

Berclair Elementary Annual Plan (2022 - 2023)

Last Modified at Sep 23, 2022 11:39 PM CDT

[G 1] Reading/Language Arts

Berclair Elementary School will increase the percent of students scoring in the On Track and/or Mastered categories from 19.2% in 2021-22 to 29.3% in 2022-23.

Performance Measure

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>Daily classroom observations using the Educational Epiphany 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</p>	<p>[A 1.1.1] Ensuring Rigorous Planning and Instruction **Teachers will use the following four instructional practices to address literacy needs:**</p> <ol style="list-style-type: none"> 1. Design performance-based objective accessible to students, teachers and observers linked to the content and a higher order thinking opportunity or a worthwhile task. 2. Curriculum-driven opportunities to determine the meaning of general and domain content/specific words and phrases [academic language] before and during reading. 3. Lessons characterized by gradual release of responsibility [from teacher dependence to student independence]. 4. Curriculum-driven opportunities for students to compose original informational texts from sources and/or curriculum-driven opportunities to compose original narratives. <p>Administrative team attends trainings and norms expectations that will be shared with teachers in PLC meetings including specific planning elements, specific classroom implementation elements that</p>	<p>Margaret Greer, Instructional Facilitator; Nicole Dabbs, Literacy Laureate</p>	<p>05/26/2023</p>		

<p>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>should be evident in classroom observations, and steps to utilize in monitoring implementation in grades 3-5.</p> <p>District Reading staff, coupled with Berclair's Instructional Leadership team, will provide professional development to assist teachers in planning and delivering engaging learning experiences that strategically build fluency and problem-solving skills. Professional development will be on-going and address the alignment between the SCS curriculum and the State's standards. Strategies will be shared to address test taking skills that align with Common Core.</p>				
	<p>[A 1.1.2] Provide Supplemental Resources to Improve Student Achievement</p> <p>Students and teachers will be provided with additional resources such as reading subscriptions (Scholastic Weekly Reader); online resources (NEWSELA); classroom materials for literacy centers, including books for classroom libraries; hands-on manipulatives and games for centers; educational technology (computers, interactive boards, headphones, mice etc.); and classroom/student supplies (pencils, paper, tablets, folders, agenda books, glue, tape, etc.) to enhance classroom instruction and improve student achievement.</p>	<p>Tabitha Arnold, PLC Coach; Margaret Greer, Instructional Facilitator</p>	<p>05/26/2023</p>		
<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 Educational Epiphany Classroom Walkthrough Protocol and Debriefing Document will provide the</p>	<p>[A 1.2.1] A 1.2.1 Differentiated Reading Professional Development</p> <p>Berclair Elementary School's P.L.C. Coach, Literacy Laureate, and Instructional Facilitator will deliver professional development for improving the quality of instruction and student outcomes. Professional development will be designed based on a needs' assessment survey of teachers. Teachers will continue to learn about literary and informational levels of cognitive demands. The school's Reading Content Advisor, Jill Hodum, will meet with teachers as needed to help with Wonders implementation. Professional</p>	<p>Clint Davis, Principal; Wanda Hanna, Assistant Principal; Tabitha Arnold, PLC Coach; Margaret Greer, Instructional Facilitator; Nicole Dabbs, Literacy</p>	<p>05/26/2023</p>		

<p>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>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>development will be designed to assist teachers with the following: Implementing Educational Epiphany Standards Based Instruction, planning and delivering engaging learning experiences that strategically build literacy skills, monitoring the delivery of reading instruction, collaborating with instructional leaders to better understand the Core Action Reading Shifts found in the TN State Standards. This strategically planned professional development will help retain effective teachers and attract those interested in Berclair Elementary.</p> <p>Teachers will attend trainings provided by the district on Reading prescriptions through Microsoft TEAMS.</p> <p>Planning checks in grades 3-5 to ensure resource alignment/implementation is occurring as expected with Ready Reading being the primary source one week and FLV used in small groups followed by Wonders being used as the primary source the following week and FLV used in small groups.</p>	<p>Laureate; Jill Hodum, Instructional Support Advisor</p>			
	<p>[A 1.2.2] Improve student achievement and growth by supporting rich learning environments</p> <p>Berclair will secure supplies, materials, equipment and resources to support academic growth and achievement in reading/language arts.</p>	<p>Clint Davis, Principal; Wanda Hannah, Assistant Principal;</p>	<p>05/26/2023</p>		

		Tabitha Arnold, PLC Coach; Margaret Greer, Instructional Facilitator			
<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 (aimsWeb) 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] A 1.3.1 Targeted Intervention and Support</p> <p>Moving forward during the 2022-2023 school year, to meet students' individual needs, teachers will differentiate reading lessons based on data, learning styles, and instructional tier. Struggling students will be identified and receive targeted support in their identified skill deficit area(s) during the school wide RTI2 time block. Small group instruction will provide an individualized approach to the content. In a timely manner, students will be provided with additional resources because of RTI2 process. Identified students will be given dedicated, face-to-face time with teachers and additional computer assisted instruction daily for 45 minutes. Teachers will communicate data results to the RTI2 data team and parents. Parents will be an integral part of the RTI2 process. In addition, the district has provided Highly Specialized Assistants to serve in primary grades to support the early literacy initiative.</p> <p>ILT Classroom Walk-throughs to check implementation of Instructional Practices 1-4, correct alignment of curriculum resources and instruction, monitoring of student progress.</p>	<p>Tabitha Arnold, PLC Coach; Wanda Hannah, Assistant Principal</p>	05/26/2023		
<p>[G 2] Mathematics</p> <p>Berclair Elementary School will increase the percent of students scoring in the On Track and/or Mastered categories from 18% in 2021-22 to 28.2% in 2022-23.</p> <p>Performance Measure</p> <p>TNReady Assessment</p> <p>District Formative Assessment using Mastery Connect</p>					

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 Educational Epiphany 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] A 2.1.1 Standards Aligned Core Instruction District Mathematics staff, coupled with Berclair's Instructional Leadership team, will deliver professional development that will assist teachers in planning and delivering engaging learning experiences that strategically build fluency and problem solving skills. Professional development will be on-going and address the alignment between the SCS curriculum and the State's standards. Educational Epiphany Standards Based Instruction will be utilized alongside the district's curriculum. Strategies will be shared to address test taking skills that align with Common Core.</p>	<p>Gretchen Biere, Math ILT Lead</p>	<p>05/26/2023</p>		
	<p>[A 2.1.2] Provide Supplemental Resources to Improve Student Achievement</p>	<p>Tabitha Arnold, PLC Coach</p>	<p>05/26/2023</p>		

	<p>Students and teachers will be provided with additional classroom materials for math centers, including books for classroom libraries; hands-on manipulatives and games for centers; educational technology (computers, interactive boards, headphones, mice etc.); and classroom/student supplies (pencils, paper, tablets, folders, agenda books, glue, tape, etc.) to enhance classroom instruction and improve student achievement.</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 Educational Epiphany 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 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>[A 2.2.1] A 2.2.1 Professional Learning Math teachers will continue to implement the district's Eureka Math curriculum, Educational Epiphany, and TNCore Common Core State's Standards with the support from the school's Admin and Instructional Leadership Team. The school's Math Content Advisor, Christine Bingham, will meet with teachers as needed to help with Eureka Math and Educational Epiphany Standards Based Instruction implementation. Berclair's Instructional Leadership Team Math Lead, coupled with the district's math coach, will provide professional development to assist teachers in planning and delivering engaging learning experiences that strategically build fluency and problem-solving skills (Eureka Math), will provide professional development in monitoring the delivery of math instruction, and will collaborate with instructional leaders to better understand the mathematical shifts found in the TN State Standards. This strategically planned professional development will help retain effective teachers and attract those interested in Berclair Elementary.</p>	<p>Gretchen Biere, ILT Math Lead</p>	<p>05/26/2023</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>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>[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 (iReady) 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] A 2.3.1 Targeted Intervention and Personalized Learning Moving forward during the 2022-2023 school year, to meet students' individual needs, teachers will differentiate math lessons based on data, learning styles, and instructional tier. Struggling students will be identified and receive targeted support in their identified skill deficit area(s) during the school wide RTI2 time block. Small group instruction will provide an individualized approach to the content. In a timely manner, students will be provided with additional resources because of RTI2 process. Identified students will be given dedicated, face-to-face time with teachers and additional computer assisted instruction daily for 45 minutes. Teachers will communicate data results to the RTI2 data team and parents. Parents will be an integral part of the RTI2 process. In addition, the district has provided.</p>	<p>Tabitha Arnold, PLC Coach</p>	<p>05/26/2023</p>		

[G 3] Safe and Healthy Students

Berclair Elementary School will decrease the percent of students who are chronically absent from 16.0% in 2021-22 to 13.2% in 2022-23.

Berclair staff members will use strategies and interventions for the 5 core ingredients to improve attendance rates:

- * Monitor Data
- * Engage Students and Families
- * Recognize Good and Improved Attendance
- * Provide Personalized Outreach
- * Remove Barriers

****Steps to Ensure Progress****

A positive school climate supports social and academic growth for all students. Positive school-wide behavior management is necessary if learning is to take place. Positive school-wide behavior management requires a discipline plan, applying successful interventions, and training students in procedures. Teachers provide guidance to help children choose appropriate behavior choices. Our expectations of students' behavior must be taught to students and reviewed frequently. In handling behavior issues, we keep in mind the importance of building strong relationships with students. When handling behavioral issues, we teach the importance of building strong relationships with students. All situations are handled in a caring, professional manner. By the end of the third quarter, 96% of all Berclair students will be able to name three adults within the school building they can reach out to should they need help.

****Challenges****

With the school's high mobility rate, students continuously enroll and withdraw from school. New students must be taught the steps to achieving the safe, supportive, and healthy environments. Time constraints hinder efforts for students with behavioral needs to receive timely assistance.

Performance Measure

- * PowerSchool Data
- * PowerBI Data
- * SART documentation for at 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 and support programs and initiatives that address identified behavior needs and provide appropriate student supports.</p>	<p>[A 3.1.1] A 3.1.1 Attendance Expectations The principal will lead staff development regarding the importance of decreasing the percentage of chronic absenteeism. He will introduce strategies that will open the lines of communication between the home and school.</p>	<p>Clint Davis, Principal</p>	<p>08/26/2022</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>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>Protocols will be put on place in the student and faculty handbooks regarding attendance and its importance.</p> <p>The principal and ILT members will actively engage parents during parent meetings and trainings to increase the parental involvement percentages.</p> <p>To support the effort, the school will offer 20-day attendance incentives for students and families.</p>				
<p>[S 3.2] Professional Development Provide ongoing, high quality professional development at the District-level and school site for school leaders, teachers, and other instructional staff to focus on changing instructional practices that result in improved student attendance and behavior positively impacting student achievement.</p> <p>Benchmark Indicator Monitor the number of student referrals sent 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] A 3.2.1 Professional Development to Support Safe and Healthy School Environments The following professional development series will be conducted to meet the safety and health needs of all Berclair students:</p> <ul style="list-style-type: none"> * RTI2B * Reset Room * School Culture & Climate * School Routines & Procedures * Choosing to De-escalate, Mindset Shifts * ACES * Safe School Videos * Progressive Disciplinary Practices * Social Emotional Learning 	<p>Clint Davis, Principal; Candiacce Dandridge, School Counselor</p>	<p>10/28/2022</p>		
<p>[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.</p> <p>Benchmark Indicator</p>	<p>[A 3.3.1] A 3.3.1 Parent and Community Engagement Parent and Community Involvement Berclair Elementary School has a special responsibility to our parents and the community by providing opportunities to get involved and share the responsibility of promoting success in our children. The school's staff ensures that its families have</p>	<p>Clint Davis, Principal; Wanda Hannah, Assistant Principal; Tabitha Arnold, PLC Coach</p>	<p>05/19/2023</p>		

<p>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 collaboration efforts on district level topics through monthly parent surveys.</p> <p>Conduct a semi-annual adopter surveys to monitor their impact on students' success by way of their contributions of resources and time.</p>	<p>opportunities to participate in planning and monitoring the school's annual School Improvement Plan and implementing the ESEA Family Engagement program. (Revised annually)</p> <p>To keep parents and community members engaged and continuously involved, the following Title 1-A Parent Involvement strategies have been implemented:</p> <ol style="list-style-type: none"> 1. Annually--Develop jointly, review, agree upon, distribute, and monitor implementation of the Title 1 Home-School Compact, Family Engagement Plan, and School Improvement Plan; *A process is in place for parents to submit complaints on the school-wide program if deemed unsatisfactory. 2. Provide regular opportunities for families to have input regarding the planning, review, and improvement of the school parental involvement policy and joint development of the school-wide program plan (TSIPP), School Improvement Plan committee meetings, parent & community meetings, suggestion box, parent trainings, and parent surveys. 3. Invite families and offer annual meeting at flexible times (a.m./p.m.), with translators for parents with limited English proficiency; Repeat meeting second semester for families new to the school; Transportation available, to the extent practicable, per parent request. 4. Provide assistance to parents in understanding topics such as the state's academic content standards, assessments, how to monitor students' progress, and how to work with teachers to improve academic achievement: flexibly-scheduled conferences and/or parent requests, progress reports, iReady data, Pearson data, report cards, phone communication, IEP's, intervention strategies, weekly folders, high quality curriculum. 				
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	<p>5. Continuously provide information related to school and parent programs, school reports, in an understandable, uniform format, using translators as needed, such as monthly newsletters, calendars, school website, and postings on the Title 1 Parent/Family Engagement & Community Resource bulletin board.</p> <p>6. Invite parents/guardians to partake in Berclair's planned professional development via the school's calendar, website, and communications sent home. Materials and training are provided to help parents work with their children to improve their achievement. Counselors and school support staff work closely with at-risk students and their families.</p> <p>7. Family meetings shall be held regularly throughout the year at flexible times to accommodate the needs of all families. Parents are provided with opportunities to observe the instructional program, volunteer their services, and take a participatory role in school planning. Translators are always provided for the non-English speaking families.</p> <p>8. Per parent request, regular meetings are held to formulate suggestions and to participate in decisions relating to all things school related.</p> <p>9. Families may ask to see the qualifications of all teachers. All of Berclair's teachers are highly qualified, yet the school will direct parents to the state's website accessing teachers' certifications. The school also houses these in a notebook in the principal's office.</p>				
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[G 4] Early Literacy

Berclair Elementary School will increase the percentage of 2nd grade students scoring in the On Track and/or Mastered categories, 9.4% 2021-22 by 10.0% in 2022-23.

During the 2022-23 school year, Berclair's early learners will be engaged in literacy-rich environments that offer meaning and authentic opportunities to develop the reading, writing, speaking and listening skills essential to becoming proficient readers by the end of grade 3.

Criteria listed in performance measure.

****Teachers will teach the five essential components of reading to support developing readers.****

1. Phonemic Awareness—understanding that spoken words are made up of individual sounds (called “phonemes”)
2. Phonics—understanding that the sounds in speech relate to letters
3. Fluency—ability to read with speed and accuracy
4. Vocabulary—understanding of individual word meanings
5. Reading Comprehension—ability to get meaning from text

Staff will provide opportunities for students to access early learning experiences that appropriately support their academic, social, and emotional development and create a continuum of learning through third grade. All school stakeholders will be accountable towards the district’s 3rd Grade Commitment. Students will be taught the necessary reading skills to be successful before they reach third grade. Using grade level criteria, students will be identified and provided a support plan to ensure student achievement. The identified students will be *At Risk* for meeting the 3rd Grade Commitment. At any time a student does not meet one or more of the identified success criteria, an Academic Support Plan will be developed and implemented any time throughout the year.

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 60% Literacy Skills per quarter on Report Card grades.
- (b) 1st grade students must earn 60% or higher in Reading per quarter on Report Card grades.
- (c) 2nd grade students must earn 60% or higher in Reading per quarter on Report Card grades

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 60% on-track/mastery</p>	<p>[A 4.1.1] A 4.1.1 Early Literacy Opportunities All school stakeholders will be accountable towards the district’s 3rd Grade Commitment. Students will be taught the necessary reading skills to be successful before they reach third grade. Using grade level criteria, students will be identified and provided a support plan to ensure student achievement. The identified students will be *At Risk* for meeting the 3rd Grade Commitment. At any time, a student does not meet one or more of the identified success criteria, an Academic Support Plan will be developed and implemented any time throughout the year.</p>	<p>Clint Davis, Principal; Margaret Greer, Instructional Facilitator; Nicole Dabbs, Literacy Laureate</p>	<p>05/26/2023</p>		

<p>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>To ensure success, primary teachers will be assigned Highly Specialized Educational Assistants to support this work. They have been trained to work on early literacy skills and will work with small groups. Teachers will use data to identify instructional skills deficits. Non-English-speaking students will receive English as a Second Language instruction coupled with foundational skills.</p> <p>Students will receive targeted instruction in the following: Alphabet, Print Concepts, Phonological Awareness, Phonics, High Frequency Word Recognition, and Fluency.</p> <p>Parents are integral part to this 3rd Grade Commitment. District and school-based training will occur to support this initiative.</p>				
	<p>[A 4.1.2] Provide Supplemental Resources to Improve Student Achievement Students and teachers will be provided with classroom materials for literacy centers, including books for classroom libraries; hands-on manipulatives and games for centers; educational technology (computers, interactive boards, headphones, mice etc.); and classroom/student supplies (pencils, paper, tablets, folders, agenda books, glue, tape, etc.) to enhance classroom instruction and improve student achievement.</p>	<p>Tabitha Arnold, PLC Coach; Margaret Greer, Instructional Facilitator</p>	<p>05/26/2023</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</p>	<p>[A 4.2.1] A 4.2.1 Professional Learning To build and strengthen the foundational literacy knowledge of instructional leaders, classroom teachers, and educational assistants, the school will deliver professional learning experiences anchored in the science of reading. The goal of literacy instruction is for students to become proficient readers and writers. Before proficiency can be achieved, children must adequately develop the essential foundational skills during the early grades.</p>	<p>Nicole Dabbs, Literacy Laureate; Morgan Millon, ELA ILT Lead; Margaret Greer, Instructional Facilitator; Tabitha Arnold, PLC Coach</p>	<p>05/26/2023</p>		

<p>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>To support this work, the school's Literacy Laureate will work with teachers via professional development, to model effective practices for teaching foundational skills. Teachers will be trained on how to deliver effective instruction. The school's PLC Coach, Instructional Facilitator, and School-based Instructional Support Adviser will craft differentiated professional development "quick sessions" or "bite-sized portions" to fill the gaps that are lacking. Not all teachers need the same level of support. A needs assessment will be designed to receive teachers' feedback about their instructional needs.</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] A 4.3.1 Foundation Literacy Laureates Nicole Dabbs, Literacy Laureate, has been trained to support Berclair's teachers with the district's Foundational Literacy Skills Plan. She is also well-versed with Educational Epiphany's Standards Based Instructional Practices. Mrs. Dabbs will work with teachers to ensure that best practices are being utilized when delivering instruction. She will observe teachers and provide feedback to help them refine their practices. Mrs. Dabbs will work with the newly hired Specialized Educational Assistants to maintain an intentional focus on the language of the five strands: Foundational Literacy Standards, Language, Reading, Speaking and Listening, and Writing.</p> <p>Technology integration is key to success, not only to ensure that students are prepared for technology demands of the future, but to be able to use it. iReady is a computer based assistive instruction program that can reinforce and enrich skills for students. The district has purchased this to support</p>	<p>Nicole Dabbs, Literacy Laureate</p>	<p>05/26/2023</p>		

	reading and math. To better support teachers, the Literacy Laureate, PLC Coach, and iReady vendor will deliver professional development to further their knowledge of the resources iReady delivers.				
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