach parents how to</p>	Tarsha Hudson, Dero Jones,	05/23/2025		

	successfully utilize Envision Math to increase student performance and retainment of information at home.	Jazmine Cousin, and Stephanie Waller			
<p>[S 2.3] Targeted Interventions and Personalized Learning, Provide academic interventions, personalized learning activities, an individualized learning pace, and various instructional approaches designed to meet the needs of specific learners to improve student achievement.</p> <p>** **</p> <p>** **</p> <p>Benchmark Indicator Indicator</p> <p>**S 1.3 and S 2.3 Targeted Intervention and Personalized Learning**</p> <p>Implementation</p> <p>Monthly progress monitoring data</p> <ul style="list-style-type: none"> * Monthly data meeting agenda and minutes * Quarterly benchmark assessment data * Weekly fidelity checks * Weekly iReady reports . <p>Effectiveness</p> <ul style="list-style-type: none"> * 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. * Quarterly benchmark assessment data will reflect at least 5% of students moving from Tier III to Tier II or Tier II to Tier I. 	<p>[A 2.3.1] Provide Additional Resources for Struggling Students Provide students with additional resources as a result of RTI, formal, and informal assessments. The ILT (Instructional Leadership Team) at Ross will utilize additional resources and other purchased supplemental materials to meet students on their instructional level and provide extra support during regular daily instruction. To support rich academic learning environment, we will secure and purchase innovative supplies, instructional materials, equipment, and engaging resources to ensure academic success for students and teachers. Before/After School Tutoring will be provided with an emphasis on reading in Math and Math foundational skills.</p>	<p>Tarsha Hudson, Dero Jones, Jazmine Cousin, and Stephanie Waller</p>	05/23/2025		

<p>* Weekly fidelity checks will reflect that 100% of teachers are implementing the RTI2 curriculum, which will result in students increasing by at least 2-3 data points during progress monitoring.</p> <p>* Weekly iReady reports will reflect a 5% increase in the number of students who score mastery on skill deficit areas.</p>					
	<p>[A 2.3.2] Provide Professional Development to Help Increase the Percentage of Students On Track/Mastery</p> <p>District Collaborative Coaches, Instructional Math Coaches/Advisors will provide high quality professional development to assist teachers in planning and delivering engaging learning experiences that strategically build fluency, conceptual understanding, and application to real-life skills. Teachers will learn to unpack the Math academic standards and become better equipped with tools and strategies to help increase students knowledge in Math to ensure success.</p>	<p>Tarsha Hudson, Dero Jones, Jazmine Cousin, and Stephanie Waller</p>	05/23/2025		

[G 3] Chronic Absenteeism

Ross Elementary School will revisit and improve progressive discipline to ensure safety of all students.

Attendances Rate 84.5%

Projected Chronic Absenteeism is 14.7%

At High Risk of Chronic Absenteeism is 16.8%

Truancy-SART is 23.1%

Truancy SARB is 17.7%

Ross will decrease overall Chronic Absenteeism and improve attendance rates by using Parent Contact Log to document contact with parents after child misses one day of school.

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
<p>[S 3.1] Attendance and Behavior Interventions and Supports Implement targeted interventions and support programs and initiatives that address identified behavior needs and provide appropriate student supports.</p> <p>Benchmark Indicator **S 3.1 Attendance and Behavior Interventions and Supports**</p> <ul style="list-style-type: none"> · Implementation * 20-day attendance reports * 20-day behavior reports20-day * suspension report · <p>Effectiveness</p> <ul style="list-style-type: none"> * 20-day attendance reports will reflect a 5% decrease in the number of students absent from school; students who are present all 20 days receive an incentive * 20-day behavior reports will reflect a 5% decrease in the number of student infractions; students with acceptable behavior also receive an incentive * 20-day suspension reports will reflect a 5% decrease in the student suspension rate. 	<p>[A 3.1.1] Implementing ClassDojo The classroom communication program "ClassDojo" will be implemented across all grade bands to communicate with parents, address student behavior, and provide appropriate student achievement reports to ensure timely communication is occurring. ClassDojo is a student behavior tool that allow parents to stay connected with the teachers throughout the school day. ClassDojo is a positive behavior tracker that helps build culture in the classroom and school. Students receive positive and negative points throughout the day for different behaviors. Parents are able to view those behaviors and communicate effectively with the teacher. Students are rewarded every month for their positive behavior. Motivational incentives are purchased for students to have throughout the week and month to continue promoting positive student behavior and work ethics.</p>	Shirley Lowery, Terrica Hamlett, Stephanie Waller, Carla Ross	05/23/2025		
	<p>[A 3.1.2] Utilize Behavioral Specialist and Rest Here at Ross, we use the behavioral specialist and reset specialist to provide direct support to teachers and students to improve disruptive behavior in the classroom and throughout the</p>	Ms. Foster, Mr. James Jones, Stephanie Waller, and Carla Ross	05/23/2025		

	building in grades K-5. Students are allowed to go to the reset room to monitor and adjust their behavior or to regroup so minimal instructional time is lost.				
<p>[S 3.2] Professional Development Provide 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 **S 3.2 Professional Development**</p> <p>Implementation</p> <p>* Semesterly RTI2-B data training agenda and minutes .</p> <p>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>[A 3.2.1] Conduct RTI2B Professional Development The Administrative Team, PLC Coaches, Professional School Counselor, and Behavior Specialist teacher will work to ensure the implementation of RTI2B system. This will be done through professional development training sessions for faculty and staff as well as through lesson plans to teach students expectations for being Respectful, Responsible, and Ready to ensure they are safe.</p>	Shirley Lowery, Terrica Hamlett, Stephanie Waller, Carla Ross, Monice Montague-Williams, and Tarsha Hudson	05/23/2025		
	<p>[A 3.2.2] ClassDojo Professional Development The Administrative Team, PLC Coaches, Professional School Counselor, and Behavior Specialist will work to ensure implementation of the ClassDojo Management system is operating effectively. Training will be provided through professional development training sessions for faculty and staff as well as through the on-line app which is monitored weekly by the administrative staff.</p>	Shirley Lowery, Terrica Hamlett, Stephanie Waller, Carla Ross, Monice Montague-Williams, and Tarsha Hudson	05/23/2025		
<p>[S 3.3] Parent, Family, and Community Engagement Promote effective parent, family, and community</p>	<p>[A 3.3.1] Parent Training to Increase Student Achievement Communicate, engage, and inform parents,</p>	Stephanie Waller, Carla Ross, Monice	05/23/2025		

<p>engagement activities and resources that support safe schools which will improve student attendance and behavior.</p> <p>Benchmark Indicator **S 3.3 Parent, Family, and Community Engagement**</p> <p>Implementation</p> <ul style="list-style-type: none"> * Quarterly parent surveys * Quarterly parent meeting agenda and minutes * Semesterly parent-teacher conference sign-in sheets/minutes . <p>Effectiveness</p> <ul style="list-style-type: none"> * Parent surveys will result in at least 1 additional family engagement and involvement meetings/events based on feedback each semester. * Quarterly parent meetings will result in an increase in participation by at least 10%. * Semesterly parent-teacher conferences will result in a 5% decrease in student infractions and a 5% decrease in student absences. 	<p>families, and communities about activities that occur at school to support overall achievement and academic success of our students. Students receive monthly calendars that inform parents of all opportunities for parental engagement activities for the month. Ross hold parent training sessions for different content areas which build and refresh parent knowledge of the content. Materials and resources will be purchased to help increase parental involvement to improve student academic success. Parental engagement sessions will occur both in-person and virtually to accommodate the needs of working parents or parents lacking transportation.</p>	<p>Montague-Williams, Tarsha Hamlett, Shirley Lowery, and Terrica Hamlett</p>			
	<p>[A 3.3.2] Coordinate and Implement Family Engagement Events Provide opportunities for different family engagement activities/nights throughout the school year (one per month) to involve all stakeholders in the curriculum. some of the nights we will coordinate are:</p> <ul style="list-style-type: none"> * Family Literacy, Math, and Science Night * Parent University * Literacy Night * Pastries with Parents (Reading for Breakfast) * Data with Dads * Muffins with Mom <p>We will hold these different family engagement</p>	<p>Stephanie Waller, Carla Ross, Monice Montague-Williams, Tarsha Hudson, Shirley Lowerly, and Terrica Hamlett</p>	<p>05/23/2025</p>		

	nights in which we will purchase materials and refreshments assisting parents with resources to help improve student academic success.				
<p>[G 4] Early Literacy 25% of 2nd grade students will score proficient or advanced on the TN Ready assessment.</p> <p>KK-2 students will increase iReady (URS) scores by at least 10% from fall to spring.</p> <p>Performance Measure Ross Elementary School early learners will be engaged in scientifically based reading instruction that provide meaningful, authentic opportunities to develop the early literacy skills essential to becoming proficient readers by the end of 3rd grade.</p>					
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 **S 4.1 Professional Learning**</p> <ul style="list-style-type: none"> · Implementation * Quarterly School-wide Formative Assessments * Weekly Informal Observation Tool and rubric * Quarterly Formal Observation Tool * Weekly lesson plans * Quarterly student work samples * Daily exit tickets · Effectiveness * Quarterly K-2 Formative Assessments will reflect a 5% increase in the number of students scoring 80% or better after each assessment. 	<p>[A 4.1.1] Early Literacy Professional Development Provide ongoing, high quality professional development at the District and school level for school leaders, teachers, and other instructional staff that focuses on instructional shifts and strategies that result in improved student performances in phonics, phonemic awareness, fluency, etc. Faculty and staff will benefit through collaborative planning for lesson planning designed and implementation of lesson.</p>	Stephanie Waller, Carla Ross, Monice Montague-Williams, Tarsha Hudson, Shirley Lowery, and Terrica Hamlett	05/23/2025		

<ul style="list-style-type: none"> * 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. * Quarterly formal observation tool will reflect that 100% of teachers will have an overall LOE score of 3 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. * Quarterly review of student work samples will show students' mastery of standards at 80% or higher. * Daily exit tickets will reflect at least 90% of students scoring 80% or higher. 					
	<p>[A 4.1.2] Conduct ClassDojo Professional Development</p> <p>The Administrative Team, PLC Coaches, Professional School Counselor, Behavior Specialist, and Rest teacher will work to ensure the implementation of the ClassDojo Management System. This will be done through ongoing professional development training sessions for faculty and staff as well as through the online app which is monitored weekly by administrative staff.</p>	<p>Stephanie Waller, Carla Ross, Monice Montague-Williams, Tarsha Hudson, Shirley Lowery, Terrica Hamlett</p>	05/23/2025		