

Hickory Ridge Elementary Annual Plan (2023 - 2024)

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[G 1] Reading/Language Arts

Hickory Ridge Elementary school will meet or exceed ELA expectations proficiency rates in all grades at 25% in 2024 on the TCAP Achievement Assessment.

Performance Measure

Performance will be measured using the following tools:

TNReady Assessment

District Formative Assessment using Mastery Connect

School Created Bi-Weekly Assessments

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 1.1] Standard Aligned Core Instruction Provide daily access to a rigorous reading/language arts curriculum that will develop students' deep understanding of the content, strengthen comprehension, and promote mastery of TN Standards to ensure students are career and college ready.</p> <p>Benchmark Indicator **Benchmark Indicator**</p> <p>Students should perform at or above the 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter.</p> <p>Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document will provide the District with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction.</p>	<p>[A 1.1.1] Curriculum Hickory Ridge Elementary School will improve student achievement through collaborate planning and intentional implementation of a rigorous ELA curriculum. The Instructional Leadership Team will collaborate with district personal to provide effective professional development that ensures teaching practices are implemented and carried out effectively. Teachers will used evidence-based best practices to help strengthen the academic program of our school. Grade level teams will analyze academic and non-academic data weekly and every quarter to ensure that students are learning the standards that are addressed in the curriculum. Specialized educational assistants in K-2 classrooms. New strategies: PD for teachers in comprehension skills, instructional materials for blended learning, interrogation of MSCS curriculums and iReady, before school tutoring and Saturday School tutoring, in the second semester.</p>	<p>M. O'Connor-PLC C, T. Williams-ICC, L. Pete-PLCC, Krystal Bledsoe-Principal, E. McFerren-Assistant Principal</p>	<p>05/17/2024</p>	<p>Title 1</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>[A 1.1.2] Rich Learning Environment Hickory Ridge Elementary School will improve student achievement by providing the following: computers, replace smartboards, printer, ink, chart paper, sound walls, word walls, poster maker supplies, copy paper, dry erase makers, individual white boards, supplemental materials ABC Book Company, materials for small group instruction and literacy workstations, supplies and materials to teach and assess foundations and high-frequency words, supplies and materials to support literacy-rich learning environments, and materials to mating data folders for students in K-5.</p>	<p>M. O'Connor-PLC C, T. Williams-ICC, L. Pete-PLCC, Krystal Bledsoe-Principal, E. McFerren-Assistant Principal</p>	05/17/2024	Title 1	
<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 standard aligned instruction in order to plan professional development support.</p>	<p>[A 1.2.1] Professional Development School leaders and teachers will attend Professional Development provided by SCS, Zone 3&4, the school, and outside vendors. Throughout the school year, the district and school will proved specific, job-embedded, professional development to meet the needs of the instructional staff as identified by teacher evaluation and assessment results. Professional development will build capacity for high-quality instruction, positively impact academic achievement, and meet the needs of educators in the school. We will place more focus on the following areas: Utilization of the PLC Planning Guide, Instructional Practices, Technology Integration, RTI2 implementation with fidelity, reading instructional strategies.</p>	<p>M. O'Connor -PLCC, L. Pete - PLCC, T. Williams - ICC, Krystal Bledsoe-Principal, Eric McFerren - Assistant Principal</p>	05/17/2024	Title 1	

<p>District Walkthrough data will be monitored through the district's PD management system (Professional Learning Zone/PLZ) and Microsoft Forms 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>					
	<p>[A 1.2.2] Professional Learning Communities Teachers will meet with PLC Coaches weekly in professional learning Communities. PLC members will analyze formative and benchmark assessment data quarterly and at the end of the 20 day period. Teams will develop action plans to address deficits and enrichment weekly. The PLCCs and ICC will</p>	<p>M. O'Connor -PLCC, L. Pete- PLCC, T-Williams- ICC</p>	<p>05/24/2024</p>	<p>Title 1</p>	

	provide frequent effective coaching and mentoring tat i based on informal observations and formal evaluations. Increased development and use of common formative and summative assessments will be tracked through data boards in the Rocket Room. 100% of teachers will demonstrate the use of data and analysis of data.				
<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 (i-Ready) 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] Reading Interventions Specialized educational assistants, assistants, and teachers will help improve the academic growth of low-achieving students in reading, including those in subgroups. The faculty will continue to provide an academic response to intervention, RTI2, and other focused supplemental supports, tutoring, to improve the achievement and close gaps in Reading. Teachers will receive supplemental materials from supplemental Reading curriculums that are decided to supplement the MSCS curriculum. Teachers will place an intentional focus on mastery of Power Standards and District Formative Assessment Standards. Teacher teams will participate in weekly standards driven collaborative planning sessions. Teacher teams will participate in vertical planning sessions. Teacher teams will plan for utilization of flex days for reteaching and target support. Support teachers and TAs will provide student support during RTI2. ESL teachers will provide support in ELD in lieu of RTI2 for identified ELLs. School-wide RTI2 block will be implemented and monitored gaily. School leaders and teachers will provide parent engagement strategies with an academic focus.</p>	M.O'Connor-P LCC, L. Pete-PLCC, T. Williams- ICC, K. Bledsoe - Principal, E. McFerren-Assi stant Principal, P. Dixon, Interventionist	05/24/2024	Title 1	
	<p>[A 1.3.2] Standards Aligned Assessments Additional educational resources will be purchased to supplement student exposure to TN Standards aligned materials and test preparation questions.</p>	M.O'Connor	04/29/2024	Title 1	
<p>[G 2] Mathematics Hickory Ridge Elementary school will increase Math meeting or exceeding expectations proficiency rates on TCAP Achievement in all grades from 23.1% in 2021-2022 to 25% in the 2023-2024 school year.</p> <p>Performance Measure</p>					

Performance will be measured using the following tools:

TNReady Assessment

District Formative Assessment using Mastery Connect

School Created Bi-Weekly Assessments

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 2.1] Standard Aligned Core Instruction Teachers will plan and execute standard aligned lessons with intentionality and focus (data-informed instruction) to provide daily access to a rigorous math curriculum that will develop students' engagement in important content, build on prior knowledge (pre-requisite skills), and promote mastery of TN Standards to ensure students are career and college ready.</p> <p>Benchmark Indicator Students should perform at or above 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter.</p> <p>Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document will provide the District with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction.</p> <p>District Walkthrough data will be monitored through the district's management system (Professional Learning Zone/PLZ). Data will be collected and analyzed to determine trends and implementation of the instructional practices using Microsoft Teams. Data should show teachers implementing the practices at or above 80% per visit.</p>	<p>[A 2.1.1] Standards Instruction Teachers at Hickory Ridge Elementary School Elementary School will improve student achievement by utilizing rigorous instructional strategies. The Instructional Leadership Team will collaborate with district personnel to provide effective professional development that ensures teaching practices are implemented and carried out effectively. Teachers will use researched best practices to help strengthen the academic program out our school. Teams will analyze academic and non-academic data quarterly and bi-weekly to ensure that students are learning the standards that are addressed in the curriculum. School leaders will continue to leverage the established key strategies to improve student achievement for this subgroup and incorporate new strategies. Additional staff to address learning loss in at-risk. Integration of iReady for differentiated instruction. Attendance incentives, Increased support for at-risk families, before school and Saturday school tutoring opportunities in Mathematics. Increased opportunities in STEAM.</p>	<p>L. Pete - PLCC, M. O'Connor -PLCC, K. Bledsoe-Principal, E. McFerren - Assistant Principal</p>	<p>05/24/2024</p>	<p>Title 1</p>	

Quarterly review of TEM observation data to monitor educators delivery of standard aligned lessons to the TN Standards.					
	<p>[A 2.1.2] Learning Environment</p> <p>HRE Elementary School will improve student achievement by providing the following supplies/materials: computers, chart paper, student markers, printing ink, document cameras, supplemental materials from math manipulatives. Zearn online learning platform. STEAM instructional materials and kits.</p>	<p>M. O'Connor-PLC C, L.Pete-PLCC, T. Williams- ICC, K. Bledsoe-Principal, E.McFerren – Assistant Principal</p>	04/14/2023	Title 1	
<p>[S 2.2] Professional Development</p> <p>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</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 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 Microsoft Teams 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</p>	<p>[A 2.2.1] Professional Development</p> <p>School leaders and teachers will attend Professional Development. Throughout the school year, the school will provide specific, job embedded, professional development to meet the needs of the instructional staff as identified by teacher evaluation or assessment results. Professional development will build capacity for high quality instruction, positively impact academic achievement, and meet the needs of educators in the school. We will place more focus on the following areas :Mathematics collaborative planning, Blended learning strategies, RTI implementation with fidelity. RTI resources and materials for Tier 2 and Tier 3 intervention groups. iReady computer-based programs, Deliberate practice with the 5 E's, Total Participation Techniques, Check for Understanding</p>	<p>M. O'Connor-PLC C, L.Pete-PLCC, T. Williams- ICC, K. Bledsoe-Principal, E.McFerren – Assistant Principal</p>	05/17/2024	Title 1	

<p>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 walkthroughs.</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] PLC and Collaborative Planning Teachers will meet with PLCCs weekly in professional learning communities. Teams will study formative and benchmark assessment data on assessments bi-weekly and quarterly. Teams will develop action plans to address deficits and enrichment. Teams will complete collaborative planning and deliberate practice. The PLCCs will provide frequent and effective coaching and mentoring to teachers that is based on observation and evaluation data. Increased development and use of common formative and summative assessments will be tracked through teacher level standards Data trackers and data trackers in 100% of all Mathematics classroom teachers</p>	<p>M. O'Connor-PLC C, L.Pete-PLCC, T. Williams- ICC, K. Bledsoe-Principal, E.McFerren – Assistant Principal</p>	05/24/2024	Title 1	
<p>[S 2.3] Targeted Interventions and Personalized Learning,</p>	<p>[A 2.3.1] Interventions The faculty will continue to provide an academic</p>	<p>M. O'Connor-PLC</p>	05/24/2024	Title 1	

<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>** **</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 (i-Ready) 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>response to intervention (RTI2) and other focused supplemental supports (tutoring) to improve achievement and close gaps in Mathematics. Teachers will also receive supplemental materials, Measuring Up and TCAP Coach. This text is designed to supplement the core curriculum by giving students more rigorous tasks that aligned to the Tennessee State Standards and increase academic achievement on TNReady. Teachers will place an intentional focus on mastery for Power Standards and District Formative Assessment Standards. Teachers will participate in weekly standards driven collaborative planning sessions. Teachers will plan for utilization of flex days for item analysis and reteaching. Support teachers and teacher assistants will support mathematics interventions during the schoolwide RTI2 block. School leaders will provide parental engagement strategies with an academic focus.</p>	<p>C, L.Pete-PLCC, T. Williams- ICC, K. Bledsoe-Principal, E.McFerren – Assistant Principal, P. Dixon, Interventionist</p>			
	<p>[A 2.3.2] Standards Aligned Additional educational resources will be purchased to supplement student exposure to TN Standards aligned materials and test preparation questions. Professional development sessions will be provided.</p>	<p>M. O'Connor</p>	<p>04/29/2024</p>	<p>Title 1</p>	

[G 3] Safe and Healthy Students

Hickory Ridge Elementary school will decrease chronic absenteeism to below 25% in the 2023-2024 school year.

Performance Measure

Interventions and supports will be measured using the following:

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

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 3.1] Attendance and Behavior Interventions and Supports Implement targeted interventions and support programs and initiatives that address identified behavior needs and provide appropriate student supports.</p> <p>Benchmark Indicator In order to look at attendance rates and factors that cause students to be absent from school the benchmark indicators are:</p> <p>Student discipline reports - 20 day reporting period will assist in monitoring students behavior and effectiveness behavioral interventions and supports measures aimed at reducing student discipline incidents.</p> <p>Attendance and suspension data - 20 day reporting period, will assist in monitoring students' attendance and the effectiveness of behavioral interventions and supports measures aimed at improved student attendance.</p> <p>Monitoring students who have been identified as needing additional support (i.e. homeless, foster care, student involved in RTIB programs, Truancy Supports and progressive discipline supports).</p>	<p>[A 3.1.1] Focus on Attendance Historically, attendance has been connected to student achievement. Hickory Ridge Elementary School's Student Attendance Review Team will effectively and accurately manage student absenteeism and incorporate incentives for students.</p>	<p>M. O'Connor-PLC C, L.Pete-PLCC, T. Williams- ICC, K. Bledsoe-Principal, E.McFerren – Assistant Principal, G. Anderson - PSC K-2 W. Thomas - PSC 3-5, S. Dassler - GOS,B. Castanon BCM</p>	05/24/2024	Title 1	
	<p>[A 3.1.2] Attendance Incentives The faculty and staff will ensure that we increase attendance for all students by continuing or implementing the following: Each 9 weeks students will have the opportunity to earn perfect attendance awards: participation in E-Parties, monthly, 100% class pizza parties, ribbons, school supplies, student incentive coupons from community vendors</p>	<p>M. O'Connor-PLC C, L.Pete-PLCC, T. Williams- ICC, K. Bledsoe-Principal, E.McFerren – Assistant</p>	05/24/2024	Title 1	

	and adopters. Students hosts morning announcements.	Principal, W. Thomas-PSC, G. Anderson-PSC ,B.Castanon-B CM			
<p>[S 3.2] Professional Development Provide ongoing, high quality professional development at the District-level and school site for school leaders, teachers, and other instructional staff to focus on changing instructional practices that result in improved student attendance and behavior positively impacting student achievement.</p> <p>Benchmark Indicator Student discipline and attendance reports 20-day reporting cycle will be used to measure impact of changed practices as a result of professional development.</p> <p>Fidelity checks of student data entry will be conducted during the 20-day reporting cycle to monitor the incidents of data entry errors and erroneous reporting.</p> <p>Quarterly Reports will be shared district-wide.</p>	<p>[A 3.2.1] Professional Development Hickory Ridge Elementary will work toward reducing the number of student suspensions by the end of the 2022-2023 school year. Professional Development will be provided by the RTI-B, lead Gloria Anderson. SEL needs of all of our students progressive discipline steps and procedures.</p>	<p>M. O'Connor-PLC C, L.Pete-PLCC, T. Williams- ICC, K. Bledsoe-Principal, E.McFerren – Assistant Principal, W.Thomas - PSC, G. Anderson-PSC ,B. Castanon-BCM</p>	05/24/2024	Title 1	
<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 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</p>	<p>[A 3.3.1] Family Engagement Activities School leaders and staff will provide engaging experiences that strategically build problem-solving skills for students and families: Families of students in K and 1 will engage in parent training with strategies to improve attendance, including absences, tardies, and early check outs. Family engagement events that address the transition from Pre-K to Kindergarten and 5th grade to middle school. Monthly parent trainings on academic, parenting, and SEL topics. Family engagement events such as Literacy Night, Math Night, STEAM Night, Data Night, Title I Night. Communication with parents via social media/classdojo, signage, and surveys that invite parental engagement and input</p>	<p>M. O'Connor-PLC C, L.Pete-PLCC, T. Williams- ICC, K. Bledsoe-Principal, E.McFerren – Assistant Principal, W.Thomas - PSC, G. Anderson-PSC</p>	05/24/2024	Title 1	

<p>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>on decisions that impact student achievement. Home to school communication daily folders with conduct and assignments and graded papers for K-5 students. All students and parents signed a non negotiable contact laying out the requirements and expectations for this school year.</p>				
	<p>[A 3.3.2] Annual Title 1 Parent Meeting</p> <p>School leaders and staff will invite all parents to come learn about the state of the school and the resources available to assist all students with academics and social-emotional growth.</p>	<p>M. O'Connor-PLC C, L.Pete-PLCC, T. Williams- ICC, K. Bledsoe-Principal, E.McFerren – Assistant Principal, G. Anderson W.Thomas -PSC</p>	05/24/2024	Title 1	
	<p>[A 3.3.3] Parent Resource Center</p> <p>School leaders will improve the resources available in the parent resource center. This center is for parents to use technology for job applications, school work, research, email access, printing, and information resources. Resources include: literature on parenting community resources for employment, utilities, and housing at home learning strategies and activities to support learning, homework, and assessments</p>	<p>M. O'Connor, L. Pete -PLCCs</p>	11/30/2023	Title 1	

[G 4] Early Literacy

Hickory Ridge Elementary school will increase ELA meeting or exceeding expectations proficiency rates in all grades to 25% in the 2023-2024 school year.

Hickory Ridge Elementary Schools' early learners will be engaged for the 2023-24 year in scientifically based reading instruction that provides meaningful and authentic opportunities to develop the early literacy skills essential to becoming proficient readers by the end of grade 3.

Performance Measure

By June 2024, 40% of third grade students score proficient or advanced on the TN Ready assessment. 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 (iReady) with a Lexile level of 350 in the fall to 485 by spring.*Success Criteria potential point system: report card (4 points), DFA (3 points), screener (3 points), and TNReady (2 points) which total 12 points.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 4.1] 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 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</p>	<p>[A 4.1.1] Foundational Skills Instruction Hickory Ridge Elementary School will prioritize foundational skills,with targeted support in grades K-2. All students will have daily access to rigorous Tier I instruction as provided within the Wonders foundational skills curriculum. All students will have periodic access to the TN Foundational Skills Curriculum SupplementK-2 teachers will provide a literacy-rich learning environmentK-2 teachers will implement strategies and materials that are evidence-based and follow the most recent research in the science of how children learn to read. Teachers will provide time and opportunities for students to practice newly acquired foundational skills, including decoding, encoding, listening, and speaking, during the literacy block. Teachers will plan for and implement a literacy block that adheres to guidance from the district early literacy advisors regarding time and lesson components, including blended learning, literacy work stations and teacher led small groups. High frequency word recognition will be assessed, and students will receive incentives. Specialized intervention will be planned for second grade students who are not meeting mastery of foundational skills standards. The intervention will be provided by the second grade literacy paraprofessional. Specialized teacher assistants will support foundational skills development in K-2.Teachers in K-2 will engage in weekly standards-driven collaborative planning and deliberate practice in foundational skills. Teachers in K-2 will engage in vertical planning each month to examine the foundational literacy standards progressions. School leaders will provide parent</p>	M. O'Connor, L. Pete- PLCCs, T. Williams- ICC	05/24/2024	Title 1	

session to provide feedback, additional PD opportunities, and individualized coaching to K-2 sped teachers.	engagement activities designed to improve early literacy skills.				
	[A 4.1.2] High Quality Professional Development K-2 teachers will receive professional development on early literacy strategies and implementation of the literacy block that is characteristic of high-quality instructional strategies and materials, including teacher-led small groups and blended learning station activities.	Literacy Laureate	05/24/2024	Title 1	
[S 4.2] 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. 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 classroom observations 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	[A 4.2.1] Foundational Skills Professional Development The literacy laureate will conduct weekly walkthroughs to discover trends in foundational skills instruction. This data will be used to plan and design professional development and coaching plans for teachers and instructional staff.	M. O'Connor, L. Pete - PLCCs, T. Williams - ICC, Literacy Laurette	05/24/2024	Title 1	