

Germantown Elementary Annual Plan (2022 - 2023)

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**[G 1] Reading/Language Arts**

Germantown Elementary School will increase reading/language arts proficiency rate in grades 3-5 from 35.6% in SY22 to 39.6%% in SY23 on the TNReady Assessment

**Performance Measure**

Performance will be measured using the following tools:

TNReady Assessment

District Formative Assessment using Mastery Connect: students should perform at 70% or higher to be on track/mastered

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p><b>[S 1.1] Standard Aligned Core Instruction</b>                      Germantown Elementary School will provide daily access to a rigorous reading/language arts curriculum, quality core instruction and resources aligned with the state's academic standards 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. GES will also secure supplies, materials, equipment, and support for academic instruction.</p> <p><b>Benchmark Indicator</b>                      **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><b>[A 1.1.1] Conduct Data Analysis</b>                      PLC Coach, Instructional Leadership Team, Interventionist and Laureate will meet twice each month to analyze current data in all student intervention and assessment platforms (Iready, Mastery Connect, curriculum standards assessments informal classroom instructional practices walkthroughs). The data will be used to determine professional development needs for instructional strategies; differentiated lesson plans; grouping of students; and daily instruction and additional intervention needs.</p>	<p>Elizabeth Emmerson, Amy Dacus, Laura Berry, Andrea Turner, Stacy Spinosa-Johnson, Stephanie Banks</p>	<p>04/14/2023</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>Weekly PLC Protocol Guide Evaluations, and feedback in weekly collaborative planning with PLCC and IF</p> <p>iReady Screener (Fall, Winter and Spring)</p>					
	<p><b>[A 1.1.2] Develop Effective Lesson Plans</b>  With the help of PLC Coach, teachers will review and modify district provided lesson plans and PLC Guides, utilizing data to differentiate instruction in order to meet the needs of all students. Teachers will meet weekly for a 55 minute collaborative planning sessions to address the needs of all students, including intervention groups and enrichment for Tier 1 students. Teachers in grades 2-5 will use the reading prescriptions provided by the district to address standards progression and alignment with the curriculum.</p>	<p>Elizabeth Emmerson</p>	<p>04/07/2023</p>		
<p><b>[S 1.2] Professional Development</b>  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>Teachers will participate in ongoing, research-based professional development in</p>	<p><b>[A 1.2.1] Conduct Professional Development to Support District Curriculum Initiatives</b>  PLC Coach, Optional Schools Coordinator, Interventionist, and Laureate and ILT content lead will provide access to school level professional developments, and ensure attendance to vendor provided PD to assist teachers in learning effective instructional strategies with regard to the district prescriptions and curriculum. PD will also be secured to ensure teacher implementation of district reading prescriptions in grades 2-5 to</p>	<p>Elizabeth Emmerson, Stephanie Banks, Laura Berry, Andrea Turner, Amy Dacus</p>	<p>04/28/2023</p>		

<p>weekly PLC meetings, and faculty meetings to improve instructional practices, deepen understanding of the state standards and curriculum, and learn how to use various instructional tools more effectively. Germantown will also secure supplies, materials, equipment, and support for academic instruction.</p> <p><b>Benchmark Indicator</b> 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 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>address standards progression and vertical alignment of standards. Topics for PDs include Standards Decomposition, Reading prescriptions training, addressing small group and blended learning, intervention methods, good first teaching strategies, differentiated and targeted instruction, looking at student work and data analysis to inform instructional decisions and grouping.</p>				
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<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>					
	<p><b>[A 1.2.2] Utilize PLC Coach, Interventionist, ILT Content Lead, Laureate</b>          PLC Coach will lead weekly PLC's and Collaborative Planning in order to assist teachers with completing planning and standards examination, analyze data and making instructional decisions based on data.</p> <p>PLC Coach, ILT Content Lead, Interventionist, and Laureate will develop and deliver targeted ELA professional development to teachers to better equip them to teach lessons that meet the demands of the standards and meet the needs of students.</p> <p>PLC Coach, ILT Content Lead, and Laureate will conduct formal and informal walk throughs, classroom observation and data analysis in order to inform best practices and educational decisions. Targeted coaching sessions will address teacher pedagogy and instructional strategies.</p>	<p>Elizabeth Emmerson,          Laura Berry,          Andrea Turner,          Stephanie Banks</p>	<p>04/28/2023</p>		
<p><b>[S 1.3] Targeted Intervention and Personalized Learning</b>          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. Germantown Elementary School will also secure supplies, materials, equipment, and support for academic instruction.</p>	<p><b>[A 1.3.1] Provide additional instructional resources for struggling students</b>          Students will be provided with additional academic resources. The purchase of TCAP Coach books will support the implementation of the alignment of content standards to improve student achievement. Other such resources include but are not limited to the purchase of consumable workbooks and additional online platforms, which are standards based and aid in intervention strategies and</p>	<p>Elizabeth Emmerson</p>	<p>03/31/2023</p>		

<p><b>Benchmark Indicator</b> 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>manipulatives for at home use and practice with classroom strategies.</p>				
	<p><b>[A 1.3.2] Utilize Educational Assistants and Support Specialists</b> Educational assistants and school Support Specialists will be utilized to plan and implement targeted intervention lessons during the intervention block for all tiered students.</p>	<p>Cheryl Swint, Lisa Oliver, Randall Cousar, Gwen Bruno, Mycal Smith, Terri Watts, Julie Knowles, Reese Mitchell</p>	<p>04/07/2023</p>		
<p><b>[G 2] Mathematics</b> Germantown Elementary School will increase mathematics proficiency rate in grades 3-5 from 26.1% in SY22 to 30.8% in SY23 on the TNReady Assessment</p> <p><b>Performance Measure</b> Performance will be measured using the following tools:</p> <p>TNReady Assessment</p> <p>District Formative Assessment using Mastery Connect - 70% on track/mastery for all students grades K-5</p>					
Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes

<p><b>[S 2.1] Standard Aligned Core Instruction</b>  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><b>Benchmark Indicator</b>  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><b>[A 2.1.1] Develop Differentiated Lesson Plans</b>  Instructional Facilitator and Instructional Leadership Team Math Content lead will guide teachers in using data to make informed decisions on how best to differentiate lesson plans to provide instruction that is learner focused. Teachers will include interventions and supplemental instruction through i-Ready RTI time.</p>	<p>Lori Newborn,  Sherrie Ruggles</p>	<p>04/21/2023</p>		
<p><b>[S 2.2] Professional Development</b>  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</p>	<p><b>[A 2.2.1] Utilize Instructional Facilitator</b>  Instructional Facilitator will lead weekly PLC's and Collaborative Planning in order to assist teachers with completing planning and standards examination, analyze data and making instructional decisions based on data.</p>	<p>Lori Newborn,  Sherrie Ruggles</p>	<p>05/12/2023</p>		

<p>performance.</p> <p><b>Benchmark Indicator</b>  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 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</p>	<p>Instructional Facilitator and Math Content lead will develop and deliver targeted ELA professional development to teachers to better equip them to teach lessons that meet the demands of the standards and meet the needs of students.</p> <p>Instructional Facilitator and Math Content lead will conduct formal and informal walk throughs, classroom observation and data analysis in order to inform best practices and educational decisions. Targeted coaching sessions will address teacher pedagogy and instructional strategies.</p>				
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<p>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><b>[A 2.2.2] Conduct Professional Development</b> Instructional Facilitator and Instructional Leadership Team Math Lead will ensure teachers are provided school level professional development, and ensure attendance to vendor provided PD to assist teachers in learning effective instructional strategies with regard to the district adopted Eureka curriculum. Topics for PDs include Standards Decomposition, Diving into the Eureka curriculum platforms, math prescriptions to address learning loss, small group and blended learning.</p>	<p>Lori Newborn, Sherrie Ruggles</p>	<p>04/21/2023</p>		
<p><b>[S 2.3] Targeted Interventions and Personalized Learning,</b> 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><b>Benchmark Indicator</b> 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</p>	<p><b>[A 2.3.1] Provide additional resources for struggling students</b> Students will be provided with additional resources determined by data analysis of student benchmark assessments. Materials and technology will give students the support needed to improve academic achievement. Such resources include but are not limited to the purchase of consumable workbooks which are standards based and aid in intervention strategies, manipulatives for at home use and practice with classroom strategies and digital platforms for use outside of school and in the classrooms.</p>	<p>Elizabeth Emmerson</p>	<p>03/31/2023</p>		



opportunity and the impact on student learning and content delivery.					
<p><b>[G 3] Safe and Healthy Students</b>  Germantown Elementary School will reduce chronically out of school students from 12.6% in SY22 to 6.9% in SY23.</p> <p><b>Performance Measure</b>  Interventions and supports will be measured using the following:</p> <ul style="list-style-type: none"> <li>* PowerSchool Data</li> <li>* PowerBI Data</li> <li>* Share Point</li> </ul>					
Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p><b>[S 3.1] Attendance and Behavior Interventions and Supports</b>  Implement targeted interventions, initiatives and support programs that address chronic absenteeism and behavioral needs for all students.</p> <p><b>Benchmark Indicator</b>  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</p>	<p><b>[A 3.1.1] Implement Perfect Attendance Awards and Recognition</b>  GES will continue to recognize students and classes with perfect attendance. Attendance Logs for each classroom posted around the school document student and class perfect attendance. Announce students and classes achieving perfect attendance on morning announcements and present rewards/incentives to classes and individuals. Spotlight students and classes achieving perfect attendance on the GES website and social media.</p>	<p>Christal Tharp,  Crystal Travis</p>	<p>05/26/2023</p>		

care, student involved in RTIB programs, Truancy Supports and progressive discipline supports).					
	<p><b>[A 3.1.2] Utilize Chronic Absenteeism Team to Monitor and Track Attendance</b>  Chronic Absenteeism Team will monitor attendance on a daily basis to promote student attendance rate. Collect and review documentation regarding student absences and communicate with parents and guardians to proactively reduce and combat absenteeism. Team members will meet monthly to discuss procedures and protocols around student absences, Chronic Absenteeism, building relationships with students and families and establishing and ongoing reduction of the GES Chronic Absence rate. Team members will call parents/guardians of students that they are assigned to to ensure children come to school and have no more than five absences this school year.</p>	<p>S. Johnson, C. Travis, E.Emmerson, A. Dacus, L. Newborn, K. Thomas, C. Tharp, J. Knowles, R. Cousar, R. Mitchell, T. Watts, M. Smith, G. Bruno</p>	<p>05/26/2023</p>		
<p><b>[S 3.2] Professional Development</b>  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><b>Benchmark Indicator</b>  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><b>[A 3.2.1] Implement RTI2B with Fidelity</b>  School Counselor and RTI2B team will meet regularly with faculty and staff to ensure understanding of and implementation of RTI2B at the school level. Discuss and address topics in reference to RTI2B best practices and expectations. Provide resources and supports to faculty and staff to promote consistency and efficiency in RTI2B implementation. Clarify and reinforce expectations in faculty and staff meetings and PLCs.</p>	<p>Christal Tharp, Crystal Travis, Laura Berry</p>	<p>05/26/2023</p>		
	<p><b>[A 3.2.2] Provide ongoing SEL Training for all Faculty and Staff</b>  School Counselor and RTI2B team will provide</p>	<p>Christal Tharp, Crystal Travis, Laura Berry</p>	<p>04/17/2023</p>		

	<p>appropriate and ongoing socio-emotional training to all faculty and staff at the school level. Support faculty in staff in ongoing training to support students by increasing awareness of socio-emotional needs.</p>				
<p><b>[S 3.3] Parent, Family, and Community Engagement</b>  Promote effective parent, family, and community engagement activities and resources that support safe schools which will improve student attendance and behavior.</p> <p>Germantown will also secure supplies, materials, equipment, and support for parental and community engagement.</p> <p><b>Benchmark Indicator</b>  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>Parent Sign in Sheets quarterly</p> <p>Home-School Connection Calendar monthly</p> <p>Optional Parent Newsletter monthly</p> <p>Social Media Updates weekly</p>	<p><b>[A 3.3.1] Offer a Variety of Family Engagement Opportunities</b>  Invite parents, guardians and students to school to participate in a variety of activities encouraging school involvement and promoting attendance, and developing parent knowledge about student data. Host Parent Pow-Wows, Data Nights, Family Literacy night, Family Math night, family engagement events, GES Fun Run, Holidays Around the World, International Festival, Clean our Campus days, and encourage families, district personnel, and community leaders to attend.</p>	<p>Elizabeth Emmerson,  Amy Dacus,  Crystal Travis,  Stacy Spinosa-Johnson, Lori Newborn</p>	<p>05/12/2023</p>		

	<p><b>[A 3.3.2] Involve Community Stakeholders in School Activities</b>  GES will offer community stakeholders opportunities to be a part of school activities and instructional programs. Such opportunities include; proctoring during state assessments, Kiwanis Terrific Kids and K-Kids, classroom presentations/speakers, volunteer tutoring and the development of the School Improvement Plan.</p>	Amy Dacus, Crystal Travis, Stacy Spinosa Johnson, Elizabeth, Lori Newborn Emmerson	04/14/2023		
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**[G 4] Early Literacy**

Germantown Elementary School will increase K-2 student percentage in Tier 1 from 54.58% in SY22 to 60% in SY23.

**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><b>[S 4.1] Early Literacy Opportunities</b>  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><b>Benchmark Indicator</b>  **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</p>	<p><b>[A 4.1.1] Provide Effective Tiered Instruction</b>  All K-2 students will receive daily opportunities for success with effective foundational skills and comprehension instruction providing students with phonemic awareness, phonics, reading fluency, word recognition, and word composition.</p> <p>K-2 students will participate in teacher-led small group and computer-based instruction during the RTI2 block determined by the performance on the benchmark in order to target the individual needs of each learner.</p> <p>K-2 students will have daily writing opportunities</p>	Kristen Sizemore, Meghan Cumbie, Stephanie Argo, Andrea Turner, Laura Berry, Charlotte Griffiths, Jen Parr, Stephanie Banks, Jeri Flowers,	05/12/2023		

<p>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>that align with TN state standards to meet 3rd grade requirements</p>	<p>Christy Tilmon, Amanda Lynch, Annie Collier, Alexis Gardner, LaTanya Bachus</p>			
	<p><b>[A 4.1.2] Utilize Highly Specialized Paraprofessionals, and Interventionist</b> k-2 highly specialized paraprofessionals, will aid in delivering instruction within small group, whole group and RTI2 intervention blocks to ensure that students are continuing to meet individual academic goals, by addressing specific foundational needs in a small group setting, k-2 reading interventionist will provide targeted intervention and instruction to RTI2 identified students</p>	<p>T. Bowden, S. Brown, R. Calhoun, L. Martin, T. Anderson, J. Forbes, L. Smith, L. Morgan, C. Walker, E. Hicks, L. Oliver</p>	<p>05/12/2023</p>		
	<p><b>[A 4.1.3] Provide additional resources for struggling students</b> Students will be provided with additional resources to support early literacy. Materials will support the implementation of the alignment of content standards to improve student achievement. Such resources include but are not limited to the purchase of consumable workbooks which are standards based and aid in intervention strategies, manipulatives for at home use and practice with classroom strategies, and flash cards to support vocabulary and math fact acquisition.</p>	<p>Elizabeth Emmerson</p>	<p>03/03/2023</p>		
<p><b>[S 4.2] Professional Learning</b> 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><b>Benchmark Indicator</b></p>	<p><b>[A 4.2.1] Utilize Laureate, Interventionist to Provide Targeted Foundations Professional Learning to K-2 Teachers</b> K-2 teachers will receive professional development opportunities in foundational skills pedagogy in PLC sessions from our Laureate and our Literacy Interventionist. Topics will include analyzing student benchmark and progress monitoring data, small</p>	<p>Elizabeth Emmerson, Andrea Turner, Laura Berry</p>	<p>03/30/2023</p>		

<p>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>group instruction.</p> <p>K-2 teachers will receive ongoing, school-based and district support from the K-2 Literacy Laureate and interventionist in instructional strategies. Teachers will continue to receive resources in order to support diverse learners.</p>				
<p><b>[S 4.3] Foundational Literacy Laureates</b> Designate one Laureate to support K-2 teachers with implementing high quality foundational literacy instruction and strategies.</p> <p><b>Benchmark Indicator</b> 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</p>	<p><b>[A 4.3.1] Provide Targeted Foundations Professional Learning to K-2 Teachers</b> K-2 teachers will receive professional development opportunities in foundational skills pedagogy from the school Laureate. Topics will include small group instruction and foundations instructional strategies.</p>	Andrea Turner	04/14/2023		

implementation of the 3 major components of a comprehensive literacy block and inform the support needs of individual Laureates					
	<p><b>[A 4.3.2] Provide targeted coaching to struggling k-2 teachers</b></p> <p>Laureate will provide targeted observation and coaching to identified teachers in grades k-2. Laureate will informally observe k-2 teachers to provide support for foundational instruction and teaching strategies.</p>	Andrea Turner	05/15/2023		