

Crump Elementary Annual Plan (2024 - 2025)

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[G 1] Reading/Language Arts

Crump Elementary will work to increase the percentage of students in grades 3 - 5 who met and exceeded expectations on TCAP from 21.2% in 2023 to 26.4% in school year 2025.

Performance Measure

Performance will be measured using the following tools:

TCAP Assessment

District Formative Assessment using Mastery Connect

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[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.</p> <p>School level data shows the following for Fall 2023 Mastery Connect overall data results show overall 36.3% met plus exceeded in ELA. For Winter 2023 Mastery Connect results show overall 35.4% met plus exceeded in ELA.</p> <p>Benchmark Indicator **Benchmark Indicator**</p> <p>*Daily classroom observations and feedback</p> <p>*Weekly PLC meetings and agendas</p> <p>*Teacher submission of weekly lesson plans reflecting standards-aligned core instruction</p>	<p>[A 1.1.1] Implementing Standard-Aligned Tasks 3rd - 5th grade ELA teachers will be provided with implementing standard-aligned tasks and resources from the Wonders Curriculum. The Admin Team, ILT Content Leads, and Instructional Coaches will assist in building teacher capacity in standards-aligned instruction by unpacking ELA standards and completing Know-Show charts to ensure they understand what students should know and be able to do.</p> <p>Implementation</p> <p>-----</p> <p>*Looking at Student Work Protocol</p> <p>*Weekly submission of lesson plans reflecting standard-aligned tasks</p> <p>*Weekly informal observations</p>	Marion Gross - PLC Coach, Eric Ward - Instructional Coach, Dr. Sabrena Thompson - Assistant Principal, Dr. Tiffany Curry - Principal	05/16/2025	Title I	

<p>*Bi-weekly data meetings</p> <p>Effectiveness</p> <p>-----</p> <p>At least 50% of students perform at 70% or above on District Formative Assessments (Fall, Winter, and Spring)</p> <p>At least 50% of students perform at 70% or above on Bi-Weekly Common Assessments</p>	<p>*Weekly deliberate practice demonstrating standard-aligned tasks</p> <p>Effectiveness</p> <p>-----</p> <p>100% of teachers implementing standard-aligned tasks during planning, as well in classrooms. Students performing at 70% or above 70% on District Formative Assessments (Fall, Winter, and Spring)</p>				
	<p>[A 1.1.2] Analyze Reading Data Teachers will analyze data from common assessments, TCAP tests, and student work on a biweekly/monthly basis in order to determine students' ELA deficiencies and explore opportunities to reteach standards for mastery. Teachers will use data analysis charts as well as hold data meetings to explain analyzation of discovered data.</p> <p>Implementation</p> <p>-----</p> <p>*Teacher participation during Bi-Weekly Data Team meetings</p> <p>*Weekly teacher submission of lesson plans using data to drive instruction</p>	<p>Dr. Tiffany Curry, Principal Dr. Sabrena Thompson, Assistant Principal Marion Gross, PLC Coach</p>	<p>05/16/2025</p>		

	<p>Effectiveness</p> <p>-----</p> <p>100% Teacher implementation, as well as students performing at or above 70% on District Formative Assessments and bi-weekly common assessments.</p>				
	<p>[A 1.1.3] Collaborative Planning Teachers will engage in weekly collaborative planning sessions with the ELA content lead. Teachers will be provided with expectations that includes paperwork required for each session. During this time, the content lead will support teachers in identifying and analyzing the focus standard for the week, as well as planning the gradual release of responsibility.</p> <p>Implementation</p> <p>-----</p> <p>*PLC Meetings (weekly)</p> <p>*Submission of teacher lesson plans (weekly)</p> <p>*Informal classroom observations (weekly)</p> <p>Effectiveness</p> <p>-----</p> <p>100% of teachers demonstrating preparedness and good first teaching, as well as students performing at or above 70% on District Formative Assessment</p>	<p>Marion Gross - PLC Coach, Eric Ward - Instructional Coach, Dr. Tiffany Curry - Principal</p>	05/16/2025	Title I	

	(Fall, Winter, Spring) and school bi-weekly common assessments				
<p>[S 1.2] Professional Development Provide professional development for teachers, administrators, instructional leaders and district advisors on how to articulate the instructional practice shifts that will improve teachers' pedagogy of the content, master of standard look fors, students' skill set, and students' proficient reading level of grade supported texts.</p> <p>Benchmark Indicator Implementation</p> <p>-----</p> <p>*Teacher participation during weekly PLC meetings</p> <p>*Title I Professional Development Follow-Up Plan</p> <p>*Weekly Informal classroom observations to determine implementation of professional development content</p> <p>Effectiveness</p> <p>-----</p> <p>100% Teacher implementation of professional development content and district initiatives, as well as students performing at or above 70% District Formative Assessments (Fall, Winter, and Spring) and bi-weekly common assessments.</p>	<p>[A 1.2.1] Provide Professional Learning Opportunities The Leadership Team will use data to identify teachers that will attend professional development opportunities. Professional development opportunities can/will include:</p> <p>Model School Conference</p> <p>UnBoundED</p> <p>District provided PD</p> <p>School-Level PD</p> <p>Implementation</p> <p>-----</p> <p>*Informal Observation Data Trends</p> <p>*Teacher Effectiveness Measure Teacher Data</p> <p>*Deliberate Practice Observations</p> <p>Effectiveness</p> <p>-----</p> <p>*85% Teacher participation in professional development as indicated by sign-in sheets each month</p> <p>*Professional Learning Zone Teacher Transcript</p>	<p>Dr. Tiffany Curry-Principal , Dr. Sabrena Thompson-Assistant Principal, Marion Gross-PLC Coach</p>	<p>05/16/2025</p>	<p>Title I</p>	

	demonstrating professional development courses at the end of each semester				
	<p>[A 1.2.2] Professional Learning Community Meetings The PLC Coach, Administrative Team, and the Instructional ELA Coach will provide weekly professional development trainings during professional learning community meetings centered around ELA standard analysis using Common Core Companion Guides, higher order thinking skills, district instructional practices, and the Wonders Curriculum.</p> <p>Implementation</p> <p>-----</p> <p>PLC Meetings (weekly)</p> <p>Submission of Teacher Lesson Plans (weekly)</p> <p>Informal Classroom Walkthroughs</p> <p>Formal Teacher Observations</p> <p>Effectiveness</p> <p>-----</p> <p>100% Teacher Implementation, as well as students performing at or above 70% on District Formative Assessments and bi-weekly common assessments</p>	Marion Gross-PLC Coach, Dr. Tiffany Curry-Principal, Dr. Sabrena Thompson-Assistant Principal	05/16/2025	Title I	
[S 1.3] Targeted Intervention and Personalized Learning Provide academic interventions, personalized	[A 1.3.1] Implement Response to Instruction Students who fall below 25% in English Language Arts after taking the district's iReady Universal	Kelly Connor-Interventionist,	05/16/2025		

<p>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>-----</p> <p>*Student list scoring below 25% on Universal Reading Screener</p> <p>*Master Schedule RTI2</p> <p>*iReady Curriculum Materials</p> <p>Effectiveness</p> <p>-----</p> <p>50% reduction of students identified for RTI2 intervention by the end of the 2024-25 school year, as well as 80% of students performing above the 80th percentile on the spring iReady Universal Screener.</p>	<p>Screener, receive additional academic support. This support includes students receiving a personalized academic plan allowing students forty-five minutes each day, in addition to core instruction, to receive tiered support on their instructional level in a small group setting.</p> <p>Implementation</p> <p>-----</p> <p>*Tiered intervention during the Response to Instruction and Invention (RTI2) forty-five minute block</p> <p>*Small group instruction on student's instructional level using iReady curriculum</p> <p>Effectiveness</p> <p>-----</p> <p>50% reduction of students identified for RTI2 intervention by the end of the 2024-2-2025 school year, as well as 70% of students performing on or above grade level on the spring iReady Math Diagnostic</p>	Classroom Teachers			
	<p>[A 1.3.2] After School Tutoring Tutoring will be held two days a week after school from September 2024 - April 2025. Students demonstrating an need will receive additional assistance in ELA in order to increase their comprehension of complex texts and mastery of ELA state standards.</p>	Marion Gross - PLC Coach	04/11/2025		

	<p>Implementation</p> <p>-----</p> <p>*Daily/Weekly Student Attendance</p> <p>*District Formative Assessments</p> <p>*Common Assessments</p> <p>Effectiveness</p> <p>-----</p> <p>Students who participate in after-school tutoring will perform at 70% or higher on biweekly common assessments.</p>				
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[G 2] Mathematics

Crump Elementary School will improve math proficiency in grades 3-5 for the 2024-2025 school year by reaching 22.3% on the Math TCAP Assessment.

Performance Measure

Performance will be measured using the following tools:

TNCAP Assessment

District Formative Assessment using Mastery Connect

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	[A 2.1.1] Unpack Math Standards and the 5Es Model Teachers will engage in weekly PLC meetings on Envision Math to ensure alignment standards. Teachers will examine standards within the curriculum using Common Core Companion	Roxie Baker-Instructional Facilitator, Dr. Tiffany Curry-Principal, Dr.	05/16/2025		

<p>knowledge (pre-requisite skills), and promote mastery of TN Standards to ensure students are career and college ready.</p> <p>Benchmark Indicator Implementation</p> <p>-----</p> <p>*Daily classroom observation data and feedback</p> <p>*Weekly PLC meetings and agendas</p> <p>*Teacher submission of weekly lesson plans reflecting standard-aligned core instruction</p> <p>Effectiveness</p> <p>-----</p> <p>*At least 50% of students perform at or above 70% on biweekly common assessments</p>	<p>Guides and then cross reference them with Power Standards and TN Blueprint in order to focus on standards identified as the major work of the grade. Additionally, teachers will be provided with support on how to execute a math lesson using the 5E Model in standard-aligned instruction and tasks. This will assist teachers in effectively planning individual lessons.</p> <p>Implementation</p> <p>-----</p> <p>*Teacher participation during weekly PLC meetings</p> <p>*Informal classroom observations demonstrating standards-aligned instruction</p> <p>*Weekly submission of teacher lesson plans</p> <p>Effectiveness</p> <p>-----</p> <p>100% of teachers demonstrate implementation of standards-aligned instruction during planning and in classrooms, as well as students perform 70% on District Formative Assessments (Fall, Winter, and Spring) and bi-weekly common assessments.</p>	<p>Sabrena Stewart-Thompson-Assistant Principal</p>			
	<p>[A 2.1.2] Collaborative Planning</p> <p>Teachers will engage in weekly collaborative planning sessions with Math content lead. Teachers will be provided with expectations for the prework required for the session. During this time, teachers will analyze the standard, plan for instruction, and engage in deliberate practice.</p>	<p>Roxie Baker-Instructional Facilitator, Dr. Tiffany Curry-Principal, Dr. Sabrena Stewart-Thom</p>	<p>05/16/2025</p>	<p>Title I</p>	

	<p>Implementation</p> <p>-----</p> <p>*PLC Meetings (weekly)</p> <p>*Submission of teacher lesson plans (weekly)</p> <p>*Informal classroom observations (weekly)</p> <p>Effectiveness</p> <p>-----</p> <p>100% of teachers demonstrating preparedness and good first teaching, as well as students performing at or above 70% on school bi-weekly common assessments</p>	<p>pson-Assistant Principal, Marion Gross-PLC Coach P</p>			
	<p>[A 2.1.3] Analyze Math Data Teachers will analyze data from common assessments, District Assessments, TCAP tests, and student work on a biweekly/monthly basis in order to determine students' Math deficiencies and explore opportunities to reteach standards for mastery. Teachers will use data analysis charts as well as hold data meetings to explain analyzation of discovered data.</p> <p>Implementation</p> <p>-----</p>	<p>Roxie Baker-Instructional Facilitator, Dr. Tiffany Curry-Principal, Dr. Sabrena Stewart-Thompson, Marion Gross-PLC Coach</p>	05/16/2025		

	<p>*Teacher participation during Bi-Weekly Data Team meetings</p> <p>*Weekly teacher submission of lesson plans using data to drive instruction</p> <p>Effectiveness</p> <p>-----</p> <p>100% Teacher implementation, as well as students performing at or above 70% on bi-weekly common assessments.</p>				
<p>[S 2.2] Professional Development Provide ongoing, high quality professional development at the District and school level for school leaders, teachers, and other instructional staff that focuses on instructional shifts and strategies that result in improved student performance.</p> <p>Benchmark Indicator Implementation</p> <p>-----</p> <p>*Teacher participation in professional development during PLC meetings, as well as faculty meetings</p> <p>*Teacher participation in district-led Math professional development</p> <p>Effectiveness</p> <p>-----</p>	<p>[A 2.2.1] Provide Professional Learning Opportunities to Improve Teaching Math The Leadership Team will use data to identify teachers that will attend professional development opportunities. Professional development opportunities can/will include:</p> <p>Model School Conference</p> <p>UnBoundED</p> <p>District provided PD</p> <p>School-Level PD</p> <p>Implementation</p> <p>-----</p> <p>*Informal Observation Data Trends</p> <p>*Teacher Effectiveness Measure Teacher Data</p>	<p>Roxie Baker-Instructional Facilitator, Dr. Tiffany Curry-Principal, Dr. Sabrena Stewart-Thompson, Marion Gross-PLC Coach</p>	<p>05/16/2025</p>	<p>Title I</p>	

100% of teachers demonstrate implementation of professional development, as well as student performance at or above 70% on District Formative Assessment (Fall, Winter, and Spring) and school bi-weekly assessments	<p>*Deliberate Practice Observations</p> <p>Effectiveness</p> <p>-----</p> <p>*85% Teacher participation in professional development as indicated by sign-in sheets each month</p> <p>*Professional Learning Zone Teacher Transcript demonstrating professional development courses each semester</p>				
	<p>[A 2.2.2] Provide Weekly PLC (Professional Learning Community) Meetings Teachers will participate in ongoing school level professional development during PLC meetings in order to learn effective implementation of Envision Math and the 5Es Model. During this time teachers will also participate in deliberate practice of Envision Math.</p> <p>Implementation</p> <p>-----</p> <p>*Weekly teacher participation during PLC Meetings</p> <p>*Weekly submission of teacher lesson plans</p> <p>*Weekly informal classroom observations</p> <p>Effectiveness</p> <p>-----</p>	Roxie Baker-Instructional Facilitator, Dr. Tiffany Curry, Principal, Dr. Sabrena Stewart-Thompson, Marion Gross-PLC Coach	05/16/2025	Title I	

	100% of teachers demonstrate implementation of Envision Math and the 5E Model, as well as student performance at or above 70% on District Formative Assessment (Fall, Winter, Spring) and school bi-weekly common assessments				
<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>-----</p> <p>*Student list scoring below 25% on Universal Reading Screener</p> <p>*Master Schedule RTI2</p> <p>*iReady Curriculum Materials</p> <p>Effectiveness</p> <p>-----</p> <p>50% reduction of students identified for RTI2 intervention by the end of the 2024-25 school year, as well as 80% of students performing above the 80th percentile on the spring iReady Universal Screener.</p>	<p>[A 2.3.1] Implement Response to Instruction and Intervention (RTI2) Students who fall below 25% in English Language Arts after taking the district's iReady Universal Screener, receive additional academic support. This support includes students receiving a personalized academic plan allowing students forty-five minutes each day, in addition to core instruction, to receive tiered support on their instructional level in a small group setting.</p> <p>Implementation</p> <p>-----</p> <p>*Tiered intervention during the Response to Instruction and Intervention (RTI2) forty-five minute block</p> <p>*Small group instruction on student's instructional level using iReady curriculum</p> <p>Effectiveness</p> <p>-----</p> <p>50% reduction of students identified for RTI2 intervention by the end of the 2024-2-2025 school year, as well as 70% of students performing on or above grade level on the spring iReady Math Diagnostic</p>	Kelly Connor-Interventionist, Classroom Teachers	05/16/2025		

	<p>[A 2.3.2] After-School Tutoring Tutoring will be held two days a week after school from September 2024 - April 2025. Students demonstrating a greater need will receive additional assistance in Math in order to increase their comprehension of complex texts and mastery of Math state standards.</p> <p>Implementation</p> <p>-----</p> <p>*Daily/Weekly Student Attendance</p> <p>*District Formative Assessments</p> <p>*Common Assessments</p> <p>Effectiveness</p> <p>-----</p> <p>Students who participate in after-school tutoring will perform at 70% or higher on biweekly common assessments, as well benchmark iReady Diagnostic testing (Fall, Winter, Spring).</p>	<p>Marion Gross-PLC Coach, Dr. Tiffany Curry-Principal , Dr. Sabrena Stewart-Thompson, Assistant Principal</p>	04/11/2025		
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[G 3] Safe and Healthy Students

Crump Elementary School will increase its attendance rate from 92% in 2023-2024 school year to 94% in the 2024-2025 school year.

Performance Measure

Interventions and supports will be measured using the following:

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

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 3.1] Attendance and Behavior Interventions and Supports Implement targeted interventions and support programs and initiatives that address identified behavior needs and provide appropriate student supports.</p> <p>Benchmark Indicator Implementation</p> <p>-----</p> <p>*SART Meetings</p> <p>*PowerBI Attendance Reports</p> <p>*Student Discipline Data</p> <p>*RTI-B Monthly Meetings and Agendas</p> <p>Effectiveness</p> <p>-----</p> <p>*20 Day Attendance Report showing attendance rate at or above 94%.</p> <p>*Quarterly student suspension rate decreases by 2%</p>	<p>[A 3.1.1] Implement Attendance Incentive System Attendance will be monitored by the General Office Secretary, teachers, and professional school counselors on a daily basis. Students will be given incentives for attendance in order to decrease absenteeism. Students will participate in popcorn parties, jean days, no homework passes, as well as receive trophies, medals, and verbal recognition.</p> <p>Implementation</p> <p>-----</p> <p>*Daily monitoring of student Attendance Reports</p> <p>*Agendas from SART meetings held with parents of truant students (every 20 days)</p> <p>Effectiveness</p> <p>-----</p> <p>*20 Day Attendance Report showing 94% or higher student attendance rate</p> <p>*Chronic Absenteeism percentage decrease each semester</p>	<p>Candaya Jenkins-General Office Secretary, Ashley Owens-Davis, Professional School Counselor, Betty Lee-Professional School Counselor, Dr, Tiffany Curry-Principal, Classroom Teachers</p>	<p>05/23/2025</p>		
	<p>[A 3.1.2] Implement RTI-B Plan RTI-B Team will be made of Professional School Counselors, the Administrative Team, along with</p>	<p>Ashley Owens-Davis-Professional</p>	<p>05/23/2025</p>		

	<p>classroom observations.</p> <p>*Restorative Practice PD Agenda and Teacher Sign-In sheet</p>				
<p>[S 3.3] Parent, Family, and Community Engagement</p> <p>Promote effective parent, family, and community engagement activities and resources that support safe schools which will improve student attendance and behavior.</p> <p>Benchmark Indicator</p> <p>Implementation</p> <p>-----</p>	<p>[A 3.3.1] Create Parent Teacher Organization</p> <p>The Family Engagement Liaison will work with parents to establish Parent Teacher Organization for Crump Elementary. This organization will help to bridge the gap between school and gap, as well enhance school life for students, families, school, and teachers.</p> <p>Implementation</p> <p>-----</p> <p>*Parent Survey with Needs Assessment</p> <p>*Set up meeting with parents and principal</p> <p>Effectiveness</p> <p>-----</p> <p>*PTO Meeting Agenda and Sign-In each month</p> <p>*Increase in Parent Volunteer (sign-in through school's Raptor system checked each month)</p>	<p>Valerie Jones-Family Engagement Liaison, Dr. Tiffany Curry-Principal</p>	<p>10/04/2024</p>		
	<p>[A 3.3.2] Utilize Family Engagement Liaison</p> <p>The Family Engagement Liaison will consult and collaborate with teachers, staff, counselors and parents to assist students and families in achieving optimal academic and social success. The Family Engagement Liaison will assess if there is a need for professional intervention services, and then</p>	<p>Valerie Jones - Family Engagement Liaison, Dr. Tiffany Curry - Principal</p>	<p>05/16/2025</p>	<p>Title I</p>	

	<p>make the appropriate referrals.</p> <p>Implementation</p> <p>-----</p> <p>*Monthly Parent Meetings</p> <p>*Professional Development during faculty meetings</p> <p>Effectiveness</p> <p>-----</p> <p>*3% decrease in student chronic absenteeism each quarter</p>				
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[G 4] Early Literacy
 By June 2025, 40% of second grade students score proficient or advanced on the TN Ready assessment.

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

Performance Measure
 Memphis-Shelby County Schools' early learners will be engaged for the 2024-25 year in scientifically based reading instruction that provides meaningful and authentic opportunities to develop the early literacy skills essential to becoming proficient readers by the end of grade 3.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 4.1] Professional Learning Build and strengthen the foundational literacy knowledge of instructional leaders, classroom teachers, and educational assistants through engagement in professional learning experiences anchored in the science of reading.	[A 4.1.1] Implement Foundation Skills Clinics Teachers will receive training regarding Foundational Skills during PLCs and afterschool Clinics. These will be provided by the PLC Coach, as well the ELA Content Lead. During this time, teachers will also engage in deliberate practice, receive literature on the Science of Reading, and	Marion Gross-PLC Coach, Jennifer Henderson-K-2 ELA ILT Content Lead	05/16/2025	Title I	

<p>Benchmark Indicator Implementation</p> <p>-----</p> <p>*Weekly PLC meetings providing training on Foundational Skills</p> <p>*District Learning Day</p> <p>*District In-Service Training</p> <p>Effectiveness</p> <p>-----</p> <p>*Attend professional development as indicated by sign-in sheets</p> <p>*Students perform at or above grade level on iReady Assessment (Fall, Winter, Spring) and at or 70% higher on biweekly school common assessments</p>	<p>create activities that can be used during the foundational skills block.</p> <p>Implementation</p> <p>-----</p> <p>*Weekly PLC meetings providing training on Foundational Skills</p> <p>*District Learning Day</p> <p>*District In-Service Training</p> <p>Effectiveness</p> <p>-----</p> <p>*Attend professional development as indicated by sign-in sheets</p> <p>*Students perform at or above 70% on District Formative Assessment (Fall, Winter, Spring) and school common assessments</p>				
	<p>[A 4.1.2] Collaborative Planning Teachers will engage in weekly collaborative planning sessions with the ELA content lead. Teachers will be provided with expectations that includes paperwork required for each session. During this time, the content lead will support teachers in small group instruction, effective use of decodable readers, as well as planning the gradual release of responsibility.</p> <p>Implementation</p>	<p>Marion Gross - PLC Coach, Eric Ward - Instructional Coach, Dr. Tiffany Curry - Principal</p>	<p>05/16/2025</p>		

	<p>-----</p> <p>*PLC Meetings (weekly)</p> <p>*Submission of teacher lesson plans (weekly)</p> <p>*Informal classroom observations (weekly)</p> <p>Effectiveness</p> <p>-----</p> <p>100% of teachers demonstrating preparedness and good first teaching, as well as students performing at or above 70% on school bi-weekly common assessments, and at or above grade level on iReady Diagnostic Assessments (Fall, Winter, and Spring).</p>				
<p>[S 4.2] Implement Foundational Skills Teachers will receive training on implementing Foundational Skills in accordance with the Wonders Curriculum. Teachers will use resources from the curriculum to enhance students' foundational skills in the classroom.</p> <p>Benchmark Indicator Implementation</p> <p>-----</p> <p>*Weekly PLC Meetings providing training on Foundational Skills</p> <p>*District trainings on Foundational Skills</p> <p>Effectiveness</p>	<p>[A 4.2.1] K-2 ELA Content Lead The K-2 ELA Content Lead will support K-2 teachers by facilitating school-based professional development in foundational skills, as well as model/co-teach effective instructional practices for early literacy skills in whole group and small group.</p> <p>Implementation</p> <p>-----</p> <p>*Bi-Weekly Peer Observations during Foundational Skills Block with Feedback Sessions</p> <p>*Monthly Professional Development with K-2 teachers</p>	Jennifer Henderson-K-2 ELA Content Lead, Marion Gross-PLC Coach	05/16/2025		

*100% of teachers delivering foundational skills instruction

*Students perform at or above 70% on District Formative Assessments (Fall, Winter, Spring) and school common assessments

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