

Cherokee Elementary Annual Plan (2022 - 2023)

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[G 1] Reading/Language Arts

Cherokee Elementary will improve ELA on-track and mastery proficiency rates in grade 3 -5 from 8% in 2022 to 12.9% in 2023.

Performance Measure

Performance will be measured using the following tools:

TNReady Assessment

District Formative Assessment using Mastery Connect

iReady Assessment

Weekly School-based Common Assessments

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>Benchmark Indicator **Benchmark Indicator**</p> <p>Students should perform at or above the 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter.</p> <p>Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document will provide the District with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined</p>	<p>[A 1.1.1] Implement Standards Aligned Instruction Grade level teachers will deliver instruction in grade 3rd-5th daily that is aligned to the TN State Standards for English Language Arts. The teachers will utilize the Ready reading, Benchmark Advanced, and Project Based Learning daily in whole and small group instruction with 3-5 grade students. In addition, district level instructional practices will be used to support the implementation of standards aligned instruction. The first instructional practice is daily utilizing performance based instruction daily in the 3-5 classrooms. This will be implemented during the months of August and September and will be monitored during weekly informal observations, weekly lesson plan submissions and walk through observations completed by members of the ILT team. The second instructional practice is daily curriculum driven opportunities for students to determine the meaning of general and domain</p>	<p>Sebrina Perkins, Tina Smith, Elizabeth Frison, Elizabeth Jackson, Shevonne Pruitt-Spencer, Britney Stringfellow, Eric Ward</p>	<p>05/26/2023</p>		

<p>in the rubric and gauge the implementation of standard aligned instruction.</p> <p>District Walkthrough data 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.</p> <p>Quarterly review of TEM observation data to monitor educators delivery of standard aligned lessons to the TN Standards.</p>	<p>specific words and phrases before and after reading in the 3-5 classrooms. This will be implemented during the month of October and will be monitored during weekly informal observations, Teachers and school leaders will also discuss instructional practices, instructional planning, and assessment data. ESL teachers will meet in weekly Professional Learning Communities.</p>				
	<p>[A 1.1.2] Conduct weekly PLC's and Collaborative Planning</p> <p>Planning Teachers will engage in professional learning communities to support collaborative planning, safe practice, standards and task alignment, data analysis, evaluation of student work, share effective instructional strategies and best practices used to improve student performance. Teachers will use standards driven collaboration tool to support prework.</p>	<p>Elizabeth Frison, Sebrina Perkins, Tina Smith, Shevonne Spencer, Elizabeth Jackson, K--5 ELA teachers</p>	05/26/2023		
	<p>[A 1.1.3] Provide resources and materials</p> <p>Provide resources and material to teachers to increase student engagement in the ELA classroom. Secure supplies, materials, equipment and support for classroom academic instruction. Utilize Wonders online resources and Ephiaphany's supplemental resources.</p>	<p>ISA,K-5 ELA teachers, Elizabeth Frison, Sebrina Perkins, Tina Smith, ISA, District Advisors</p>	05/26/2023		
<p>[S 1.2] Professional Development</p> <p>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</p> <p>Daily classroom observations using the District</p>	<p>[A 1.2.1] Implement Weekly Collaborative Planning</p> <p>Teachers will meet collaboratively with grade level team and admin leads to analyze lessons, standards, and assessments for the upcoming week. Teachers will engage in deliberate practice to receive feedback around enhancing instructional practice to provide high-quality instruction for all students.</p>	<p>Sebrina Perkins, Tina Smith, Elizabeth Frison, Elizabeth Jackson, ILT Content Leads, 3-5 teachers</p>	05/26/2023		

<p>Classroom Walkthrough Protocol and Debriefing Document will provide the District with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction in order to plan professional development support.</p> <p>District Walkthrough data will be monitored through the district's PD management system (Professional Learning Zone/PLZ) and Zoho for 80% standard aligned core instructional implementation with fidelity at 2 per teacher per semester in order to provide individualized professional learning support.</p> <p>Instructional Leadership Team (ILT) meetings are conducted twice each month at 85% attendance to ensure district and school leaders are gaining and sharing knowledge of content, obtaining content support and resources through collaboration, and effectively communicating new information with school-level educators.</p> <p>Zone meetings and small-group ILT sessions are facilitated monthly by Instructional Leadership Directors at 85% attendance to support content lead teachers, PLC Coaches, and administrators with feedback and targeted training that should result in more effective daily instructional practices that should be observed during district walk throughs.</p> <p>Quarterly district-level PD sessions for volunteers and parents to learn effective strategies to help students reach the district's ELA goal.</p> <p>New teacher professional learning supports are offered at various times throughout each semester for new hires. Mentor rosters are submitted at the beginning of each semester to ensure collegial support is assigned to each new hire.</p>					
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	<p>[A 1.2.2] Incorporate the use of our Literacy Laureate</p> <p>The Literacy Laureate will work one on one with teachers needing further assistance in ELA.</p>	Elizabeth Jackson	05/26/2023		
<p>[S 1.3] Targeted Intervention and Personalized Learning</p> <p>Provide academic interventions, personalized learning activities, an individualized learning pace, and various instructional approaches designed to meet the needs of specific learners to improve student achievement.</p> <p>Benchmark Indicator</p> <p>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.</p> <p>Monthly progress monitoring data review of students' performance in targeted intervention (Illuminate Fastbridge) to determine next steps of intervention support in an effort to get them to grade level.</p> <p>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.</p>	<p>[A 1.3.1] Implement Response to Intervention</p> <p>Cherokee Elementary will provide academic interventions and personalized 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. Students will be identified as needing tier 2 and 3 intervention in ELA. Students will receive 45 minutes of the small group intervention on foundational and comprehension skills. Cherokee will conduct monthly RTI2 meetings to discuss newly identified RTI2 students, monitor students' progress, and adjust RTI2 intervention plans based on students' needs. Provide targeted intervention for students on their instructional level. Computers will be needed for students to complete the computer-based personalized instruction. Copier and paper will be needed to print assessments, progress monitoring probes, parent letters, and individual data reports for students.</p>	Sebrina Perkins, Elizabeth Frison, Tina Smith, K-5 Teachers	05/26/2023		
<p>[G 2] Mathematics</p> <p>Cherokee will improve Mathematics on-track/mastery percentages in grades 3-5 from 9% in 2022 to 12.9% in 2023.</p> <p>Performance Measure</p> <p>Performance will be measured using the following tools:</p> <p>TNReady Assessment</p> <p>District Formative Assessment using Mastery Connect</p> <p>iReady Assessment</p>					

School-based Weekly Assessments					
Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 2.1] Standard Aligned Core Instruction Teachers will plan and execute standard aligned lessons with intentionality and focus (data-informed instruction) to provide daily access to a rigorous math curriculum that will develop students' engagement in important content, build on prior knowledge (pre-requisite skills), and promote mastery of TN Standards to ensure students are career and college ready.</p> <p>Benchmark Indicator 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.</p> <p>Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document will provide the District with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction.</p> <p>District Walkthrough data will be monitored through the district's management system (Professional Learning Zone/PLZ). Data will be collected and analyzed to determine trends and implementation of the instructional practices using Zoho. Data should show teachers implementing the practices at or above 80% per visit.</p> <p>Quarterly review of TEM observation data to monitor educators delivery of standard aligned lessons to the TN Standards.</p>	<p>[A 2.1.1] Implement Standards Aligned Instruction Grade level teachers will deliver instruction daily in grades 3rd-5th that is aligned to the TN State Standards for Mathematics. They will utilize district resources of Eureka Math and the Math Prescription along with strategies that will support the student's mastery of the standard. We will also purchase supplemental materials each semester to ensure that teachers have adequate resources to deliver standard aligned instruction effectively. The Instructional Leadership Team (ILT) and administrative team will monitor the delivery of instruction each week and provide immediate feedback to improve instructional practice. A stipend each semester will be provided for members of Instructional Leadership Team.</p>	Tina Smith, Sebrina Perkins, Math ILT Content Lead, 3-5 Math teachers	05/26/2023		

	<p>[A 2.1.2] Implement School Wide Data Digs K-5 teachers, PLC Coach, and Administration will analyze data results from formative common assessments during PLC and Collaborative planning sessions. Weekly intervention results from data sources (I-Ready Math, District Formative assessments and Mastery Connect) will be used so teachers can develop plans of action to ensure that non-mastered skills are redelivered, reassessed and mastered. Teachers will have discussions concerning data with students data tracked in Teachers Data notebook. Students will utilize Data Binders to track their own data. Parents are communicated information concerning their child's data via progress reports, weekly teacher-parent conferences, report cards, and parent monthly meetings.</p>	K-5 teachers, Sebrina Perkins, Elizabeth Frison, Tina Smith, ILT members, Elizabeth Jackson	05/26/2023		
	<p>[A 2.1.3] Provide resources and materials Provide resources and material to teachers to increase student engagement in the math classroom. Secure supplies, materials, equipment and support for classroom academic instruction. Utilize Eureka online resources and Epiphany's supplemental resources.</p>	ISA, Tina Smith, Sebrina Perkins, Elizabeth Frison, District Advisors	05/12/2023		
<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 Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document will provide the District with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction in order to plan professional development support.</p>	<p>[A 2.2.1] Implement Formal and Informal Observation The administrative team and the Instructional leadership team will work collaboratively to build the capacity of the teachers through the use of informal and formal observation. Teachers will be provided with immediate and targeted feedback. The purpose for the formal and informal observations is to determine research based instructional strategies and best practices that need implementation. The observations will take place weekly on an assigned cycle. In addition, formal observations will take place weekly based on the teacher's observation protocols of two times or four times per year. Members of the ILT team, foundations skills laureated, and administrative team will conduct the weekly informal observation</p>	Sebrina Perkins, Tina Smith, Elizabeth Frison, Elizabeth Jackson, Britnee Stringfellow, Shevonne Pruitt-Spencer, Eric Ward,	05/26/2023		

<p>District Walkthrough data will be monitored weekly through the district's PD management system (Professional Learning Zone/PLZ) and Zoho for 80% standard aligned core instructional implementation with fidelity in order to provide individualized professional learning support.</p> <p>Instructional Leadership Team (ILT) meetings are conducted twice each month at 85% attendance to ensure district and school leaders are gaining and sharing knowledge of content, obtaining content support and resources through collaboration, and effectively communicating new information with school-level educators.</p> <p>Zone meetings and small-group ILT sessions are facilitated monthly by Instructional Leadership Directors at 85% attendance to support content lead teachers, PLC Coaches, and administrators with feedback and targeted training that should result in more effective daily instructional practices that should be observed during district walk throughs.</p> <p>Quarterly district-level PD sessions for volunteers and parents to learn effective strategies to help students reach the district's mathematics goal.</p> <p>New teacher professional learning supports are offered at various times throughout each semester for new hires. Mentor rosters are submitted at the beginning of each semester to ensure collegial support is assigned to each new hire.</p>	<p>cycle and the certified administrative members will conduct the formal observations. Instructional Leadership Team members will look for trends that need to be addressed within the ELA classroom including ESL and SPED. Recommendations for professional development and additional targeted support will be based on formal and informal observation results.</p>				
	<p>[A 2.2.2] Implementation of PLC's and Collaborative Planning</p> <p>Teachers will be actively engaged in the Eureka curriculum. Teachers will build capacity for fostering growth and student achievement by continuing to align rigorous tasks to the standards using the Student Work Analysis Protocol, unpacking standards for students, providing appropriate</p>	<p>Sebrina Perkins, Britnee Stringfellow, Tina Smith, K-5 math teachers</p>	<p>05/26/2023</p>		

	scaffolds and utilizing a variety of student engagement strategies.				
<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 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.</p> <p>Monthly progress monitoring data review of students' performance in targeted intervention (Illuminate Fastbridge) to determine next steps of intervention support in an effort to get them to grade level.</p> <p>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.</p>	<p>[A 2.3.1] Implement Small Group Instruction Teacher will provide small group instruction to groups of 6 students on a daily basis. The purpose of the small group instruction is to provide differentiated instruction and support for students to meet their individual learning needs. Instruction includes personalized learning for remediation or enrichment. The teacher will strategically focus on mastery of the Power Standards. The teacher will use small group instruction as needed to address the needs of EL students.</p>	Sebrina Perkins, Elizabeth Frison, Tina Smith, 3-5 Teachers	05/26/2023		
<p>[G 3] Safe and Healthy Students Cherokee Elementary will reduce the percentage of chronically absent students from 55% in 2022 to 30% in 2023.</p> <p>**Performance Measure**</p> <p>Power BI data</p>					

PowerSchool data

SART documentation for at-risk students

Performance Measure

Interventions and supports will be measured using the following:

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

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 3.1] Attendance and Behavior Interventions and Supports</p> <p>Implement targeted interventions and support programs and initiatives that address identified behavior needs and provide appropriate student supports.</p> <p>Benchmark Indicator</p> <p>In order to look at attendance rates and factors that cause students to be absent from school the benchmark indicators are:</p> <p>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.</p> <p>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.</p> <p>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).</p>	<p>[A 3.1.1] Implement RTI2-B Plan</p> <p>RTI2 -B provides universal prevention efforts within Tier I to promote a positive school- and class-wide climate. Through a focus on strong Tier I behavior supports, Cherokee Elementary can create a culture where all students and teachers are respected and included in their community. This takes place through weekly in-person SEL classes provided by the teachers and the school counselor.</p>	<p>K-5 teachers, Tina Smith, Gerald Hennig</p>	<p>05/26/2023</p>		

	<p>[A 3.1.2] Post student handbook on school's website Handbook will be posted on website for parents to see School wide rules as well as Attendance Guidelines. Parents will be given a hard copy of the student handbook during the Title I parent meeting so that students will be reminded and parents will be aware of the expectations of student conduct as well as information about student absences.</p>	Shereda Bush and Sebrina Perkins	09/06/2022		
	<p>[A 3.1.3] Implement Fun Friday Fun Friday will be implemented once a month as an incentive for students who behave positively.</p>	K-5 Teachers and Tina Smith	05/26/2023		
	<p>[A 3.1.4] Tracking Attendance The attendance team will track attendance daily and provide needed supports to students who are chronically absent. A designated person on the team will call parents of students who are absent daily. Parents will be asked to send to school excuses for students who have been absent.</p>	Brenda Farmer, Gloria Walker, Tina Smith, Sebrina Perkins, K-5 teachers	05/26/2023		
<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.</p> <p>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>Quarterly Reports will be shared district-wide.</p>	<p>[A 3.2.1] Implement RTI2 Plan and behavioral Supports The RTI2 B Plan is the school wide Behavior Plan that ensures a safe and healthy environment for all students. It also addresses chronic absenteeism and school wide guidance supports that provide a proactive stance for addressing students that display a trends that has the potential to lead to disruptive behavior within the learning environment at Cherokee Elementary.</p>	Gerald Hennig, Tina Smith, Elizabeth Frison, Sebrina Perkins, Marlon Kellibrew	05/26/2023		

	[A 3.2.2] Provide Restorative Practices Training PreK-5th grade teachers will attend a series of Restorative Practices training provided by the Behavioral Specialist.	Gerald Hennig and Marlon Kennibrew	05/19/2023		
[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] Implement the Dare Program The DARE program will be implemented at Cherokee for 5th grade students.	Shevonne Pruitt-Spencer, Jarod Curtis, Tacoya Lee	05/12/2023		
	[A 3.3.2] Implement Cherokee's Majorette Team Cherokee's Majorette team will perform at various functions in the community and at school where parents will be invited.	Britney Stringfellow, Tina Smith, Shateria Bogan	05/26/2023		

[G 4] Early Literacy

By spring 2023, Cherokee will improve K-2 literacy Mastery Connect Scores from 55.5% (2022) to 75% (2023).

****Performance Measure****

iReady

MasteryConnect

School-based Weekly Assessments

Performance Measure

By June 2023, 85% of KK-2 students will achieve Success criteria relative to the grade by the following:

(a) Kindergarten students must master 80% Literacy Skills per quarter on Report Card grades.

(b) 1st grade students must earn 70 or higher in Reading per quarter on Report Card grades.

(c) 2nd grade students must earn 8 of 12 Success Criteria* in report card grading, district formative assessment (Mastery Connect), and universal screener (Illuminate Fastbridge) with a Lexile level of 350 in the fall to 485 by spring.

*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
<p>[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.</p> <p>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</p>	<p>[A 4.1.1] Implement Foundational Skills Block (Reading Horizon) K-2 teachers will implement a daily foundation skills block to focus on foundational reading skills. The purpose of this foundational skills block is to increase students' independent reading ability. Teachers use Reading Horizons daily to teach students basic phonics skills. This program is used to systematically teach phonemic awareness, phonics, and sight words to the students. The teacher will strategically focus each week on mastery of vocabulary, most commonly used words, and phonic skills. To support students performance, we will provide professional development opportunities, resources, and supplies for classroom instruction each semester.</p>	Sebrina Perkins, Elizabeth Jackson, Elizabeth Frison, Tina Smith, Shevonne Pruitt Spencer, K-2 teachers	08/26/2022		

development opportunities based on measured needs					
	<p>[A 4.1.2] Implement ARISE to Read Program Early Learning Opportunities ARISE to Read program will be implemented for students in Grade 2 to increase reading levels of grade readers.</p>	Molly Summers and Libi Riggs	05/09/2023		
	<p>[A 4.1.3] Utilitze Highly Specialized Assistants in KK-3rd Cheorkee will utilize HSEA provided by the district. The district provide highly specialized assistants in Kindergarten and second grade classrooms in ELA classroom as an effort to close the learning loss gap.</p> <p>HSEA will support students during the 120-minute ELA block. This includes supporting students during whole group and/or small group. The HSEA will also support students outside of the 60-minute block in a “pull out” setting. In small group workstations, the HSEA will do one or both of the following: (1) conduct a teacher-led station providing small group instruction to groups of students on the targeted foundational skills and/or (2) circulate among the stations assisting and supporting students as needed. In a “pull-out” setting, the HSEA will provide instructional support to small groups of students with similar needs.</p>	Constance Bibbs, Denessa Jackson, Naomi Jennings, Tina Smith	05/26/2023		
	<p>[A 4.1.4] Provide Instructional Resources Provide resources and material to teachers to increase student engagement in the early literacy classroom. Secure supplies, materials, equipment and support for classroom academic instruction. Utilize Wonders online resources, district and Epiphany's supplemental resources.</p>	ISA, Tina Smith, Sebrina Perkins, Elizabeth, District Advisors, K-3 Teachers	05/12/2023		
<p>[S 4.2] Professional Learning Build and strengthen the foundational literacy knowledge of instructional leaders, classroom</p>	<p>[A 4.2.1] Support in Foundational Literacy Conduct quarterly walk through observations to document instructional trends and professional</p>	Tina Smith, Sebrina Perkins,	08/26/2022		

<p>teachers, and educational assistants through engagement in professional learning experiences anchored in the science of reading.</p> <p>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;</p> <p>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;</p> <p>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.</p>	<p>development needs. Conduct staff training on research based practices and district expectations. Meet with ILT team to share walk through results and identify areas of additional support needed.</p>	<p>Elizabeth Frison, ILT Members, Elizabeth Jackson</p>			
	<p>[A 4.2.2] Utilizing Literacy Laureate The Foundational Laureate will provided support for foundational skills instruction, and develop capacity to support K-2 colleagues with instruction, strategies, and resources. This support will be implemented via collaborative planning sessions, strategy demonstration lessons, co-teaching, classroom observations and feedback, professional</p>	<p>Elizabeth Jackson</p>	<p>07/05/2026</p>		

	development, and one-on-one coaching conversations.				
<p>[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.</p> <p>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</p>	<p>[A 4.3.1] Implement Research-based best practices Attend monthly district professional development to develop best practices to share with building level teachers. Attend district and zone level training to obtain researched based practices to implement at the building level.</p>	Elizabeth Jackson, Tina Smith, K-2 teachers	08/26/2022		
	<p>[A 4.3.2] Support in Foundational Literacy Conduct quarterly walk through observations to document instructional trends and professional development needs. Conduct staff training on research based practices and district expectations. Meet with ILT team to share walk through results and identify areas of additional support needed.</p>	Elizabeth Jackson, Tina Smith, Elizabeth Frison, Sebrina Pekrins, K-2 teachers, ILT members	08/26/2022		