

Dexter School Annual Plan (2022 - 2023)

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[G 1] Reading/Language Arts

By spring 2023, Dexter School will increase ELA on-track and mastery proficiency rates on TCAP in grades:

- * 2nd from 12.6% in Spring 2022 to 19% in Spring 2023
- * 3rd from 23.0% in Spring 2022 to 29% in Spring 2023
- * 4th from 29.8% in Spring 2022 to 35% in Spring 2023
- * 5th from 23% in Spring 2022 to 28% in Spring 2023
- * 6th from 15% in Spring 2022 to 21% in Spring 2023
- * 7th from 19% in Spring 2022 to 25% in Spring 2023
- * 8th from 12% in Spring 2022 to 20% in Spring 2023

3-5 Grade Band performance from 25.1% in Spring 2022 to 31% in Spring 2023

6-8 Grade Band performance from 15.4% in Spring 2022 to 21% in Spring 2023

Performance Measure

Performance will be measured using the following tools:

Spring 2023 TCAP Assessment

Quarterly Mastery Connect District Formative Assessments

i-Ready Diagnostic and Instructional Data

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 1.1] Standard Aligned Core Instruction Dexter School ELA teachers will 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 grade level standards to ensure students are career and college ready.</p>	<p>[A 1.1.1] Implementation of District Curriculum Maps and District Reading Prescriptions 1. ELA teachers will use the the District Curriculum Tools and Resources for ELA which include Grade Level Curriculum Maps, District Pacing Guide, Re-teaching calendars, and standards aligned items. 2. ELA K-5 teachers will use Wonders curriculum resources and i-Ready resources, and 6-8 teachers</p>	<p>Rebecca Billingsley, Kristy Johnson, Kristin Davis, LaTrenda Hicks, Grade Level Teachers</p>	<p>05/19/2023</p>		

<p>Benchmark Indicator **Benchmark Indicator**</p> <p>Weekly review of ELA instructional plans conducted by ELA Leads</p> <p>Dexter student performance on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter - goal is 70% or above</p> <p>Data collected from daily classroom observations conducted by ADMIN and ILT members, using the District Classroom Walkthrough Document</p> <p>TEM observation data</p>	<p>will use *Pearson My Perspectives.*</p> <p>3. Secure supplies, materials, technology and equipment and support for academic instruction with Title I funds.</p>				
<p>[S 1.2] Professional Development</p> <p>Dexter School will provide ongoing, high quality professional development at the school level for school leaders, teachers, parents, and paraprofessionals that focuses on changing instructional practices that result in improved student performance.</p> <p>Emphasis will be placed on Professional Development opportunities in Blended Learning, as Dexter has been selected as a Blended Learning model school.</p> <p>Benchmark Indicator</p> <p>Data from Formal and Informal Classroom observations using the Instructional Practices tool; the Teacher Effectiveness Measure(TEM) rubric, Student assessment data, teacher surveys; Mastery Connect Formative Assessment data, i-Ready Data, TNReady Data.</p> <p>Dexter ILT members will attend bi-weekly meetings to share trends observed in their content area and determine pd and support needed for growth. Attendance will be logged.</p>	<p>[A 1.2.1] Differentiated Professional Development-PLC and Vertical Team Meetings</p> <p>1. Monthly school-embedded PD on Instructional Practices and ELA content as well as developing standards based small group blended learning activities which will support mastery of ELA performance based standards.</p> <p>2. Use Title I funds to secure supplies, materials, equipment, and support for academic instruction</p> <p>Benchmark Indicators - TCAP data, i-Ready Data, Report Card Data, Mastery Connect Data from quarterly District assessments.</p>	<p>Administrative Team: Patrick Certion, Principal; K. Davis, K-3 AP,L. Hicks,6-8 AP, T.Stinson, 6-8 AP, R.Billingsley, K-3 PLC Coach, K.Johnson, 6-8 PLC, A. Daniels and M.Shockey, ELA Instructional Leadership Team Lead; K-8 ISAs.</p>	<p>05/26/2023</p>		

<p>Dexter staff will attend Zone meetings and small-group ILT sessions which are facilitated monthly by Instructional Leadership Directors .</p> <p>New teachers will attend the District New teacher professional learning supports offered at various times throughout each semester for new hires. Dexter PLC Coaches will also conduct new teacher meetings the 3rd Thursday of each month to support the new staff. Attendance will be logged.</p> <p>Courses will be entered in PLZ and attendance and course credit will be recorded.</p>					
	<p>[A 1.2.2] Monthly Data Digs Dexter will use Title I funds to secure subs for this professional learning day for teachers. Beginning in September, all ELA teachers in K-8 will participate in data analysis in order to increase student achievement in Math. Teacher will analyze TCAP data, i-Ready Diagnostic Data, Report Card Data and Mastery Connect data. Data trackers will be created by each teacher and updated throughout the year. Data will be used to differentiate instruction, develop reteaching strategies, and Blended Learning activities.</p> <p>Benchmark Indicators - TCAP data, i-Ready Data, Report Card Data, Mastery Connect Data from quarterly District assessments.</p>	P.Certion, L. Hicks, K. Johnson, A. Daniels, K. Davis	04/28/2023		
<p>[S 1.3] Targeted Intervention and Personalized Learning Dexter staff will provide academic interventions and personalized learning activities based on student data, that are designed to meet the individual needs of the student and provide a learning pace and instructional approaches to meet the needs of each learner.</p>	<p>[A 1.3.1] Academic Interventions - RTI2</p> <ol style="list-style-type: none"> 1.Tier 2 and 3 interventions which address skill deficits in reading will be delivered daily during 45-minute intervention block. 2. Intervention providers submit weekly intervention plans and log interventions in EdPlan. 3.District RTI Advisor and School Psychologist will 	Certion, Hicks, Billingsley, Shockey, Stinson, Johnson - Admin Team; Sherman, Johnson - Guidance; K-8	05/26/2023		

<p>Benchmark Indicator Dexter 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>Dexter tier 2 and tier 3 intervention providers will review monthly progress monitoring data in targeted intervention to determine next steps of intervention support in an effort to get them to grade level performance.</p> <p>Weekly data reviews will be conducted during data team meetings as teachers conduct analysis of student work. Working Data Trackers which include i-Ready, Mastery Connect, TNReady and Report Card grades will be kept by individual teachers and posted in the PLC Room.</p>	<p>provide support during PLCs on instructional resources and best practice strategies which target skill deficit areas.</p> <p>4.Fidelity checks conducted during intervention blocks.</p> <p>5.Title I funds will be used to secure supplies, materials, equipment, and support for academic instruction</p>	<p>ELA Teachers; HSEAs in Grades K-2; Glenda Burton, District RTI2 Support</p>			
	<p>[A 1.3.2] Monthly RTI2 Data Team Meetings Dexter uses Title I funds for Interventionist Mary Shockey, who will lead grade level teachers in K-3 in monthly data team meetings. Teachers will review progress monitoring performance data and adjust student intervention plans as needed. Progress report letters will be sent to parents of Tier 2 and Tier 3 students each month. Data Team meetings for grades 4-8 will be led by Carla Woodard.</p>	<p>Mary Shockey, Interventionist and K-3 RTI Lead; Carla Woodard, 4-8 RTI2 Lead</p>	<p>05/26/2023</p>		

[G 2] Mathematics

By spring 2023, Dexter School will increase the percentage of students scoring on-track/mastery on the Math TCAP assessment as follows:

****Grade Bands****

- * Grade 2 from 7.5% in Spring 2022 to 14% in Spring 2023
- * **3-5 from 13.7 % in Spring 2022 to 20% in Spring 2023**
- * 3rd grade from 14.6% in Spring 2022 to 21% in Spring 2023
- * 4th grade from 12.1% in Spring 2022 to 18% in Spring 2023
- * 5th grade from 14.2% in Spring 2022 to 20% in Spring 2023
- * **6-8 from 15.4% in Spring 2022 to 21% in Spring 2023**
- * 6th grade from 14.3% in Spring 2022 to 20% in Spring 2023
- * 7th grade from 6.1% in Spring 2022 to 12% in Spring 2023

* 8th grade from 15.7% in Spring 2022 to 21% in Spring 2023

Performance Measure

Spring 2023 Math TNReady Assessment

Dexter student performance on Quarterly District Formative Assessment (Mastery Connect) - 70% on track/mastery for all students grades K-8

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 2.1] Standard Aligned Core Instruction Dexter K-8 Math 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 grade level standards.</p> <p>Benchmark Indicator Dexter K-8 student performance at or above 70% on Quarterly District Mastery Connect CFAs.</p> <p>Data from daily classroom observations using the IPG Classroom Walkthrough Protocol and Debriefing Document. Dexter ILT will use data collected to identify trends and provide support to teachers.</p> <p>Dexter Students scoring at least 20% on track plus mastered on the Spring 2023 TNReady Math assessment.</p>	<p>[A 2.1.1] Standards Aligned Math Instruction</p> <p>1. Weekly collaborative planning during Professional Learning Community meetings facilitated by R. Billingsley and K. Jonson, PLC Coaches and Math Admin Content Leads.</p> <p>2. Math teachers will utilize the District Curriculum resource guide and materials including the Math Curriculum guides, pacing schedule, PLC Planning Documents, and Math Prescriptions in order to plan Standards Driven Instruction with Performance based objectives.</p> <p>3. Math teachers will plan lessons using Eureka resources, I-Ready Math Lessons and i-Ready Standards based assessments, and Mastery Connect Standards based assessments to support instruction.</p> <p>4. Title I funds will be used to secure supplies, materials, equipment, and support for academic instruction</p>	<p>PLC Coaches Billingsley and Johnson, K-8 Math Teachers, S. Thomas, ILT Math Lead, District Math ISAs</p>	<p>05/26/2023</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>[A 2.2.1] Job Embedded Professional Development</p> <p>1. Math teachers will engage in professional development to include vertical team planning and collaboration and facilitated by our Zone 6 Math Advisor, School Level Math Leads Kristy Johnson and Rebecca Billingsley and Zone 6 i-Ready consultant. PD will be offered in-person and</p>	<p>Patrick Certion, Principal, Rebecca Billingsley and Kristy Johnson, PLC Coaches,</p>	<p>05/31/2023</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 Zoho for 80% standard aligned core instructional implementation with fidelity in order to provide individualized professional learning support.</p> <p>Instructional Leadership Team (ILT) meetings are conducted twice each month at 85% attendance to ensure district and school leaders are gaining and sharing knowledge of content, obtaining content support and resources through collaboration, and effectively communicating new information with school-level educators.</p> <p>Zone meetings and small-group ILT sessions are facilitated monthly by Instructional Leadership Directors at 85% attendance to support content lead teachers, PLC Coaches, and administrators with feedback and targeted training that should result in more effective daily instructional practices that should be observed during district walk throughs.</p> <p>Quarterly district-level PD sessions for volunteers and parents to learn effective strategies to help students reach the district's mathematics goal.</p> <p>New teacher professional learning supports are offered at various times throughout each semester for new hires. Mentor rosters are submitted at the</p>	<p>virtually.</p> <ol style="list-style-type: none"> 2. Math teachers will explore effective uses of Eureka In Sync to support Math Instruction. 3. Math teachers will receive PD support during weekly PLCs for developing Performance Based standards using Educational Epiphany Resources. 4. Math teachers will explore effective uses of the i-Ready Teacher Toolbox and I-Ready Data along with I-Ready supplemental materials through Professional Development provided by our I-Ready Zone support person. 5. Title I funds will be used to secure supplies, materials, equipment, and support for academic instruction. 	<p>Sheri Thomas and James Mulford, Math Teacher Leads, , Zone 6 Math ISA, Elaine Price, Zone 6 I-Ready Support</p>			
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beginning of each semester to ensure collegial support is assigned to each new hire.					
	<p>[A 2.2.2] Novice Teacher Monthly Meeting On the 3rd Thursday of each month PLC Coaches and Math Leads will conduct PD for new and novice teachers. Topics will include the TEM observation Rubric, TEM Professionalism Rubric, MSCS Math Curriculum Guide and Resources, Implementation of Successful Eureka lessons, Instructional Practices 1-4.</p> <p>Benchmark Indicators will be math lesson plans, formal and informal observation data, Mastery Connect Data, Report card data and TCAP math assessment data.</p>	Rebecca Billingsley, Kristy Johnson, Sheri Thomas, Patrick Certion	05/18/2023		
<p>[S 2.3] Targeted Interventions and Personalized Learning, Dexter teachers will 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 Dexter Math 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>Dexter teachers will review progress monitoring data during monthly data team meetings to determine next steps for intervention support to move students to grade level performance.</p> <p>Weekly review of grade reports during weekly data team meetings and conducting student work analysis.</p>	<p>[A 2.3.1] Academic Intervention RTI2 and Blended Learning Stations 1.Dexter teachers will explore all data sources, including Spring 2022 TCAP assessment data, i-Ready data, Mastery Connect Data and Report Card data to identify skill deficits of students needing tier 2 or tier 3 intervention in mathematics. Teachers will develop intervention plans for students based on areas of greatest need. Teachers will also create weekly intervention lesson plans which address the support that all students, Tiers 1, 2, and 3 will receive during the daily 45 minute intervention block, using I-Ready online intervention, Teacher ToolBox and Curriculum Associates workbooks purchased with Title I funds.</p> <p>2.Computer labs and laptop carts will be used by all students to complete I-Ready online interventions and support, monitored by computer assistants funded by Title I.</p> <p>3.Title I funds will be used to secure an Interventionist, supplies, materials, equipment, and support for academic instruction.</p>	K-5 Math Teachers; P. Certion, L. Hicks,T. Stinson, K. Johnson, R. Billingsley, S. Thomas, J. Mulford, E. Price	05/26/2023		

	Benchmark Indicators: Spring 2023 TCAP, Lesson Plans, Formal and Informal Observation Data, Fidelity Checks				
	<p>[A 2.3.2] Monthly Data Digs Dexter will use Title I funds to secure subs for this professional learning day for teachers. Beginning in September, all Math teachers in K-8 will participate in data analysis in order to increase student achievement in Math. Teacher will analyze TCAP data, i-Ready Diagnostic Data, Report Card Data and Mastery Connect data. Data trackers will be created by each teacher and updated throughout the year. Data will be used to differentiate instruction, develop reteaching strategies, and Blended Learning activities.</p> <p>Benchmark Indicators - TCAP data, i-Ready Data, Report Card Data, Mastery Connect Data from quarterly District assessments.</p>	P. Certion, T. Stinson, R. Billingsley, S. Thomas	04/28/2023		

[G 3] Safe and Healthy Students

Students at Dexter K8 will have equal access to a safe learning environment. Based on gains made in the area of discipline, attendance will be our focus to move us toward our goal.

Performance Measure

Dexter K8 will reduce our percentage of chronically out of school students from 10.3 % in 2022 to 6/1% for the 2022-2023 School Year.

The following data sources will be used to track and monitor student attendance:

Power BI data

PowerSchool data

SART documentation for at-risk students

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
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<p>[S 3.1] Attendance and Behavior Interventions and Supports Dexter K8 will Implement targeted interventions, initiatives and support programs that address chronic absenteeism and behavioral needs for all students.</p> <p>Benchmark Indicator Monitor 20 day reports to identify students at risk of high chronic absenteeism</p> <p>Monitor 20 day reports to assess the impact of suspensions on daily attendance.</p> <p>Monitor students every 20 days who have been identified as needing additional support (i.e. homeless, foster care, student involved in RTIB programs).</p> <p>RTI-A and RTI-B data</p> <p>Behavior Logs</p> <p>Parent Contact Logs</p> <p>SART Meeting minutes</p>	<p>[A 3.1.1] Attendance Intervention</p> <p>##### 1. School-wide daily deadline for recording daily attendance.</p> <p>##### 2. Office staff and Paraprofessionals making daily phone calls to parents of absent students.</p> <p>##### 3. The Student Review and Attendance Team (SART) will monitor students' attendance.</p> <p>##### 4. Teachers make wellness check calls to students who are absent. Parent contact logs are submitted weekly.</p> <p>##### 5. School-wide recognition of classes with perfect attendance.</p> <p>##### 6. Quarterly recognition of students with perfect attendance.</p> <p>##### 7. Title I funds will be used to secure supplies, materials, equipment and support for academic instruction.</p>	<p>All Teachers, L. Sherman, N. Johnson, L. Boykins, M. Smith, M. Brooks, P. Certion, L. Hicks, R. Billingsley, S. Jamison, M. Brooks, J. Cole</p>	<p>05/26/2023</p>		
<p>[S 3.2] Dexter Parent, Family, and Community Engagement Dexter will promote effective parent, family, and community engagement activities that support safe schools which will improve student attendance and behavior.</p> <p>Benchmark Indicator -20 day discipline and attendance reports</p> <p>-20 day fidelity checks to monitor the incidents of data entry errors and erroneous reporting.</p> <p>-review of parent contact logs and determine the impact on student behavior and discipline after</p>	<p>[A 3.2.1] Dexter Parent and Community Involvement Activities</p> <p>1-Dexter Annual Meet the Teacher</p> <p>2-Dexter annual am and pm Title I meetings</p> <p>3-Dexter Curriculum Night</p> <p>4-Dexter Fall Family Reading and Math Night</p> <p>5-Dexter Community Day in Collaboration with Bellevue Church</p> <p>6-Dexter PTO</p>	<p>All teachers, R. Billingsley, P. Certion, L. Hicks, L. Sherman, N. Johnson, S. Jamison, M. Brooks, J. Cole, K. Johnson</p>	<p>05/26/2023</p>		

<p>involving parents.</p> <p>-Review data from parent involvement surveys</p>					
<p>[S 3.3] Dexter Behavior Interventions Dexter will implement targeted interventions and support programs that address students with identified behavioral needs.</p> <p>Benchmark Indicator RTI-B Data in Power BI</p> <p>Discipline Referrals</p> <p>Student Behavior Logs</p> <p>Parent Contact Logs</p> <p>SEL Data</p> <p>Guidance Support Logs</p>	<p>[A 3.3.1] Dexter Behavior Interventions</p> <ol style="list-style-type: none"> 1.Daily recitation school-wide of the Dexter Character traits and the Fabulous Four. 2.Recognition for students demonstrating positive character and behavior. 3.The RTI-B behavior intervention plan is being fully implemented at Dexter. 4.Professional school counselors along with classroom teachers develop individual behavior intervention plans for students in need. 5.Professional counselors have daily morning and afternoon "check-ins" for students with chronic behavioral concerns. 6.Monthly school-wide rewards and programs for students exemplifying positive behavior. 7.Daily implementation of SEL activities. 8.School Reset rooms. 	<p>L.Sherman, L Cole, N.Johnson, S.Brittmon, L. Hicks, Jamison, Brooks, T. Stinson, K. Davis, Classroom Teachers</p>	<p>05/26/2023</p>		

[G 4] Early Literacy
Dexter K8 early learners in grades K-2 will be surrounded by literacy -rich learning environments that offer meaningful and authentic opportunities to develop the reading, writing, speaking and listening skills essential to meeting the requirements of the Third Grade Commitment and becoming college and career ready.

Performance Measure
Report card skills, Universal Screener Assessment-Illuminate Fastbridge, Mastery Connect formative assessment, Summative Assessment-Spring 2022 TNReady data for 2nd grade.

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

KK - Students must master 80% Literacy Skills per quarter on Report Card grades;

1st grade - Students must earn 70 or higher in Reading per quarter on Report Card grades;

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

**Success Criteria potential point system: report card (4 points), DFA (3 points), screener (3 points), and TNReady (2 points) which total 12 points.*

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 4.1] Early Literacy Opportunities Provide opportunities for students to access early learning opportunities that appropriately support their academic, social, and emotional development and create a continuum of learning through third grade.</p> <p>Benchmark Indicator WEEKLY student assessment data to monitor daily task alignment with standards; Analysis of Benchmark assessment results 3 times per year will inform the alignment of core instruction to K-2 standards at 70% on-track/mastery level; QUARTERLY review of student success criteria to measure progress toward 3rd grade proficiency to inform needed instructional changes and professional development; QUARTERLY analysis of District formative assessment (Mastery Connect); QUARTERLY Foundational Literacy Quality Reviews (FLQRs) from district instructional literacy advisors on academic gap and root cause analysis to support professional development opportunities based on measured needs.</p>	<p>[A 4.1.1] Collaborative planning for K-2 Foundational Literacy Instruction</p> <p>1.K-2 ELA teachers will collaboratively plan and practice weekly with the support from the Literacy Laureate, the ELA Instructional Leadership Team and PLC Coach Rebecca Billingsley for upcoming Foundational Skills lessons.</p> <p>2.K-2 teachers will use the Wonders curriculum, the District Instructional Maps, the Educational Epiphany PLC planning guide and the K-2 Foundational Literacy walkthrough tool as a guide when planning instruction.</p> <p>3.K-2 teachers will utilize the online learning tools with Wonders and Teacher Toolbox to support virtual instruction.</p> <p>4.Secure supplies, materials, equipment, and support for academic instruction</p>	<p>S. Angotti, C. Dalton, C. Gullete, M. Shockey, Goughnour, F. Elliott, S. Hall, S. Dowell, J. Watson, M. Shorts, C. Stimson K. Hankins J. Grayson, D. Allen, Ifabiyi L., S. Hall, S. Norman, J. Craig, P. Certion, L. Hicks, R. Billingsley, S. Rose-Pierce</p>	<p>05/26/2023</p>		
<p>[S 4.2] Professional Learning Dexter K8 will 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 Dexter K8 expects ON-GOING 80% attendance</p>	<p>[A 4.2.1] School Embedded Early Literacy PD</p> <p>1- Early Literacy PD during weekly PLCs provided by Literacy Laureate, ELA Lead, and Zone ISA</p> <p>2-Extended hours optional PD on RTI2 Interventions and small group activities provided by PLC Coach and RTI2 Zone Advisor.</p> <p>3-Early Literacy PD during Wednesday Vertical Team Meetings</p>	<p>M. Shockey, Literacy Laureate, Zone ELA ISA, C. Davis-Admin ELA Lead, R. Billingsley and K. Johnson PLC Coach and RTI2</p>	<p>05/26/2023</p>		

<p>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;</p> <p>Dexter K8 will conduct quarterly observations of educational assistants support in K-2 classrooms to inform professional learning and resources needed to improve instruction and student achievement</p> <p>MONTHLY attendance and completion review of specialized PD focused on foundational literacy and to inform future professional learning opportunities;</p>		Lead, Zone 2 RTI2 Advisor			
<p>[S 4.3] Foundational Literacy Laureates All K-2 classrooms will have a Laureate to support the Literacy as well as literacy interventions while implementing high quality foundational literacy instruction and strategies.</p> <p>Benchmark Indicator The team will review Laureate support logs to measure the frequency and level of school- based support for K-2 teachers. The school based Laureate will prepare for 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] Literacy Laureate Collaborative Planning</p> <p>1.K-2 ELA teachers will collaboratively plan and practice weekly with the support from the Literacy Laureate, the ELA Instructional Leadership Team and PLC Coach Rebecca Billingsley for upcoming Foundational Skills lessons.</p> <p>2.K-2 teachers will use the Wonders curriculum, the District Instructional Maps, the Educational Epiphany PLC planning guide and the K-2 Foundational Literacy walkthrough tool as a guide when planning instruction.</p> <p>3.K-2 teachers will utilize the online learning tools with Wonders and Teacher Toolbox to support virtual instruction.</p> <p>4.Secure supplies, materials, equipment, and support for academic instruction</p>	<p>S. Angotti, C. Dalton, C. Gullete, M. Shockey, Goughnour, F. Elliott, S. Hall, S. Dowell, J. Watson, M. Shorts, K. Porter, C. Stimson K. Hankins J. Grayson, D. Allen, M. Jones, K. Weaver, K. Murray, E. Allgood, P. Certion, L. Hicks, R. Billingsley</p>	05/26/2023		