Peabody Elementary Annual Plan (2022 - 2023)

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[G 1] Reading/Language Arts
Peabody Elementary will work toward increasing the following percentage of students who are on track or mastered in grades K - 5 from 2021 - 2022 on track or mastered of 61.6% to **65% **in ELA for Spring of 2022 - 2023 as reflected on Mastery Connect. All students will demonstrate 70% on-track/mastery on District Formative Assessments.

Performance Measure
Performance will be measured using the following tools:

Mastery Connect Assessment (mastery at 70%)

TNReady Assessment (students scoring on-track/mastery)

District Formative Assessment using iReady Diagnostic (students scoring on track/mastery)

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 1.1] Standard Aligned Core Instruction Provide daily access to a rigorous reading/language arts curriculum that will develop students' deep understanding of the content, strengthen comprehension, and promote mastery of TN Standards to ensure students are career and college ready. **Benchmark Indicator** **Benchmark Indicator** Students should score 70% or above on District Formative Assessment (Mastery Connect - Fall, Winter, and Spring) which are aligned to TN State Standards to provide a clear snapshot at student's mastery of State Standards. Daily classroom observations will occur using the District's Formal Informal Walkthrough Tool - Educational Epiphany - to norm instructional practices within the building. The document will be used to gather data as to the use of curriculum and	**[A 1.1.1] Purchase of Supplemental Resources and Materials** PLC Coach will survey the curriculum and converse with classroom teachers to identify areas within Reading where District Curriculum Resources are limited. Team will find standards based supplemental curriculum resources to use to increase student achievement.	Melanie Nelson, Kevin Morris, Shonte Hill, Jayla Brown, Anna Freymayer	05/26/2023		

resources, implementation of research based instructional practices, and the use of using data to drive daily instruction. District Walkthrough data will be monitored through the use of Zoho. Depending of the teachers tier (ranging from 1-3), teachers will receive a set number of informal observations to support with the implementation of effective instruction. Quarterly review of TEM observation data to monitor educators delivery of standard aligned lessons to the TN Standards.					
	[A 1.1.2] Utilizing Reading Prescriptions (2-5) Teachers in grades 2-5 will implement the ELA prescriptions created by the district which provides a sequential order with instruction of state standards. The ELA prescriptions provides and avenue of two district approved curriculums to use interchangeably. Teachers will follow the ELA prescriptions with fidelity to ensure students are mastering the state standards.	Melanie Nelson, Kevin Morris, Shonte Hill, Jayla Brown	05/26/2023		
	[A 1.1.3] Data Driven Instruction Teachers and School Admin will track all formative assessments (Classroom WCAs, Do Nows, Mastery Connect, iReady) to diagnose individual student needs and plan for reteaching of standards students have not shown mastery. In weekly PLCs, teachers will track this data and self-reflect on teacher actions and students actions to develop a plan to address misconceptions using other research-baKesed instructional strategies.	Melanie Nelson, Kevin Morris, Shonte Hill, Jayla Brown, Anna Freymayer	05/26/2023		
	[A 1.1.4] Implementation of Adopted Curriculum and Resources Classroom Teachers will use District Approved Curriculum and Resources as a tool to deliver daily instruction to students. Teachers were given access to curriculum and materials to help them deliver/teach the state standards to students. Teachers will refrain from using outside resources that are low in rigor when delivering instruction to	Melanie Nelson, Kevin Morris, Shonte Hill, Jayla Brown, Anna Freymayer	05/26/2023		

	students unless a supplemental program has been purchased with Title One Funds and approved by School Admin.				
[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, master of standard look fors, students' skill set, and students' proficient reading level of grade supported texts. **Benchmark Indicator** ILT Meetings - Having monthly meetings with 90% attendance to discuss instructional trends (as it relates to student achievement) within the building to plan for differentiated professional development to support the needs of the teachers. District Assessments - Monitoring District Assessments to analyze data for 70% or higher and use data to plan for professional development to support student achievement. Zone Meetings - Content Leads and Administration with 85% attendance will attend these monthly meeting to gain information about instructional shifts and redeliver information to teachers and support staff to support student achievement. Informal Walkthroughs - ILT Members and Administration will conduct walkthroughs and analyze data for 80% of teachers incorporating all components of the shifts within the instructional practice guides and plan differentiated professional support to enhance the instructional practices of teacher to support student achievement. Mentor Teachers - Pairing 100% of new teachers with a mentor teacher to ensure substantial amount of professional development and support is provide to support the growth and achievement of students.	**[A 1.2.1] New Teacher Monthly Professional Development** Teachers that are labeled as year 0 and year 1 to the school building will receive a monthly professional development to enhance their instructional tools to implement a quality instruction to students. Following the academic matrix provided by the district, new teachers will be trained on a variety of topic ranging from instructional strategies, instructional materials, analyzing student work, and use of classroom data. Additionally, informal data will be collected on the school level to plan for professional development of new teachers based on their individual needs.	Melanie Nelson, Kevin Morris, Jayla Brown, Anna Fryemayer	05/26/2023		

Tracking teacher surveys - at 85% submitted.					
	[A 1.2.2] Half Day Planning To support teachers with instruction, classroom teachers will receive half day planning where they will engage in professional development for an hour and use the remaining time to plan for instruction. Teachers will use the district's resources to plan for instruction such as the PLC Planning Protocol Document, Direct Teaching Model, and Prescriptions/Curriculum Maps. Subs will be required for 1/2 day planning.	Melanie Nelson, Kevin Morris, Jayla Brown, Anna Freymayer	05/26/2023		
	[A 1.2.3] Collaborative Planning and PLC's On Mondays, classroom teachers will attend a school based collaborative planning session where they will plan with their team or vertical team for instruction. Within Collaborative Planning, teachers will engage in a process called deliberate practice where teachers will practice with their peers with the delivery of instruction. This will also be a time where teachers are able to share effective instructional strategies that work based on data, curriculum resources, and curriculum materials. On Thursdays, teachers will follow the PLC Cycle to analyze student data and analyze student work to plan for next steps within instruction to address students' misconceptions.	Melanie Nelson, Kevin Morris, Jayla Brown, Anna Freymayer, Shonte Hill	05/26/2023		
	[A 1.2.4] School Professional Development Using informal data from Zoho (informal classroom data) and TEM (formal classroom data), School Admin will analyze the classroom needs to teachers to plan for professional development for teachers. School Admin will deliver professional development to classroom teachers to support with the implementation of effective instruction to support all learners.	Melanie Nelson, Kevin Morris, Jayla Brown, Shonte Hill, Aanna Freymayer	05/26/2023		
	[A 1.2.5] Local and Out of Town PD Admin, Faculty, and Staff will participate in local and out of town PD.	Melanie Nelson, Kevin Morris	07/30/2023		

[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. **Benchmark Indicator** Students should perform at or above 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter. Monthly progress monitoring data review of students' performance in targeted intervention (iReady) to determine next steps of intervention support in an effort to get them to grade level. Weekly review of grade reports for students enrolled in summer learning opportunities to monitor and adjust the effectiveness of the learning opportunity and the impact on student learning and content delivery.	**[A 1.3.1] Weekly/Bi-Weekly Progress Monitoring** Students who are considered to be Tier 2 will be progress monitored bi-weekly. The results from this assessment will provide classroom teachers with information as to how the student is responding to classroom intervention strategies. Students are progress monitored in the area of deficit which is hindering them from performing on grade level. Students who are considered to be Tier 3 will be progress monitored weekly. The results from this assessment will provide classroom teachers with information as to how the student is responding to classroom intervention strategies. Students are progress monitored in the area of deficit which is hindering them from performing on grade level.	Melanie Nelson, Kevin Morris, Sheria Jones	05/26/2023		
	[A 1.3.2] Intervention Students in grades K-5 will receive daily intervention. Intervention will depend of the students content area, tier, and area of deficit. Classroom teachers will provide students with both face-to-face instruction or computer based intervention to address their areas of need.	Melanie Nelson, Kevin Morris, Sheria Jones, Classroom Teachers	05/26/2023		
	[A 1.3.3] Extended Learning/Tutoring Students in grades K-5 will receive an opportunity to participate in extended learning/tutoring two days a week for 1.5 hours. Students will receive support in academic content areas to strengthen their skills to perform on grade level.	Melanie Nelson, Kevin Morris	05/26/2023		

[G 2] Mathematics
Peabody Elementary will work toward increasing the following percentage of students who are on track or mastered in grades K - 5 from 2021 - 2022 on track or mastered of **64.6%** to **68%** in MATH for Spring of 2022 - 2023 as reflected on Mastery Connect. All students will demonstrate 70% on-track/mastery on District Formative

Assessments.

Performance Measure
Performance will be measured using the following tools:

Mastery Connect Assessment (mastery at 70%)

TNReady Assessment (students scoring on-track/mastery)

District Formative Assessment using iReady Diagnostic (students scoring on track/mastery)

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[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. **Benchmark Indicator** Students should score 70% or above on District Formative Assessment (Mastery Connect - Fall, Winter, and Spring) which are aligned to TN State Standards to provide a clear snapshot at student's mastery of State Standards. Daily classroom observations will occur using the District's Formal Informal Walkthrough Tool - Educational Epiphany - to norm instructional practices within the building. The document will be used to gather data as to the use of curriculum and resources, implementation of research based instructional practices, and the use of using data to drive daily instruction. District Walkthrough data will be monitored through the use of Zoho. Depending of the teachers tier	**[A 2.1.1] Purchase of Supplemental Materials** PLC Coach will survey the curriculum and converse with classroom teachers to identify areas within Reading where District Curriculum Resources are limited. Team will find standards based supplemental curriculum resources to use to increase student achievement.	Melanie Nelson, Kevin Morris, Angela Garrone	05/26/2023		

(ranging from 1-3), teachers will receive a set number of informal observations to support with the implementation of effective instruction. Quarterly review of TEM observation data to monitor educators delivery of standard aligned lessons to the TN Standards.					
	[A 2.1.2] Utilizing Math Prescriptions Teachers in grades 2-5 will implement the Math prescriptions created by the district which provides a sequential order with instruction of state standards. The Math prescriptions provides and avenue of two district approved curriculums to use interchangeably. Teachers will follow the Math prescriptions with fidelity to ensure students are mastering the state standards.	Melanie Nelson, Kevin Morris, Angela Garrone	05/26/2023		
	[A 2.1.3] Data Driven Instruction Teachers and School Admin will track all formative assessments (Classroom WCAs, Do Nows, Mastery Connect, iReady) to diagnose individual student needs and plan for reteaching of standards students have not shown mastery. In weekly PLCs, teachers will track this data and self-reflect on teacher actions and students actions to develop a plan to address misconceptions using other research-based instructional strategies.	Melanie Nelson, Kevin Morris, Angela Garrone	05/26/2023		
	[A 2.1.4] Use of Adopted Curriculum and Resources Classroom Teachers will use District Approved Curriculum and Resources as a tool to deliver daily instruction to students. Teachers were given access to curriculum and materials to help them deliver/teach the state standards to students. Teachers will refrain from using outside resources that are low in rigor when delivering instruction to students unless a supplemental program has been purchased with Title One Funds and approved by School Admin.	Melanie Nelson, Kevin Morris, Angela Garrone	05/26/2023		
[S 2.2] Professional Development Provide ongoing, high quality professional	**[A 2.2.1] Half Day Planning** To support teachers with instruction, classroom	Melanie Nelson, Kevin	05/26/2023		

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. **Benchmark Indicator** ILT Meetings - Having monthly meetings with 90% attendance to discuss instructional trends (as it relates to student achievement) within the building to plan for differentiated professional development to support the needs of the teachers. District Assessments - Monitoring District Assessments to analyze data for 70% or higher and use data to plan for professional development to support student achievement. Zone Meetings - Content Leads and Administration with 85% attendance will attend these monthly meeting to gain information about instructional shifts and redeliver information to teachers and support staff to support student achievement. Informal Walkthroughs - ILT Members and Administration will conduct walkthroughs and analyze data for 80% of teachers incorporating all components of the shifts within the instructional practice guides and plan differentiated professional support to enhance the instructional practices of teacher to support student achievement. Mentor Teachers - Pairing 100% of new teachers with a mentor teacher to ensure substantial amount of professional development and support is provide to support the growth and achievement of students. Tracking teacher surveys - at 85% submitted.	teachers will receive half day planning where they will engage in professional development for an hour and use the remaining time to plan for instruction. Teachers will use the district's resources to plan for instruction such as the PLC Planning Protocol Document, Direct Teaching Model, and Prescriptions/Curriculum Maps. Subs will be required for 1/2 day planning.	Morris, Angela Garrone		
	[A 2.2.2] New Teacher Monthly Professional Development Teachers that are labeled as year 0 and year 1 to the school building will receive a monthly	Melanie Nelson, Kevin Morris, Angela Garrone	05/26/2023	

	professional development to enhance their instructional tools to implement a quality instruction to students. Following the academic matrix provided by the district, new teachers will be trained on a variety of topic ranging from instructional strategies, instructional materials, analyzing student work, and use of classroom data. Additionally, informal data will be collected on the school level to plan for professional development of new teachers based on their individual needs.				
	[A 2.2.3] Collaborative Planning/PLCs On Mondays, classroom teachers will attend a school based collaborative planning session where they will plan with their team or vertical team for instruction. Within Collaborative Planning, teachers will engage in a process called deliberate practice where teachers will practice with their peers with the delivery of instruction. This will also be a time where teachers are able to share effective instructional strategies that work based on data, curriculum resources, and curriculum materials. On Thursdays, teachers will follow the PLC Cycle to analyze student data and analyze student work to plan for next steps within instruction to address students' misconceptions.	Melanie Nelson, Kevin Morris, Angela Garrone	05/26/2023		
	[A 2.2.4] School Based PD Using informal data from Zoho (informal classroom data) and TEM (formal classroom data), School Admin will analyze the classroom needs to teachers to plan for professional development for teachers. School Admin will deliver professional development to classroom teachers to support with the implementation of effective instruction to support all learners.	Melanie Nelson, Kevin Morris, Angela Garrone	05/26/2023		
[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	**[A 2.3.1] Weekly and Bi-Weekly Progress Monitoring** Students who are considered to be Tier 2 will be progress monitored bi-weekly. The results from this assessment will provide classroom teachers with information as to how the student is responding to	Melanie Nelson, Kevin Morris, Angela Garrone, Sheria Jones	05/26/2023		

student achievement. ** ** ** ** **Benchmark Indicator** Students should perform at or above 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter. Monthly progress monitoring data review of students' performance in targeted intervention (iReady) to determine next steps of intervention support in an effort to get them to grade level. Weekly review of grade reports for students enrolled in summer learning opportunities to monitor and adjust the effectiveness of the learning opportunity and the impact on student learning and content delivery.	classroom intervention strategies. Students are progress monitored in the area of deficit which is hindering them from performing on grade level. Students who are considered to be Tier 3 will be progress monitored weekly. The results from this assessment will provide classroom teachers with information as to how the student is responding to classroom intervention strategies. Students are progress monitored in the area of deficit which is hindering them from performing on grade level.				
	[A 2.3.2] Intervention Students in grades K-5 will receive daily intervention. Intervention will depend of the students content area, tier, and area of deficit. Classroom teachers will provide students with both face-to-face instruction or computer based intervention to address their areas of need.	Melanie Nelson, Kevin Morris, Angela Garrone, Sheria Jones	05/26/2023		
	[A 2.3.3] Extended Learning/Tutoring Students in grades K-5 will receive an opportunity to participate in extended learning/tutoring two days a week for 1.5 hours. Students will receive support in academic content areas to strengthen their skills to perform on grade level.	Melanie Nelson, Kevin Morris, Angela Garrone	05/26/2023		

[G 3] Safe and Healthy Students
For 2022- 2023,we will reduce chronically out of school students from 10.6% Spring 2022 to 8%. Spring of 2023 The attendance rates for grades K-5 will be 96%.

Performance Measure
Interventions and supports will be measured using the following:

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[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. **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, Truancy Supports and progressive discipline supports).	**[A 3.1.1] Social Worker Support** The School Social Worker will work with students who have disciplinary issues to reduce their classroom infractions to refrain receiving an OSS (Out-of-School Suspension). The School Social Worker will check in with these students once a week.	Melanie Nelson, Kevin Morris, Tamara Turner	05/26/2023		
	[A 3.1.2] Band of Brothers African American Boys in Grades 4-5 will participate in a behavior intervention program 'Band of Brothers' to receive targeted intervention to decrease their classroom infractions. The group	Melanie Nelson, Kevin Morris, Tamara Turner	05/26/2023		

	will meet once a week to collaborate with mentors on behavior goals.				
	[A 3.1.3] RTIB Support Classroom Teachers will follow the classroom behavior matrix and flow chart in classrooms when addressing students misbehavior. Teachers will also use responsive classroom strategies when addressing students' misbehavior such as reinforcing, reminding, and redirecting language.	Melanie Nelson, Kevin Morris, Tamara Turner	05/26/2023		
	[A 3.1.4] Use of Data Classroom Teachers will track students' attendance data and bring to PLCs. Classroom Teachers are going to call parents when students are absent to ensure they report to school.	Melanie Nelson, Tamara Turner, Kevin Morris	05/26/2023		
[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. **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. Quarterly Reports will be shared district-wide.	**[A 3.2.1] Targeted Training** Teachers will receive targeted training on RTIB. New Classroom Teachers will receive professional development around supporting students who exemplify behavior issues and attendance problems.	Melanie Nelson, Kevin Morris, Tamara Turner	05/26/2023		
	[A 3.2.2] Social Emotional/RTIB Training Teachers will receive training on Social Emotional Learning and RTI. Teachers will receive training on how to implement the SEL (Social Emotional Learning) curriculum into their classrooms - specifically on Tuesday's during Morning Meeting.	Melanie Nelson, Kevin Morris, Tamara Turner	05/26/2023		

[S 3.3] Parent, Family, and Community Engagement Promote effective parent, family, and community engagement activities and resources that support safe schools which will improve student attendance and behavior. **Benchmark Indicator** Review 20-day student attendance reports at the end of each semester to determine the impact after engagement events. At the end of each semester, review the attendance and discipline 20 day report for schools that have a trained parent ambassador to determine the impact on their attendance rates. Evidence of parent participation in decisions relating to the education of their children and collaboration efforts on district level topics through monthly parent surveys. Conduct a semi-annual adopter surveys to monitor their impact on students' success by way of their contributions of resources and time.	[A 3.3.1] Lindenwood Game and Skate Night For student who receive a 96% Attendance Rate or higher per quarter will be able to participate in game and skate night hosted by the community adopter, Lindenwood Christianwood Church	Melanie Nelson, Kevin Morris, Tamara Turner	05/26/2023		
	[A 3.3.2] Community Engagement Resources/Training Parents will receive training on school wide engagement strategies and receive information on students' attendance goals.	Melanie Nelson, Kevin Morris, Tamara Turner	05/27/2023		

[G 4] Early Literacy
Peabody Elementary will work toward increasing the following percentage of students who are on track or mastered in grades 2nd Grade from 2021 - 2022 on track or mastered of 61 % to **65% **in ELA for Spring of 2022 - 2023 as reflected on Mastery Connect. All students will demonstrate 70% on-track/mastery on District Formative Assessments in Early Literacy.

Performance Measure
iReady Diagnostic Assessments

Mastery Connect Assessment

Aims Web Assessment

TN Ready Assessment

Report Cards

*Success Criteria potential point system: report card (4 points), DFA (3 points), screener (3 points), and TNReady (2 points) which total 12 points.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 4.1] Early Literacy 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. **Benchmark Indicator** **WEEKLY **student assessment data to monitor daily task alignment with standards; Analysis of Benchmark assessment results **3 times per year** will inform the alignment of core instruction to Kindergarten standards at 70% on-track/mastery level; **QUARTERLY** review of student success criteria to measure progress toward 3rd grade proficiency to inform needed instructional changes and professional development; **QUARTERLY **analysis of District formative assessment (Mastery Connect); **QUARTERLY **Foundational Literacy Quality Reviews (FLQRs) from district instructional literacy advisors on academic gap and root cause analysis to support professional development opportunities based on measured needs	**[A 4.1.1] Data Driven Instruction** Teachers in Early Grades K-2 will track data during PLCs and Grade Level Meetings to identify deficit areas within students to plan for reteaching and intense intervention. Teachers will analyze students work samples to plan to identify students' misconceptions to reteach literacy standards using a different approach and strategy.	Melanie Nelson, Kevin Morris, Anna Freeymayer, Rhosalyn Chalmers	05/26/2023		
	[A 4.1.2] Use of Walkthrough Tools The Instructional Leadership Team will utilize the Early Literacy Walkthrough Tool to observe the 120 Comprehensive Literacy Block to look at key shifts within instruction to provide support to classroom teachers. The team will look for key instructional trends within the classrooms and use the data to	Melanie Nelson, Kevin Morris, Anna Fryemayer, Rhosalyn Chalmers	05/26/2023		

	plan for intense professional development to support classroom teachers.				
	[A 4.1.3] Highly Specialized Assistants In grades K-2, classroom teachers are provided a Highly Specialized Assistant to support with Early Literacy. The SEAs will be used to support students with both whole group and small group instruction. These SEAs will work with students on Early Literacy Deficit Areas (Phonological Awareness, Phonemic Awareness, Phonics, Fluency, and Comprehension) to ensure students develop the skills needed to decode a grade level complex text.	Melanie Nelson, Kevin Morris, Anna Freymeyer, Rhosalyn Chalmers	05/26/2023		
	[A 4.1.4] Extended Learning/Tutoring Students in grades K-2 will be provided with an opportunity to participate in after school tutoring to strengthen their Early Literacy Skills. Students will work with teachers during extended hours with a group of no more than ten students.	Kevin Morris, Melanie Nelson, Anna Freymayer, Rhosalyn Chalmers	05/26/2023		
[S 4.2] 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. **Benchmark Indicator** ON-GOING 80% attendance and completion of PD focused on foundational literacy for K-2 to gauge the transfer of knowledge into classroom instruction and inform future professional learning opportunities; MONTHLY monitoring of Laureates knowledge building as measured by the pre- and post-module assessments to measure the increase content and pedagogical knowledge around foundational literacy and inform future professional learning opportunities; QUARTERLY Foundational Literacy Quality Reviews (FLQRs) from district instructional literacy advisors will monitor the academic gap and root cause analysis to support continued professional development opportunities;	**[A 4.2.1] PLCs (Professional Learning Communities)** During PLCs with Early Literacy Grades, K-2 teachers will analyze data from multiple sources (iReady and Aims Web) to deficit areas. Teachers will share resources and instructional practices that are effective. Teachers will reflect on their current practices and create a plan to make key shifts to their instructional practices.	Kevin Morris, Melanie Nelson, Anna Freymayer, Rhosaly Chalmers	05/26/2023		

QUARTERLY observations of educational assistants support in K-2 classrooms to inform professional learning and resources needed to improve instruction and student achievement; MONTHLY attendance and completion review of specialized PD focused on foundational literacy and to inform future professional learning opportunities; Once a semester DECHS will review the Fall pre-post teacher survey supporting the cohort session to provide feedback, additional PD opportunities, and individualized coaching to K-2 sped teachers.					
	[A 4.2.2] Foundational Skills Laureate The School has identified an effective K-2 teacher who has shown competence in delivering Foundational Skills Instruction and it is shown within the classroom data. The Foundational Skills Laureate will provide differentiated professional development (peer observations, lesson plan feedback, modeling, co-teaching) to develop K-2 teachers with Foundational Skills Instruction. The Foundational Skills Laureate will regularly schedule monthly professional development based on the needs of K-2 teachers using the Foundational Skills Walkthrough Tool.	Melanie Nelson, Kevin Morris, Anna Freymayer	05/26/2023		
	[A 4.2.3] Early Literacy Advisor The school will utilize the District's Literacy Advisor to support the professional development of the Foundational Skills Laureate. The Foundational Skills Laureate and Early Literacy Advisor will work in sync to plan professional development based on instructional trends and data within the school using the Foundational Skills Walkthrough Tool.	Melanie Nelson, Kevin Morris, Anna Freymayer, Rhosalyn Chalmers	05/26/2023		
	[A 4.2.4] Half Day Planning To support teachers with instruction, classroom teachers will receive half day planning where they will engage in professional development for an hour and use the remaining time to plan for instruction. Teachers will use the district's	Melanie Nelson, Kevin Morris, Anna Freymayer, Rhosalyn Chalmers	05/26/2023		

	resources to plan for instruction such as the PLC Planning Protocol Document, Direct Teaching Model, and Prescriptions/Curriculum Maps. Subs will be required for 1/2 day planning.				
[S 4.3] Foundational Literacy Laureates Designate one Laureate in every elementary and K-8 school to support K-2 teachers with implementing high quality foundational literacy instruction and strategies. **Benchmark Indicator** MONTHLY review of Laureate support logs to measure the frequency and level of school-based support to K-2 teachers in the priority coaching areas to inform specific areas of support needed for Laureates; BI-ANNUAL Foundational Literacy Quality Reviews (FLQRs) from district instructional literacy advisors to determine Laureate's implementation of the 3 major components of a comprehensive literacy block and inform the support needs of individual Laureates	**[A 4.3.1] Classroom Walkthroughs** The Foundational Skills Laureate will complete weekly classroom walkthroughs using the Foundational Skills Walkthrough Tool. With this tool, the Laureate will identify areas of need to plan professional development to enhance the instructional practices of classroom teachers when delivering Foundational Skills Instruction.	Melanie Nelson, Kevin Morris, Anna Freymayer, Rhosalyn Chalmers	05/26/2023		
	[A 4.3.2] Monthly Professional Deveopment The Foundational Skills Laureate will develop monthly professional development using data collected from the Foundational Skills Walkthrough Tool. Based on this data, teachers will receive professional development around the areas of concern and collaborate about effective instructional practices to implement in their classrooms during Foundational Skills Instruction.	Melanie Nelson, Kevin Morris, Anna Freymayer, Rhosalyn Chalmers	05/26/2023		
	[A 4.3.3] Train SEA (Specialized Educational Assistants) To ensure the SEA (Specialized Educational Assistants) are equipped with content knowledge regarding Foundational Skills Instruction, the Laureate will debrief with SEAs after their monthly district training to provide next steps and instructional resources to support K-2 teachers and students. SEAs will attend monthly PLCs to analyze data alongside classroom teachers to identify deficit areas.	Melanie Nelson, Kevin Morris, Anna Freymayer, Rhosalyn Chalmers	05/26/2023		

| | [A 4.3.4] Instructional Resources
The Foundational Skills Laureate will collaborate with the PLC Coach to identify instructional materials that support achievement with Early Literacy to purchase for classroom teachers. The Foundational Skills Laureate will provide professional development to teachers regarding how to effectively use these instructional materials within the classroom. | Melanie Nelson, Kevin Morris, Anna Freymayer, Rhosalyn Chalmers | 05/26/2023 | | |