

Wells Station Elementary Annual Plan (2024 - 2025)

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[G 1] Reading/Language Arts

During the 2024-2025 school year, Wells Station Elementary School will increase ELA TCAP on-track and mastery proficiency rates in grades 3-5 from 34.7% in 2023 to 42.6% in 2025.

Performance Measure

Performance will be measured using the following tools:

TCAP Assessment

iReady Diagnostic Assessments

Wonders Unit Assessments

Tri-Weekly Common Formative Assessments

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 1.1] Standard Aligned Core Instruction</p> <p>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>The school wide Mastery Connect data for Spring 2024 reveals that 47.9% of students met or exceeded expectations</p> <p>Benchmark Indicator</p> <p>**Implementation:**</p> <p>* Tri-Weekly Common Formative Assessment</p> <p>* Daily Classroom Observation with High Impact Strategies Document</p> <p>* iReady Diagnostics Platform (Fall, Winter, and Spring)</p>	<p>[A 1.1.1] ELA Content Leads</p> <p>Wells Station Elementary School will leverage the expertise of the ELA Administrator, ELA Content Lead, and Instructional Coach to deepen teachers' understanding of the Science of Reading. This professional development will enhance teachers' ability to plan and deliver effective ELA lessons, thereby improving reading comprehension for all students. Additionally, the ELA Content Lead and Instructional Coach will work to support parents in understanding grade-level expectations for their children. To bolster instruction in Reading/Language Arts, we will invest in research-based literature and instructional materials. Enhanced digital programs and upgraded technology will also be implemented to increase student engagement during early literacy lessons.</p>	<p>Neonna Richardson, Assistant Principal, Andrew Edwards, Instructional Coach and Content Lead</p>	<p>05/23/2025</p>		

<p>**Effectiveness:**</p> <ul style="list-style-type: none"> * Students should perform at or above 70% on school-wide common assessments tri-weekly. * Weekly review of Classroom Observations from the High Impact Strategies Document show that at least 33% of core content area teachers are effectively implementing the instructional shifts. * iReady Diagnostic Growth Results will show that 50% of students are making progress toward achieving grade-level proficiency (Fall, Winter, and Spring). 					
	<p>[A 1.1.2] Professional Learning Communities Wells Station Elementary School will conduct weekly Professional Learning Community (PLC) meetings focused on analyzing disaggregated data to enhance student achievement. Teachers will participate in bi-weekly data dives, where they will review and analyze student classwork and assessment data to customize small group instruction and address specific student needs. During these sessions, teachers will unpack Tennessee State Standards and identify effective teaching and reteaching strategies to implement in the classroom while monitoring student progress closely and adjusting instruction as necessary. Additionally, data will be used to group students and provide targeted Tier 1 support through small group instruction and workstation rotation. To support these efforts, resources such as paper, ink, and additional instructional supplies will be purchased to aid teachers in data analysis and instructional planning.</p>	<p>Neonna Richardson, Assistant Principal, Michele Strother, PLC Coach, and Andrew Edwards, Instructional Coach</p>	<p>05/23/2025</p>		
	<p>[A 1.1.3] Collaborative Planning Collaborative Planning Sessions will be held weekly to address the instructional needs of teachers by focusing on content delivery and pedagogy. These sessions are designed to equip</p>	<p>Neonna Richardson, Assistant Principal and Andrew</p>	<p>05/23/2025</p>		

	<p>teachers with the knowledge, skills, and strategies aligned with content standards to enhance lesson effectiveness. By participating in these sessions, teachers will gain valuable professional learning opportunities that directly impact student outcomes. To support this process, teachers will require printed resources and materials related to instructional practices for planning, preparation, and lesson delivery. Instructional supplies and materials will be used to complete tasks and ensure the provision of high-quality instruction.</p>	Edwards, instructional Coach			
<p>[S 1.2] Professional Development Provide ongoing, high quality professional development at the school level for teachers, and other instructional staff that focuses on instructional shifts and strategies that result in improved student performance, improvement in teacher's pedagogy of content, mastery of the standards, instructional moves, students' skill set, and students' proficiency in reading level of grade supported texts.</p> <p>Benchmark Indicator **Implementation: **</p> <p>* Daily Classroom Observations with the High Impact Strategies Document * Monthly School-Level Professional Development (Agenda & Sign-In Sheets) * Bi-Weekly Instructional Leadership Team Meetings (Agenda & Sign-In Sheets)</p> <p>**Effectiveness: **</p> <p>* Weekly review of Classroom Observations from the High Impact Strategies Document show that at least 33% of core content area teachers are effectively implementing the instructional shifts. * Standards aligned core instruction will be delivered 80% of the time with fidelity. * Conduct ILT meetings twice a month with 85%</p>	<p>[A 1.2.1] High Impact Instructional Strategies Professional Development Professional development on the district's High Impact Strategies. These High Impact Strategies include - Literacy Based Focusing Activity; Opportunities for Modeling and Checking for Understanding; and engagement Opportunities (Gradual Release of Responsibility). Resources needed include writing supplemental resources, vocabulary words and definitions, and additional instructional supplies in order to help teachers plan for effective instruction and student engagement.</p>	Neonna Richardson, Assistant Principal, Michele Strother, PLC Coach, and Andrew Edwards, Instructional Coach	05/23/2025		

attendance.					
	<p>[A 1.2.2] Science of Reading Professional Development</p> <p>The Assistant Principal, PLC Coach, and Instructional Coach, Interventionist, will work closely with staff to provide professional development on the Science of Reading. This will develop help to develop teacher's understanding of the components of Scarborough's Rope Model of Reading. Research based Science of Reading literacy resources and instructional supplies will be purchased to increase teacher understanding of how to deliver ELA instruction and to increase student achievement in language comprehension and word recognition.</p>	Neonna Richardson, Assistant Principal, Michele Strother, PLC Coach, and Andrew Edwards, Instructional Coach	12/13/2024		
	<p>[A 1.2.3] Response to Intervention Professional Development</p> <p>Assistant Principal, PLC Coach, Interventionists and Instructional Coach will provide professional development to teachers and Specialized Educational Assistants on how to plan and execute intentional skill deficit-based instruction to all students during the intervention block. Collaboration will include grouping students based on skill deficit, intervention lesson planning, and tracking student data. Research-based literature and supplies for intervention will be purchased to support this professional development.</p>	Neonna Richardson, Assistant Principal, Michele Strother, PLC Coach, Sandra Henry, Interventionist, and Andrew Edwards, Instructional Coach	10/04/2024		
	<p>[A 1.2.4] Using Technology to Increase Engagement during the ELA Block Professional Development</p> <p>School leaders and content leads will provide professional development on increasing student engagement during the ELA block by integrating technology during whole group instruction, small group, workstation, and intervention. Student laptops will be purchased to support interactive lessons during the ELA block of instruction.</p>	Keisa Jackson, Principal, Neonna Richardson, Assistant Principal, Michele Strother, PLC Coach, and Andrew Edwards, Instructional Coach	02/07/2025		

	<p>[A 1.2.5] Family Literacy Night Family Literacy Night will be conducted to share strategies with parents and families while providing them with information regarding children's literacy skills. Additionally, to help parents understand literacy expectations for their children and share reading strategies that can be utilized at home. Family resource materials, instructional supplies, and snacks will be purchased for this event.</p>	Keisa Jackson-Principal, Neonna Richardson-Assistant Principal, Michele Strother-PLC Coach, Andrew Edwards-Instructional Coach, and Sandra Henry-Interventionist	12/20/2024		
	<p>[A 1.2.6] Vocabulary Instruction utilizing the Collins Dictionary The Assistant Principal, PLC Coach, and Instructional Coach will provide professional development on vocabulary acquisition and student development of vocabulary by using the Collins Dictionary. Collins dictionaries will be purchased for classroom teachers.</p>	Neonna Richardson - Assistant Principal, Michele Strother-PLC Coach, and Andrew Edwards - Instructional Coach	10/25/2024		
<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 ** Implementation.**</p> <p>* Tri-Weekly Common Formative Assessments * Monthly Progress Monitoring Results * Bi-Weekly Grade Book Analysis</p>	<p>[A 1.3.1] Bi-Weekly Data Meetings We will conduct bi-weekly data meetings to discuss common formative assessments that were given the prior week. Teachers will analyze data to determine trends and specific instructional needs. Instructional supplies that support analyzing data will be purchased and used during data meetings.</p>	Keisa Jackson-Principal, Neonna Richardson-Assistant Principal, Michele Strother-PLC Coach, and Andrew Edwards - Instructional coach	05/23/2025		

<p>**Effectiveness: **</p> <p>* Students should perform at or above 70% on school-wide formative assessments (Fall, Winter, and Spring) that align with core instructional standards for the specific quarter.</p> <p>* Students in targeted interventions (i.e. Aims Web) advance 1 skill deficit area every two months.</p> <p>* Students are meeting grade level expectations with a C letter grade or better per quarter.</p>					
	<p>[A 1.3.2] Standards Aligned Supplemental Resources</p> <p>Standards Aligned Supplemental Material from Measuring Up, American Book Company and Achieve Network will be used to help students achieve academic success on district and state assessments. Students will receive whole group, small group, and individualized instruction using Measuring Up and American Book Company books to introduce or expand on concepts. These resources will provide teachers with key academic vocabulary to use in context, as well as scaffolds to needed when delivering instruction. Achieve Network resources will allow for independent learning with questions that emulate questions on district and state assessments. Measuring Up, American Book Company, and Achieve Network materials and platform will be purchased to supplement the district curriculum.</p>	<p>Keisa Jackson-Principal, Neonna Molina Richardson-Assistant Principal, and Michele Strother - PLC Coach</p>	03/28/2025		
	<p>[A 1.3.3] After School Tutoring</p> <p>After school tutoring will be provided to students, two days a week for one and a half hours. The focus will be on Reading, Writing, Foundational Literacy, and Mathematics. After school tutoring will support students performing below grade level or at the approaching level. Instructional supplies and resources will be purchased to support learning during the program.</p>	<p>Neonna Richardson - Assistant Principal and Michele Strother- PLC Coach</p>	04/11/2025		
	<p>[A 1.3.4] Intervention Instruction</p>	<p>Keisa Jackson-</p>	05/23/2025		

	Intervention will be provided by teachers and interventionist to students based on need and data. Instructional supplies needed will be purchased to support student needs during intervention.	Principal, Sandra Henry- Interventionist			
<p>[G 2] Mathematics</p> <p>During the 2024-2025 school year, Wells Station Elementary School will increase Mathematics TCAP on-track and mastery proficiency rates in grades 3-5 from 29.0% in 2023 to 38.5% in 2025.</p> <p>Performance Measure</p> <p>Performance will be measured using the following tools:</p> <p>TCAP Assessment</p> <p>Tri- Weekly Common Formative Assessments</p> <p>iReady Diagnostic Testing (Fall, Winter, and Spring)</p> <p>enVision Standards Assessments</p>					
Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 2.1] Standard Aligned Core Instruction</p> <p>****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</p> <p>**Implementation: **</p> <p>* Tri-Weekly Common Formative Assessment</p> <p>* Daily Classroom Observation with High Impact Strategies Document</p> <p>* iReady Diagnostics Platform (Fall, Winter, and Spring)</p>	<p>[A 2.1.1] Professional Learning Communities (PLC)</p> <p>PLC meetings will be conducted to assess student needs and evaluate teacher instructional practices. These meeting aim to ensure that all students achieve high levels of learning and success. Additionally, identify trends in teacher instruction and student performance. Thus, developing the collective capacity of staff to collaborate effectively and improve student outcomes.Teachers will analyze student performance data, share successful strategies, and discuss instructional improvements. Printed resources materials and instructional supplies, and materials necessary for teachers to complete their tasks.</p>	Keisa Jackson - Principal, Neonna Molina - Assistant Principal, Michele Strother - PLC Coach,	05/23/2025		

<p>**Effectiveness: **</p> <p>* Students should perform at or above 70% on school-wide common assessments tri-weekly.</p> <p>* Weekly review of Classroom Observations from the High Impact Strategies Document show that at least 33% of core content area teachers are effectively implementing the instructional shifts.</p> <p>* iReady Diagnostic Growth Results will show that 50% of students are making progress toward achieving grade-level proficiency (Fall, Winter, and Spring).</p>					
	<p>[A 2.1.2] Collaborative Planning</p> <p>Collaborative planning sessions will be conducted o address the instructional needs of teachers. These sessions will focus on planning for content delivery and pedagogical strategies. Thus, equipping teachers with the knowledge, skills, and strategies aligned to content standards for effective lesson delivery. These sessions offer valuable professional learning opportunities to enhance both teacher performance and student outcomes. Teachers will need printed resources and materials related to instructional practices for planning, preparation, and lesson delivery. Teachers will use instructional supplies and materials to complete tasks and plan for high-quality instruction.</p>	<p>Keisa Jackson - Principal, Neconna Molina - Assistant Principal, Michele Strother - PLC Coach, Andrew Edwards- Instructional Coach</p>	05/23/2025		
<p>[S 2.2] Professional Development</p> <p>Provide ongoing, high quality professional development at the school level for teachers, and other instructional staff that focuses on instructional shifts and strategies that result in improved student performance.</p> <p>Benchmark Indicator</p> <p>**Implementation: **</p> <p>* Daily Classroom Observations with the High Impact Strategies Document</p>	<p>[A 2.2.1] Mathematics and High Impact Strategies Professional Development</p> <p>Math Leads will conduct professional development on school-wide math language, strategies, and instructional practices to increase student achievement. Digital platforms and additional technology will be needed to ensure students develop a deep understanding of content and teachers are incorporating engagement aligned to the standard. Professional development on the use of digital platforms and incorporation of technology will be needed. Professional reading and</p>	<p>Keisa Jackson - Principal, Neconna Molina - Assistant Principal, Michele Strother - PLC Coach</p>	05/23/2025		

<p>* Monthly School-Level Professional Development (Agenda & Sign-In Sheets)</p> <p>* Bi-Weekly Instructional Leadership Team Meetings (Agenda & Sign-In Sheets)</p> <p> </p> <p>**Effectiveness: **</p> <p>* Weekly review of Classroom Observations from the High Impact Strategies Document show that at least 33% of core content area teachers are effectively implementing the instructional shifts.</p> <p>* Standards aligned core instruction will be delivered 80% of the time with fidelity.</p> <p>* Conduct ILT meetings twice a month with 85% attendance.</p>	<p>instructional supplies will be purchased to support the use of manipulatives, mathematical practices and strategies.</p>				
	<p>[A 2.2.2] Mathematics Standards Professional Development</p> <p>Math Leads will conduct professional development on the mathematics standards for the 24-25 school year. Professional development will focus on unpacking and interpreting the standards while outlining the instructional focus for clarity into effective Tier 1 instruction. Included in the professional development will be aspects of rigor, evidence of learning, and grade level expectations. Printed resources and materials will be required for teacher use, as well as, instructional supplies and materials to complete tasks</p>	<p>Keisa Jackson - Principal, Neonna Molina - Assistant Principal, Michele Strother - PLC Coach,</p>	05/23/2025		
	<p>[A 2.2.3] Flexible Grouping Professional Development</p> <p>School leaders will conduct professional development on flexible grouping, Teachers will learn how to employ flexible grouping derived from aggressive monitoring and content assessment resources. Teachers will gain insight into this data-driven teaching practice whereby students are placed into temporary groups to work together as long as necessary for the development and/or mastery of an identified skill or learning activity.</p>	<p>Keisa Jackson - Principal, Neonna Molina - Assistant Principal, Michele Strother - PLC Coach,</p>	05/23/2025		

	Resources and instructional materials will be purchased to support the implementation of flexible grouping in Math classrooms.				
	<p>[A 2.2.4] Family Math and Science Night Family Math and Science Night will be conducted to demonstrate content being taught in math classrooms and share strategies to assist parents in helping students at home . This activity purposefully connects parents to classroom learning and reinforces the role they have as active participants in the education of their child. Teachers will present hands-on standards-aligned activities that are engaging. Family resources and materials will be made available for students and will include instructional supplies and resources that are needed for practice at home.</p>	<p>Keisa Jackson - Principal, Neconna Richardson- Assistant Principal, Michele Strother - PLC Coach, Sherri Wade - Science Lead</p>	01/31/2025		
<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 **Implementation: **</p> <p>* Tri-Weekly Common Formative Assessments * Monthly Progress Monitoring Results * Bi-Weekly Grade Book Analysis **Effectiveness: **</p> <p>* Students should perform at or above 70% on school-wide formative assessments (Fall, Winter, and Spring) that align with core instructional standards for the specific quarter. * Students in targeted interventions (i.e. Aims Web)</p>	<p>[A 2.3.1] Bi-Weekly Data Meetings Bi-weekly data meetings will be conducted to discuss common formative assessment data. The common formative assessment will have been administered the prior week. Teachers will analyze the data to determine students' mastery of standards, trends, and specific instructional needs. Instructional supplies that support the analysis of data will be purchased and used during data meetings.</p>	<p>Keisa Jackson - Principal, Neconna Molina - Assistant Principal, Michele Strother - PLC Coach, Sandra Henry - Interventionist</p>	05/23/2025		

advance 1 skill deficit area every two months. * Students are meeting grade level expectations with a C letter grade or better per quarter.					
	[A 2.3.2] Intervention Instruction Teachers and Interventionist will provide additional instruction to students that possess deficits in specific academic areas. The additional instruction encompasses multiple entry and exit points based on students' needs. Instructional supplies needed will be purchased to support student needs and individualized instruction during the intervention period.	Keisa Jackson-Principal, Sandra Henry-Interventionist	05/23/2025		
	[A 2.3.3] Standards Aligned Supplemental Resources Standards Aligned Supplemental Material from American Book Company and Achieve Network will be used to help students achieve academic success on district and state assessments. Students will receive whole group, small group, and individualized instruction using American Book Company books to introduce or expand on concepts. These resources will provide teachers with key academic vocabulary to use in context, as well as scaffolds to needed when delivering instruction. Achieve Network resources will allow for independent learning with questions that emulate questions on district and state assessments. American Book Company and Achieve Network materials and platform will be purchased to supplement the district curriculum.	Keisa Jackson-Principal, Neonna Molina Richardson-Assistant Principal, and Michele Strother - PLC Coach	03/28/2025		
	[A 2.3.4] After School Tutoring After school tutoring will be provided to students, two days a week for one and a half hours. The focus will be on Mathematics. After school tutoring will support students performing below grade level or at the approaching level. Instructional supplies and resources will be purchased to support learning during the program.	Neonna Richardson - Assistant Principal and Michele Strother- PLC Coach	05/23/2025		

[G 3] Safe and Healthy Students

During the 202-2025 school year, Wells Station Elementary will decrease the number of chronically absent out of school rate from 17.6% in 2024 to 15.8% in 2025, as

measured by Power BI, Power School, and Share Point.

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</p> <p>Implement interventions specifically designed to address identified behavioral needs of students. Additionally, develop and implement support programs tailored to assist students with behavioral challenges. Launch initiatives aimed at improving behavioral outcomes and providing appropriate student supports.</p> <p>Benchmark Indicator</p> <p>**Implementation: **</p> <ul style="list-style-type: none"> * 20 Day Student Discipline Reports * 20 Day Attendance Data Reports * Quarterly At Risk Truancy Reports <p>**Effectiveness: **</p> <ul style="list-style-type: none"> * 20-day Discipline Reports indicate student discipline is decreasing by one student each 20 day period. * 20 day Attendance Data Report indicate student attendance is improving by 2% each 20 day period. * At Risk Truancy Report indicate At-Risk students are decreasing by 1% each quarter. 	<p>[A 3.1.1] Attendance Trackers</p> <p>Student attendance will be tracked each day using an attendance tracker. Teachers, professional school counselor and the administrative team will monitor and track the students who are chronically absent. They will have one on one meetings with parents and students. Decreasing chronic absenteeism will help increase academic success in early literacy at Wells Station.</p>	<p>Keisa Jackson - Principal, Professional School Counselor - Sherry Scott</p>	05/23/2025		
	[A 3.1.2] Attendance Celebrations	Keisa Jackson-	05/23/2025		

	Families and teachers will celebrate meeting attendance goals by participating in Attendance Celebration. The celebration will promote high attendance and motivate families to bring students to school daily. Families will receive information telling how attendance affects academics. Instructional resources will be needed to make the event engaging for families.	Principal, Sherry Scott- Professional School Counselor			
<p>[S 3.2] Professional Development Provide ongoing, high quality school based professional development 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 **Implementation:**</p> <p>* 20 Day Student Discipline and Attendance Reports * 20 Day Chronic Absenteeism Report * Monthly Attendance Rate Report</p> <p>**Effectiveness: **</p> <p>* 20 Day Student and Discipline Report indicate student discipline is decreasing by 1 student each 20 day period. * 20 Day Chronic Absenteeism Report indicate chronic absenteeism is decreasing by .5% each 20 day period * Monthly Attendance Rate report indicates student attendance is increasing by 1 percentage point each month.</p>	<p>[A 3.2.1] Social/Emotional Learning - Professional Development Provide professional development to the staff to share strategies on how to deal with social and emotional issues in students. Staff will be trained on how to provide high quality instruction to all students including general education students, students with disabilities, and English Language Learners.</p>	Sherry Scott- Professional School Counselor	12/13/2024		
<p>[S 3.3] Parent, Family, and Community Engagement Promote effective parent, family, and community engagement activities and resources that support</p>	<p>[A 3.3.1] Family Meetings Families will participate in meetings to discuss the importance of attendance. Families will be presented with research-based data about how</p>	Keisa Jackson - Principal, Neonna Richardson -	05/23/2025		

<p>safe schools which will improve student attendance and behavior.</p> <p>Benchmark Indicator</p> <p>**Implementation:**</p> <ul style="list-style-type: none"> * 20 Day Student Attendance Reports * 20 Day Attendance and Discipline Reports * Quarterly Review of Days Absent by Absent Categories <p>**Effectiveness: **</p> <ul style="list-style-type: none"> * 20 day Attendance Data Report indicate student attendance is improving by 2% each 20 day period. * 20 Day Student and Discipline Report indicate student discipline is decreasing by 1 student each 20 day period. * Days absent by absent category indicate unexcused absences is improving by 1 percentage point each quarter. 	attendance affects academics.	Assistant Principal, Michele Strother - PLC Coach, Sherry Scott- Professional School Counselor			
<p>[G 4] Early Literacy</p> <p>During the 2024-2025 school year, Wells Station Elementary will decrease the percentage of kindergarten, first, and second grade students scoring 1-2 grade levels below where they should be from 45.1% in 2024 to 40.6% in 2025.</p> <p>Performance Measure</p> <p>Performance will be measured using the following tools:</p> <ul style="list-style-type: none"> * Report Card Data * iReady Diagnostic Testing (Fall, Winter, and Spring) 					
Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 4.1] Professional Learning</p> <p>Build and strengthen the foundational literacy knowledge of classroom teachers, and educational assistants through engagement in professional learning experiences anchored in the science of</p>	<p>[A 4.1.1] Building Skilled Readers through the Science of Reading</p> <p>The Assistant Principal, PLC Coach, Instructional Coach, and Interventionist, will work closely with staff to provide professional development on the</p>	Neonna Molina Richardson - Assistant Principal,	05/23/2025		

<p>reading.</p> <p>Benchmark Indicator **Implementation:**</p> <ul style="list-style-type: none"> * Monthly K-2 Foundational Literacy Professional Development (Agenda & Sign-In) * Weekly K-2 Foundational Literacy Walkthroughs * Quarterly Survey of K-2 Educational Assistants <p>**Effectiveness: **</p> <ul style="list-style-type: none"> * Foundational Skills Instruction is being delivered with fidelity 80% of the time with fidelity. * Weekly review of classroom observations indicate explicit instruction and student practice in phonemic awareness, phonics, fluency, vocabulary, and comprehension are present 80% of the time. * Quarterly Survey of K-2 Educational Assistants indicate an 1 point improvement in the average rating each quarter. 	<p>reading strands of Scarborough's Rope Model of Reading for all grade levels. Literacy resources and instructional supplies will be used to increase student achievement in language comprehension and word recognition.</p>	<p>Michele Strother - PLC Coach, Sandra Henry - Interventionist, Andrew Edwards - Instructional Coach</p>			
<p>[S 4.2] District Provided ELA Instructional Coach Utilize District provided Instructional Coach to support K-2 teachers with implementing high quality foundational literacy instruction and strategies.</p> <p>Benchmark Indicator **Implementation: **</p> <ul style="list-style-type: none"> * Weekly Classroom Walkthroughs during Foundational Literacy Block * Weekly Analysis of Teacher Implementation of Curriculum <p>**Effectiveness:**</p>	<p>[A 4.2.1] ELA Instructional Coach The Instructional Coach will conduct walkthroughs to determine instructional needs for K-2 teachers in foundational literacy. The coach will model lessons and provide lesson planning/development techniques to support foundational literacy in a literacy-rich environment. Instructional supplies for phonics, phonemic awareness, fluency, and vocabulary will help teachers increase early literacy.</p>	<p>Neonna Richardson - Assistant Principal, Michele Strother - PLC Coach, Andrew Edwards - Instructional Coach</p>	<p>05/23/2025</p>		

* Weekly Classroom Walkthroughs indicate foundational skills instruction is demonstrated as the primary form of instruction by at least 50% of the teachers during the foundational skills block.

* Weekly analysis of Curriculum implementation indicate teachers are using effective strategies for each instructional component of GRR (e.g., explicit instruction, guided practice, collaborative practice) 80% of the time.

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