

Southwind Elementary Annual Plan (2020 - 2021)

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[G 1] Reading/Language Arts

Shelby County Schools will improve literacy across grades 3 through 12. Implementation of reading language arts curriculum will continue to improve developing students' deep understanding of the content and mastery of the standards to ensure students are career and college ready. School Level: Southwind Elementary will meet or exceed a TVAAS level of 3 or higher on the school-wide composite for Reading Language Arts on the TN Ready Assessment. 2020-2021 RLA AMO Goal: 37.3% Double AMO 41.4% per ILD.

Performance Measure

Shelby County Schools will work toward increasing the following percentage of students who are on track or mastered in grades 3-5 from 2018-19 on track or mastered of 24% to 29% for 2020-2021; grades 6-8 from 2018-19 on track or mastered of 18.5% to 23.5% for 2020-2021; and grades 9-12 from 2018-19 on track or mastered of 20.7% to 25.7% for 2020-2021 as reflected on TCAP. All students will demonstrate 70% on-track/mastery on District Formative Assessments.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 1.1] Standards-Aligned Core Instruction Southwind Elementary will be using the the (Wonders Series) for reading. The Wonders series is a new curriculum that the district has purchased for ELA/Foundational skills. Also, the district has purchased an additional resource for teachers to supplement the main curriculum (Educational Epiphany) to ensure the teachers are very well versed with understanding standards based instruction. Moreover, with the newly added resources, this will provide teachers with access to a more rigorous curriculum, aid with providing quality core instruction, and assessments alignment with the state's academic core content standards.</p> <p>Benchmark Indicator Performance levels at 70% on-track/mastery on District Formative Assessments (Fall, Winter and Spring) will demonstrate the alignment of core instruction being taught to standards for the specific quarter. Zoho (New instructional Practice Guide) will be utilized to provide feedback for informal walkthroughs on teachers. The purpose of this observational tool is to ensure that teachers</p>	<p>[A 1.1.1] Standards-Aligned Core Instruction Southwind will follow the districts mandate to align core instruction with the states standards. Southwind Elementary will provide access to a rigorous curriculum, quality core instruction, and assessments aligned with the states academic content standards with fidelity. The district has provided a supplementary resources to assist teachers with standards based instruction. The Educational Epiphany Resource Interpretation Guides will aid in teachers understanding Performance Based Objectives. The Performance Based Objectives are created from the actual state standards along with the academic language that will further interpret what students need to know and do in order to show mastery of the standard.</p>	Kimbrough, Wooden, West, Bowen	05/31/2021		

<p>are following the four instructional practices that the district has mandated. The Four Instructional Practices are as follows:Instructional Practice#1- Performance Based Objective, Instructional Practice#2- Academic Language, Instructional Practice#3- Gradual Release, and Instructional Practice#4-Writing & Mathematical conceptsTEM rubric for formal observations - for each observation at 3 or better;Curriculum for informal observations to benchmark the implementation of the curriculum and resources - quarterly at 80% fidelity;TN Ready State Standards - annually meeting AMO's.School Equity Walks conducted monthly by District Cross-functional teams.</p>					
	<p>[A 1.1.2] Rigorous Instruction The teachers at Southwind have been provided with training by the way of utilizing the Donyall Dickey resources to compliment our current curriculum. Teachers have been trained through his PD as well as through PLC how to look at standards and Performance Based objectives in order to teach students what they need to know and do. The Performance Based objective must include content and higher order thinking for the students. Teachers must implement the four instructional practices by incorporating Performance Based Objective, academic language, gradual release, and writing and math manipulatives. These core practice must be embedded in the daily instruction to ensure that students are meeting the demands of the state standards. The district has provided a timeline for each of the Instructional Practices that are aligned with curriculum. Each week teachers, are trained on the instructional practices during PLC. During PLC, the PLC coach provides information given by the district to ensure that the teachers are following the proper protocols in teaching the standards. Moreover, in order to increase rigor teachers' must understand Performance Based Objectives and the language to ensure their students understand the content by promoting higher order thinking and</p>	<p>Kimbrough, Wooden, West, Bowen</p>	<p>05/31/2021</p>		

	meeting the overall demands of the states requirements to show mastery.				
<p>[S 1.2] 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 changing instructional practices that result in improved student performance. Teachers will continue to be trained on various programs implemented by the district in order to improve the quality of instruction needed to improve our schools data.</p> <p>Benchmark Indicator Instructional Leadership Team (ILT) meetings – MONTHLY at 85% attendance to ensure district and school leaders are attending and obtaining the knowledge shared during meetings. Zone meetings, and small-group ILT sessions - MONTHLY at 85% overall attendance rate. IPG and walk-through observation data - WEEKLY at 80% fidelity implementation of practices that were presented during ILT and Zone meetings and sessions. District Formative Assessment data - QUARTERLY student performance levels at 70% on track/mastery. Professional Learning Zone (PLZ) transcript data - ONGOING at 85% overall attendance rate. School based Volunteer logs to show volunteers are participating in PD sessions to support the needs of the district and assigned schools - QUARTERLY. School Equity Walks conducted MONTHLY by District cross-functional teams will monitor fidelity of implementation. New hire rosters and mentor list, submitted each SEMESTER ensuring new teachers are assigned and attending new teacher professional support. Teacher applications and transcripts participating in district sponsored university course work per SEMESTER.</p>	<p>[A 1.2.1] Professional Development Southwind will continue to provide ongoing, high quality Professional Development at the District and school level for school leaders, teachers, and other instructional staff that focuses on changing instructional practices, foundational skills training, meaning based training that results in improved student performance. In order to do this, District Literacy staff and school level staff (ILT Team) will use the Zoho (Instructional Practice Guide) to monitor instruction with fidelity of the implementation process of Tier I. ELA instruction in foundational skills and meaning based with the effective use of our district mandated reading program the Wonders reading series.</p>	Principal, PLC Coach, Laureate	05/31/2021		
<p>[S 1.3] Targeted Intervention and Personalized Learning</p>	<p>[A 1.3.1] ELA Southwind provides academic interventions</p>	Principal, PLC Coach,	08/31/2021		

<p>Provide academic interventions and personalized learning activities that are designed to meet the individual needs of the student and provide a learning pace and instructional approaches to meet the needs of each learner.</p> <p>Benchmark Indicator District Formative Assessment data review to show effectiveness of targeted intervention and personalized learning in alignment of standards and performance measure. QUARTERLY student performance outcome 70% on-track/mastery. Progress monitoring from the universal screener/FastBridge will provide feedback data on the impact of targeted intervention and personalized learning. QUARTERLY student performance outcome 70% on-track/mastery. (Illuminate/Fast Bridge and Edgenuity My Path Reading (9-12)) RTI2 instructional tool data review – WEEKLY student performance outcome 70% on-track/mastery. TN Ready Assessment and End of Course (EOC) - ANNUALLY meeting AMOs for identified targeted subgroups. Weekly grade reports for students enrolled in summer learning opportunities to demonstrate mastery of content presented.</p>	<p>through the use of the Illuminate/Fast bridge the districts new Universal Screener which identifies students based on their tier level and the I-Ready Diagnostic program. These programs are used as a guide to focus on the areas of strength and weaknesses of students in the areas of ELA. The programs help teachers analyze the data to assisting them by providing helping them to effectively personalize their students learning activities that are designed to meet their individual needs, which will provide an overall learning pace for each individual student. The instructional approaches teacher take to meet the needs of each learner by using the I-Ready program is to set individualized lessons based on low deficit ares for reading, and students are assigned those lesson weekly to ensure that they show mastery for those particular standards and activities. The teachers also utilize their intervention times to assist students. Specifically they focus on tier 3 students three days a week and tier 2 students two days a week. On these particular days, teachers are primarily focusing on the core content needed to move the student to the next level academically in the small group setting. As it relates to the tier 1 students, those students are taken through a learning progression to move them beyond their initial thinking and activities to a more advanced grade level to increase the level of rigor based on their learning abilities.</p>	<p>Instructional Facilitator, Laureate</p>			
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[G 2] Mathematics (Eureka Math)

Shelby County Schools will improve K-12 mathematics with a continued instructional shift that will align with an increase focus on content, coherence of student understanding, and rigorous instruction that requires students to apply all shifts to real world applications. The curriculum Southwind Elementary is using is the Eureka math. This program has been utilized in the district going on six years. Teachers use this resource fidelity to ensure that all district guidelines and goals are meet to increase student achievement and growth in the area of mathematics.

Performance Measure

Shelby County Schools will work toward increasing the percent of students who are on track or mastered in Mathematics for grades 3-5 from 34.1% in 2018-2019 to 39.1% for 2020 - 2021; grades 6-8 from 22.2% in 2018-2019 to 27.2% for 2020 - 2021; and for grades 9-12 from 12.7% in 2018 - 2019 to 17.7% for 2020 - 2021as reflected on TCAP. All students will demonstrate 70% on-track/mastery on District Formative Assessments.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 2.1] Standards-Aligned Core Instruction Provide access to rigorous curriculum, quality core instruction, and assessments aligned with the State's academic content standards.</p> <p>Benchmark Indicator Performance levels at 70% on-track/mastery on District Formative Assessments (Fall, Winter and Spring) will demonstrate the alignment of core instruction being taught to standards for the specific quarter. Instructional Practice Guides (IPGs) will provide an informal observation rubric to district academic leaders to gauge the implementation of standard aligned instruction. IPGs will be monitored through the district's PD management system (Professional Learning Zone/PLZ) for 80% standard aligned core instructional implementation with fidelity at 2 per teacher per semester. TEM rubric for formal observations - for each observation at 3 or better; Eureka curriculum for informal observations to benchmark the implementation of the curriculum and resources - quarterly at 80% fidelity; TN Ready State Standards - annually meeting AMO's. School Equity Walks conducted monthly by District Cross-functional teams.</p>	<p>[A 2.1.1] Math Southwind Elementary teachers will be provided with additional training that encompasses district-led mathematics professional developments after school, District Learning Days, and on-line tutorials which focus on effectively utilizing Eureka Math. Because Eureka math procedures, protocols, routines etc. has been in place for some time, thus this does allow students and teachers to primarily focus on content which ultimately allows for greater achievement. Teachers will be provided instructional strategies in PLC that will be used to increase student achievement in mathematics. They will have an opportunity to watch modeled lessons as well as model a lesson themselves. This will allow them to have the practice time needed to receive real time feedback to ensure that they are utilizing all of the strategies needed to move students to mastery. Southwind Elementary administrative staff and teachers will utilize the district provided Math coach as a support personnel and resource for our teachers when available, and the PLC coach, as well as the Content Lead. This will aid in giving teachers the additional support they need in the deficit areas of growth. This type of additional support will be provided for teachers during the instructional day, faculty meetings, and parent training sessions and District Learning Days.</p>	Kimbrough, Wooden, West	08/01/2021	Supplementary Materials	
<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 changing instructional practices that result in improved student performance.</p> <p>Benchmark Indicator</p>	<p>[A 2.2.1] Math Southwind will continue to provide high quality professional development at the District and school level for school leaders, teachers, and other instructional staff that focuses on changing instructional practices that result in improved student performances. The district as well as Math coaches will continue to develop our teachers in the providing the best instruction with the Eureka</p>	Kimbrough, Wooden, West,	08/01/2021	All funding is spent on Teacher supplementary materials.	

<p>Instructional Leadership Team (ILT) meetings – MONTHLY at 85% attendance to ensure district and school leaders are attending and obtaining the knowledge shared during meetings. Zone meetings, and small-group ILT sessions - MONTHLY at 85% overall attendance rate. IPG and walk-through observation data - WEEKLY at 80% fidelity implementation of practices that were presented during ILT and Zone meetings and sessions. District Formative Assessment data - QUARTERLY student performance levels at 70% on track/mastery. Professional Learning Zone (PLZ) transcript data - ONGOING at 85% overall attendance rate. School based Volunteer logs to show volunteers are participating in PD sessions to support the needs of the district and assigned schools - QUARTERLY. School Equity Walks conducted MONTHLY by District cross-functional teams. New hire rosters and mentor list, submitted each SEMESTER ensuring new teachers are assigned and attending new teacher professional support. Applications and Transcripts for teachers participating in District sponsored course work, each SEMESTER.</p>	<p>curriculum. Teachers will utilize the many on-line resources that are offered to ensure students are meeting and exceeding the states expectation to show mastery. In PLC teachers will have an opportunity to share strategies and model lessons to share with their grade level teams. This will allow them to receive real time feedback on any corrective actions before presenting lessons to students.</p>				
<p>[S 2.3] Targeted Interventions and Personalized Learning, Southwind Elementary will provide academic interventions and personalized learning activities that are designed to meet the individual needs of the student and to provide a learning pace and instructional approaches that meet the needs of each learner. Teachers are given the opportunity to work with students during intervention time on those areas of deficit based on data from our district assessments such as I-Ready, Mastery Connect, and Fast Bridge Illuminate. The programs used will allow teachers to individualize their students based on needs and standards that they did not master. Teachers are differentiating their lessons also to meet the demands of the Eureka math curriculum. The curriculum also provides video lessons for teachers to refer to. These</p>	<p>[A 2.3.1] Math (Eureka) Southwind Elementary will provide academic interventions and personalized learning activities that are designed to meet the individual needs of the student and to provide a learning pace and instructional approaches that meet the needs of each learner. Teachers are given the opportunity to work with students during intervention time on those areas of deficit based on data from our district assessments such as I-Ready, Mastery Connect, and Fast Bridge Illuminate. The programs used will allow teachers to individualize their students based on needs and standards that they did not master. Teachers are differentiating their lessons also to meet the demands of the Eureka math curriculum. The curriculum also provides video lessons for teachers to refer to. These lessons are examples of specific lessons that</p>	<p>Kimbrough, Wooden, West, teachers', MAPS teachers'</p>	<p>08/01/2021</p>	<p>Teacher Resources</p>	

<p>lessons are examples of specific lessons that teachers can actually follow to assist them with the delivery of a specific lesson. Overall, teachers and students are given a wealth of resources and strategies from the district level, zone math coaches, PLC's and other colleagues to ensure that students are meeting and exceeding the states growth ad achievement goals.</p> <p>Benchmark Indicator District Formative Assessment data review to show effectiveness of targeted intervention and personalized learning in alignment of standards and performance measure. QUARTERLY student performance outcome 70% on-track/mastery. Progress monitoring from the universal screener/ Illuminate/Fast Bridge and iReady will provide feedback data on the impact of targeted intervention and personalized learning. QUARTERLY student performance outcome 70% on-track/mastery. RTI2 instructional tool data review – WEEKLY student performance outcome 70% on-track/mastery. TN Ready Assessment and End of Course (EOC) - ANNUALLY meeting AMOs for identified targeted subgroups. Weekly grade reports for students enrolled in summer learning opportunities to demonstrate mastery of content presented.</p>	<p>teachers can actually follow to assist them with the delivery of a specific lesson. Overall, teachers and students are given a wealth of resources and strategies from the district level, zone math coaches, PLC's and other colleagues to ensure that students are meeting and exceeding the states growth ad achievement goals.Per district, teachers will attend online Eureka math PD specialized in the specific area of focus or need to increase the level of rigor needed for students to meet the state standards .Teachers utilizing the Eureka online material assists with instructional strategies to teach specific math concept.The districts math coach will provide math teachers with instructional materials and strategies to effectively teach the Eureka math to students on high, medium, and low level.At a district level</p>				
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[G 3] Safe and Healthy Students
Shelby County Schools will cultivate a positive climate to ensure that school environments are safe and conducive for instruction. Students will have equal access to a safe learning environment. Based on gains made by the District in the area of Discipline and attendance that continued focus on attendance will continue to move us toward our goal.

Performance Measure
Shelby County Schools will reduce the percentage of chronically out of school students from 18.4% in 2018-19 to 11.3% for the 2020 – 2021 academic school year in order to reach our set AMO goal for chronically out of school.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 3.1] Behavioral Interventions and Supports Implement targeted interventions and support	[A 3.1.1] Discipline Southwind will continue to develop it's	Kimbrough, Wooden,	05/31/2021		

<p>programs and initiatives that address identified behavior needs and provide appropriate student supports.</p> <p>Benchmark Indicator In order to look at attendance rates and factors that cause students to be absent from school the benchmark indicators are student discipline reports - 20 day reporting period will assist in monitoring students behavior and effectiveness behavioral interventions and supports measures aimed at reducing student discipline incidents.. Attendance and suspension data - 20 day reporting period, will assist in monitoring students attendance and the effectiveness of behavioral interventions and supports measures aimed at improved student attendance. Monitoring students who have been identified as needing additional support (i.e. homeless, foster care, student involved in RTIB programs).</p>	<p>comprehensive behavioral discipline plan by ensuring that students are following the proper school protocols of the three B's. There is a plan set in place that allows teachers and the RTI2B team to meet monthly to discuss students who have behavioral issues. Moreover, during these meetings there are discussions pertaining to strategies that can be used to cut down on any reoccurring discipline issues. All parties are involved in these discussions such as behavioral specialists, teachers, counselor, principal, and the psychologists if needed. If students continue to display disruptive behaviors in the class setting, then the following options will take place:Supervised Study instead of ISSTeacher meeting with RTI2B team for possible recommendations regarding behavioral issues.Continue with a progressive discipline plan that will allow administration to monitor the number of daily occurrences via bus, classroom, etc.</p>	<p>Smith, West, Teachers</p>			
<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 Student discipline and attendance reports 20-day reporting cycle will be used to measure impact of changed practices as a result of professional development. Fidelity checks of student data entry will be conducted during the 20-day reporting cycle to monitor the incidents of data entry errors and erroneous reporting.</p>	<p>[A 3.2.1] Professional Development The schools Behavioral Specialist provides Professional Development monthly to discuss with the staff on strategies to improve classroom disruptions, and how to effectively diffuse certain situations that may take place in the classrooms. Southwind Elementary has a RTI2B committee that also assist with professional development monthly as well with the teachers by sharing information they received from district PD's. This information is then disseminated to the teachers to aid in making sure there classrooms remain free from student disruptions or unnecessary issues that will cause serious disruptions to the learning process. The counselor is also heavily involved because she also keeps a track on specific students to ensure there rights are not being violated and we as a school are following all proper measures to give our students the proper assistance based on their individual needs.</p>	<p>Klmbrough, Wooden, Smith, West</p>	<p>05/31/2021</p>		

<p>[S 3.3] Parent, Family, and Community Engagement Promote effective parent, family, and community engagement activities that support safe schools with increasing student attendance positively impacting the overall academic success of students involves the families of Southwind Elementary who are empowered to be advocates for their own and other children, to ensure that students are treated fairly and have access to learning opportunities that will support their success. The families are supported through parent parent meeting, school and community events. Annually, Southwind supports the community and parents by inviting them to the annual career day. The school invites, doctors, attorneys, public officials, ministers, and other community leaders to come out and speak to the students and parents regarding their careers, and how they support the community of Southwind. There's the annual Book fair and Cultural Fair that also involves the staff, students, parents and community leaders. The parents and community come out to fellowship with the staff by exploring cultural types of events, food, and art along with supporting the book fair to purchase books for their children. This is an events that bring the community together as a whole which involves all cultures and backgrounds.</p> <p>Benchmark Indicator Discipline reports - reviewed 20 day reporting cycle; attendance reports - reviewed 20 day reporting cycle; number of school adopters surveyed annually; number of parent ambassadors named each semester.</p>	<p>[A 3.3.1] Professional Development Professional Development will be ongoing at Southwind Elementary. PD sessions will incorporate surveying grade levels teams on specific areas of need to address classroom instruction development.</p>	<p>Kimbrough, Wooden, Bowen, West</p>	<p>05/31/2021</p>		
<p>[G 4] Early Literacy Shelby County School's early learners will be engaged in literacy-rich environments that offer meaningful, authentic opportunities to develop the reading, writing, speaking and listening skills essential to becoming college and career ready.</p> <p>Performance Measure</p>					

Shelby County Schools K-2 Literacy will increase from 22.7% on 2018-19 3rd grade TN Ready Assessment to 29.0% on 3rd grade TN Ready Assessment for the 2020 – 2021 academic school year.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 4.1] Early Learning Opportunities 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.</p> <p>Benchmark Indicator District Formative Assessments (including grade 2-Fall, Winter and Spring) will demonstrate the alignment of core instruction to K-2 standards at 70% on-track/mastery level; WEEKLY student assessment data to monitor daily task alignment with standards; Universal phonics program (based on awarded RFP) will demonstrate student mastery of foundational literacy skills by achieving 70% mastery on WEEKLY assessments; MONTHLY equity walks by district team leaders to determine the fidelity of implementation of phonics program; QUARTERLY foundation skills review from district literacy coaches on academic gap and root cause analysis to support professional development opportunities based on measured needs; ON-GOING 85% attendance and completion of PD focused on foundational literacy for K-2.</p>	<p>[A 4.1.1] Early Literacy Learning Professional Development The schools Laureate is very instrumental with our K-5 teachers in ensuring teachers are receiving the Professional Development needed for foundational lessons, small group/ workstations to incorporate with fidelity in the classrooms. This individual also does K-3 walkthroughs to gather data in order to continue to develop an ongoing Professional Development plan to assist teachers in specific areas of need.Laureate will conduct monthly literacy meetings in conjunction with the SCS district provided professional development. Note: These meetings may be held for individual grade levels and/or combined grade levels based on needs.Teachers will be provided any additional resources via the Laureate weekly to ensure teachers are meeting the expectations to ensure students are meeting the expectations for the 3rd grade commitment.</p>	Laureate, PLC Coach	06/01/2021	Teacher Resources	
<p>[S 4.2] Effective Transitions into Kindergarten Provide programs and initiatives designed to prepare students and teachers for the smooth and positive transition between specific grade levels and educational placements.</p> <p>Benchmark Indicator District-wide curriculum maps assure seamless articulation and spiraling of content from one grade level or grade band to the next, ensuring that</p>	<p>[A 4.2.1] Early Literacy In order to ensure our K-2 students are on the right track to reading literacy and meeting the SCS 3rd grade commitment requirements, Southwind Elementary School teachers will strategically and intentionally follow all components of the Foundational Literacy Block in conjunction with the meaning-based portions of ELA as laid out by the district. The ultimate goal for Southwind Elementary is to ensure that K-5 has a strong</p>	Kimbrough, Wooden, Bowen, West	08/01/2021	Teacher resources	

<p>students have been appropriately exposed to skills and standards that will allow them to achieve at increasingly higher levels; Weekly informal observations by ILT and principals to monitor the implementation of the curriculum maps will allow our district to monitor the implementation of curriculum along with the impact of instructional best practice on grade-to-grade transitions.</p>	<p>Literacy plan set in place beginning with the lower grades specifically, because when students enter 3-5, there are still many deficits areas of early literacy that our students are still struggling with. The new Wonders Curriculum purchased by the district, does a great job with laying out specific plans and lessons that directly focus on building effective literacy lessons through the lessons. Teachers will implement these daily activities and lesson with fidelity, and cover all components of teaching literacy, specifically, but not limited to, HFW, phonemic awareness, phonics, and comprehension. These are the core areas of focus that causing our students to not read on grade level. Teachers will adequately implement all teaching/ instructional practices in an exemplary way as laid out by the Early Literacy and ELA departments.</p>				
<p>[S 4.3] Professional Development Provide support to K-2 all teachers through job-embedded professional development activities.</p> <p>Benchmark Indicator Student assessment data in the form of quarterly formative assessment and quarterly district CFAs will demonstrate effective professional development as improved pedagogy will yield increasingly positive student results; completion of foundational skills module studies will provide evidence of effective professional development as participants demonstrate concept mastery by completing module assessments before returning to school sites to implement practices. School Equity Walks conducted monthly by District Cross-functional teams.</p>	<p>[A 4.3.1] Early Literacy PD The PLC Coach, Laureate, and District Coaches will ensure that the following is incorporated in meeting the demands of the 3rd grade commitment. Based on our needs of the schools the following guidelines are set in place to inform and develop teachers to make sure that they are provide students with the necessary strategies in order to meet the districts goal as it relates to the 3rd grade commitment. Laureate will conduct monthly literacy meetings in conjunction with the SCS district provided professional development. Note: These meetings may be held for individual grade levels and/or combined grade levels based on needs. Laureate will intentionally model lessons and strategies to set an example for K-2 teachers. These lessons and strategies will be determined by needs. For example they will include, but are not limited to: Wonders lessons, phonemic awareness, phonics, and comprehension. ELA Teachers will intentionally plan and model lessons for feedback and modifications during PLC, collaborative planning, etc. Laureate will provide resources, feedback, and digital materials when</p>	<p>Kimbrough, Wooden, Bowen, West, District Leaders</p>	<p>05/31/2021</p>	<p>Teacher Resources</p>	

	needed.Laureate/teachers will attend and participate in all Early Literacy Professional Development when offered by SCS/laureate when able.				
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