

Fox Meadows Elementary Annual Plan (2022 - 2023)

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[G 1] Reading/Language Arts

Fox Meadows' 2022 proficiency rate for English/Language Grades 3-5 Arts was 26.5%. That is a increase of 12% from the 14.5% proficiency rate in 2021. Fox Meadows goal for the 2022-23 SY is that students in grades 3-5 ELA will increase proficiency from 26.5% to 34.5%. IReady shows that 26% of Hispanic Latino students were 2 grade levels below, and 10% were 1 grade level below. IReady Data shows that Black or African American students were subgroup with the most students 2 grades below with a % of 92%. 72% of Black or African American students were 1 grade level below.

Memphis-Shelby County Schools will increase ELA on-track and mastery proficiency rates in all grades from 24.8% in 2021-22 SY to 32.8% in 2022-2023 SY; 3-5 from 14.7% in 2021 to 20.0% in 2023; 6-8 from 12.7% in 2021 to 18.2% in 2023 and 9-12 from 18.3% in 2021 to 23.4% in 2023.

Performance Measure

Performance will be measured using the following tools:

TNReady 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>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>[A 1.1.1] Secure supplies, materials, equipment, and support for academic instruction Students will be provided with additional resources to assist them in meeting the school's English/Language Arts goals. The following is a list of some of the materials and supplies to aide students:</p> <ul style="list-style-type: none">•educational assistants•Studies Weekly•computers•headphones (for classroom use with technology)	Tameka Allen, Gregory Richards, Angel McKay	04/28/2023	Title 1 [\$3000.00]	

<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 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>	<ul style="list-style-type: none"> •access to field trips that connect external content to curricular standards •paper •pencils •books, including digital publications (not textbooks) •agenda books •curricular support for parents •supplemental student workbooks 				
	<p>[A 1.1.2] Instructional Support Teachers will be provided with instructional support to provide students with high levels of effective instruction that result in improved student achievement. Instructional support will be provided in the from of collaborative planning with PLC Coach and/or content leads, informal observations with real time feedback, and coaching sessions.</p>	Tameka Allen, Gregory Richards, Angel McKay	04/28/2023	Title 1 [\$1500.00]	
<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 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</p>	<p>[A 1.2.1] School Level Professional Development Fox Meadows Elementary will provide teachers with ongoing, high-quality professional development at the school and district level that supports effective instructional practices that lead to improved student achievement. Fox Meadows will also provide professional development opportunities to assist parents in supporting students' learning at home.</p> <p>These learning opportunities will include, but are not limited to:</p> <ul style="list-style-type: none"> * weekly collaborative planning * Instructional Leadership Team meetings 	Tameka Allen, Gregory Richards, Angel McKay	04/28/2023	Title 1 [\$1500.00]	

<p>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>	<ul style="list-style-type: none"> * Shelby County Schools District Learning Days * English/Language Arts Parent Learning Expo * Family Literacy Night * professional development sessions targeting school-wide trends 				
	<p>[A 1.2.2] Additional Professional Development Opportunities</p> <p>Fox Meadows' administrators, ILT members, and District Coaches will facilitate learning opportunities for teachers in grades K-5</p>	<p>Tameka Allen, Gregory Richards, Angel McKay</p>	<p>04/28/2023</p>	<p>Title 1 [\$500.00]</p>	

	Teachers will participate in professional development for ELA instruction. PD will be provided to increase teachers' understanding of the new curriculum Wonders, Instructional Practices and Reading Prescriptions.				
<p>[S 1.3] Targeted Intervention and Personalized Learning Provide academic interventions, personalized learning activities, an individualized learning pace, and various instructional approaches designed to meet the needs of specific learners to improve student achievement.</p> <p>Benchmark Indicator 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] School-Level Intervention (Response To Instruction and Intervention) Fox Meadows Elementary will provide students with daily, additional instructional support in identified deficit areas via Response to Instruction and Intervention. The Fox Meadows' Admin Team will monitor the fidelity of implementation of Response To Instruction and Intervention. Fox Meadows will continue to collaborate with other district office staff (i.e., Response To Instruction and Intervention Advisor and school psychologist) to support the implementation of the Response To Instruction and Intervention instructional design.</p>	Tameka Allen, Gregory Richards, Angel McKay	04/28/2023	Title 1 [\$500.00]	
	<p>[A 1.3.2] Extended Learning -Tutoring Fox Meadows Elementary will provide students with extended learning opportunities with before-school tutoring to improve student achievement. Select students (Improved Student Achievement & TN Ready Boot-camp) will be offered the opportunity to participate in these learning opportunities.</p>	Tameka Allen, Gregory Richards, Angel McKay	04/28/2023	Title 1 [\$8000.00]	

[G 2] Mathematics

Fox Meadows Elementary's 2022 proficiency rate for Mathematics Grades K-5 was 13.0%. That is an decrease of 5.1% from the 8.1% proficiency rate in 2021. Even though

we did not make the expected gains overall as projected by the district, several subgroups demonstrated gains in mathematics. Mathematics goals for the 2022-23 SY is that students will increase proficiency from 13.0% to 21.0%.

Memphis-Shelby County Schools will improve on-track/mastery percentages in all grades from 7.5% in 2021 to 19.1% in 2023; 3-5 from 9.8% (2021) to 15.4% (2023); 6-8 from 7.6% (2021) to 13.4% (2023); and 9-12 from 4.8% (2021) to 10.7% (2023).

Performance Measure

Performance will be measured using the following tools:

TNReady Assessment

District Formative Assessment using Mastery Connect

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>[A 2.1.1] Secure supplies, materials, equipment, and support for academic instruction Students will be provided with additional resources to assist them in meeting the school's math goals. The following is a list of some of the materials and supplies to aide students:</p> <ul style="list-style-type: none"> * educational assistants * Studies Weekly * computers * headphones (for classroom use with technology) * access to field trips that connect external content to curricular standards * paper * pencils * books, including digital publications (not textbooks) * agenda books * curricular support for parents * supplemental student workbooks 	Tameka Allen, Gregory Richards, Angel McKay	04/28/2023	Title 1 [\$3000.00]	

<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 2.1.2] Instructional Support Teachers will be provided with instructional support to provide students with high levels of effective instruction that result in improved student achievement. These supports will be provided by Contend Lead Teacher, PLC Coach, and District Coaches.</p>	<p>Tameka Allen, Gregory Richards, Angel McKay</p>	<p>04/28/2023</p>	<p>Title 1 [\$1500.00]</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 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>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</p>	<p>[A 2.2.1] School Level Professional Development Fox Meadows Elementary will provide teachers with ongoing, high-quality professional development at the school and district level that supports effective instructional practices that lead to improved student achievement. Fox Meadows will also provide professional development opportunities to assist parents in supporting students' learning at home.</p> <p>These learning opportunities will include, but are not limited to:</p> <ul style="list-style-type: none"> * weekly collaborative planning * ILT meetings * SCS District Learning Days * Math Parent Learning Expo * Family Math & Science Night * professional development sessions targeting school-wide trends 	<p>Tameka Allen, Gregory Richards, Angel McKay</p>	<p>04/28/2023</p>	<p>Title 1 [\$1500.00]</p>	

<p>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>[A 2.2.2] Additional Learning Opportunities Fox Meadows' administrators, ILT members, and District Coaches will facilitate learning opportunities for teachers in grades K-5</p> <p>Teachers will participate in professional development for Math instruction. PD will be provided to increase teachers' understanding of the Eureka curriculum and instructional practices.</p> <p>The ILT, district coaches and administrative team will model teaching strategies and develop cycles of professional learning for teachers.</p>	<p>Tameka Allen, Gregory Richards, Angel McKay, ILT Members</p>	<p>04/28/2023</p>	<p>Title 1 [\$500.00]</p>		

<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] School-Level Intervention (RTI2) Fox Meadows Elementary will provide students with daily, additional instructional support in identified deficit areas via Response to Intervention and Instruction (RTI2). The Fox Meadows' Admin Team will monitor the fidelity of implementation of RTI2. Fox Meadows will continue to collaborate with other district office staff (i.e., RTI2 advisor and school psychologist) to support the implementation of the RTI2 instructional design.</p>	<p>Tameka Allen, Gregory Richards, Angel McKay, Alicia Marshall</p>	<p>04/28/2023</p>	<p>Title 1 [\$500.00]</p>	
	<p>[A 2.3.2] Extended Learning /Tutoring Fox Meadows Elementary will provide students with extended learning opportunities with before-school tutoring to improve student achievement. Select students (Improved Student Achievement & TN Ready Bootcamp) will be offered the opportunity to participate in these learning opportunities.</p>	<p>Tameka Allen, Gregory Richards, Angel McKay</p>	<p>04/28/2023</p>	<p>Title1 1 [\$8000.00]</p>	
<p>[G 3] Chronic Absenteeism Fox Meadows Elementary's absenteeism rate for 2022 is 22.0%. This is a decrease of 0.1% from the previous year from 22.1%. The subgroup that makes up the majority of school absences is African American students. Their chronic absenteeism rate is 24.8%. Fox Meadow's goal for 2022-23 SY is that students will decrease chronic absenteeism rate from 23.6% to 20.0%.</p>					

Shelby County Schools will reduce the percentage of chronically absent students from 22.0% in 2022 to 17.0% in 2023.

Performance Measure

Performance effectiveness will be measure by the following:

Power BI data

PowerSchool data

SART documentation for at-risk students

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 3.1] Attendance and Behavior Interventions and Supports Implement targeted interventions, initiatives and support programs that address chronic absenteeism and behavioral needs for all students.</p> <p>Benchmark Indicator Monitor 20 day reports for behavior outputs, effectiveness of behavioral interventions and supports aimed at reducing student discipline incidents..</p> <p>Monitor 20 day reports to identify students at risk of high chronic absenteeism</p> <p>Monitor 20 day reports to assess the impact of suspensions on daily attendance.</p> <p>Monitor students every 20 days who have been identified as needing additional support (i.e. homeless, foster care, student involved in RTIB programs).</p>	<p>[A 3.1.1] Chronically Absents Due to Suspension Fox Meadows Elementary School will monitor students' attendance using the attendance and suspension data each 20 day reporting period. Students who are chronically absent due to suspension will be monitored for behavioral intervention and supports that will leads to better student attendance.</p>	Tameka Allen, Gregory Richards, LaChonda Nevilles	04/28/2023	Title 1 [\$500.00]	

	<p>[A 3.1.2] School-Level: Attendance Supports Fox Meadows will utilize and fully implement the Student Attendance Review Team (SART) initiative.</p> <p>Fox Meadows Elementary will improve its attendance rate by implementing the strategies developed by the school's SART. Fox Meadows' SART will monitor students' daily attendance rate each week. Fox Meadows will decrease its chronic absenteeism rate, which will improve the overall student attendance rate.</p> <p>The following strategies will be utilized to improve students' chronic out-of-school absences:</p> <ul style="list-style-type: none"> * including information regarding student attendance during all school programs and assemblies * providing incremental grade-level incentives for student attendance * issuing students out-of-uniform passes * school-wide recognition via announcements, attendance boards, and the school's and weekly classroom newsletters. * conducting meetings and conferences with students and parents-of-students who have been identified as having at-risk and/or chronic absence issues 	Tameka Allen, Gregory Richards, LaChonda Nevilles	04/28/2023	Title 1 [\$500.00]	
	<p>[A 3.1.3] School Level Discipline Supports Fox Meadows will utilize and fully implement the Response to Instruction and Intervention for Behavior (RTI2-B) initiative.</p> <p>Fox Meadows will improve its suspension rate by implementing the strategies developed by the school's Response to Instruction and Intervention for Behavior Team, which will increase the attendance rate. The Response to Instruction and Intervention for Behavior Team will provide training for the school's faculty and staff on classroom management techniques to prevent and lessen the</p>	Tameka Allen, Gregory Richards, Angel McKay	04/28/2023	Title 1 [\$500.00]	

	number of minor infractions. The assistant principal and school counselor will monitor the number of student referrals. Fox Meadows will reduce the number of referrals, therefore, decreasing the chronic absenteeism rate caused by out-of-school suspensions, which will improve the overall student attendance rate.				
<p>[S 3.2] Professional Development Provide ongoing, high quality professional development for school leaders and other staff that focuses on classroom/behavior management and social emotional learning to improve student behavior and attendance.</p> <p>Benchmark Indicator Monitor the number of student referrals to the reset room and ISS quarterly and/or prior to professional development session</p> <p>Monitor behavior plans per semester to determine the implementation and effectiveness of the strategies and resources shared during PD</p>	<p>[A 3.2.1] School-Level Professional Development The Fox Meadows Response to Instruction and Intervention for Behavior Team will provide training for the school's faculty and staff on effective classroom management techniques. An Response to Instruction and Intervention for Behavior Team member will lead a quarterly review for faculty and staff to provide updates on the effectiveness of the current program and/or additional training.</p>	Tameka Allen, Gregory Richards, Angel McKay	04/28/2023	Title 1 [\$500.00]	
<p>[S 3.3] Parent, Family, and Community Engagement Promote effective parent, family, and community engagement activities that support safe schools which will improve student attendance and behavior.</p> <p>Benchmark Indicator Review 20-day student attendance reports at the end of each semester to determine the impact after engagement events.</p> <p>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.</p> <p>Evidence of parent participation in decisions relating to the education of their children and</p>	<p>[A 3.3.1] School Level Parent Training The Fox Meadows Response to Instruction and Intervention for Behavior Team will provide a training session each semester for parents of students. Each training session will address trending behaviors at school and possible ways parents can help lessen the likelihood of such behaviors.</p> <p>During the training sessions, the Team will emphasize what an important role attendance plays in their child's education. Parents will also be informed of the nature of the trending incidents, how often these incidents are occurring, possible strategies to prevent these behaviors from happening again, and the effects of the consequences on a child's attendance if these issues persist.</p>	Tameka Allen, Gregory Richards, Angel McKay	04/28/2023	Title 1 [\$4000.00]	

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.	Parents should leave each training session equipped with knowledge of trending misbehavior at Fox Meadows and possible ways to curtail it in support of their child's education.				
[G 4] Early Literacy ##### Fox Meadows Elementary School's on-track and mastery rates for 2021 early literacy was 62% according to the Spring common formative assessment. This is an increase from 56.6% of students scoring mastery or on track in the Fall. Several subgroups demonstrated gains over the course of the school year. Fox Meadows early literacy rate will increase from 62% in 2021 to 70% in 2022-23 SY. Memphis-Shelby County Schools' early learners will be engaged for the 2022-23 year in literacy-rich environments that offer meaningful and authentic opportunities to develop the reading, writing, speaking and listening skills essential to becoming for proficient readers by the end of grade 3. 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
[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.	[A 4.1.1] Address Chronic Absenteeism Develop agreed upon definition and understanding of the impact of chronic absence, the capacity to track and analyze data including the influence of health and behavioral issues, and strategies and plans to address the issue.	Tameka Allen, Gregory Richards, Angel McKay	04/28/2023	Title 1 [\$500.00]	

<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 development opportunities based on measured needs</p>					
<p>[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.</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</p>	<p>[A 4.2.1] Early Literacy Support (K-2) All K-2 literacy teachers will receive training each quarter from Fox Meadows' Foundational Literacy Laureate. This training will help teachers develop a strong knowledge of foundational skills instruction and strategies and an in-depth understanding of the TN Academic Standards for Reading Foundational Literacy. The Laureate will guide teachers toward best practices for teaching foundational literacy.</p> <p>Teacher will also receive training from district coaches in implementing best practices in teacher foundational skills.</p>	<p>Tameka Allen, Gregory Richards, Angel McKay</p>	<p>04/28/2023</p>	<p>Title 1 [\$500.00]</p>	

<p>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>[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] Laureate Support The Laureate will support teachers through the lens of instructional observations and feedback based on the Instructional Practice Guide for foundational skills and the FLQR. The laureate will facilitate PLC planning meeting, training, and coaching sessions.</p>	<p>Tameka Allen, Gregory Richards, Angel McKay</p>	<p>04/28/2023</p>	<p>Title 1 [\$1000.00]</p>	
<p>[S 4.4] Effective Transition to Kindergarten Provide programs and initiatives designed to prepare students and teachers for the smooth and positive transition between specific grade levels and educational placements.</p> <p>Benchmark Indicator District-wide curriculum maps assure seamless articulation and spiraling of content from one grade level or grade band to the next, ensuring that students have been appropriately exposed to skills and standards that will allow them to achieve at</p>	<p>[A 4.4.1] Transition to Kindergarten Pre-K and Kindergarten teachers will collaborate to at the end of the school year to transition Pre-K student to Kindergarten by arranging a Step-Up Day. This will be a day set aside to introduce Pre-K students to Kindergarten teachers. During this time students will participate in lessons and activities as kindergarten students.</p>	<p>Pre-K, Kindergarten Teachers</p>	<p>05/31/2023</p>	<p>Title 1 [\$500.00]</p>	

increasingly higher levels; Weekly informal observations by ILT and principals to monitor the implementation of the curriculum maps will allow our district to monitor the implementation of curriculum along with the impact of instructional best practice on grade-to-grade transitions.

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