

Dexter School Annual Plan (2023 - 2024)

Last Modified at Jan 23, 2024 01:33 PM CST

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

By spring 2024, Dexter School will increase ELA on-track and mastery proficiency rates on TCAP in the following grade bands:

3-5 Grade Band performance from 25.1% in Spring 2023 to 35.2% in Spring 2024 for all students including those in TSI subgroups BHN, ED,EL, B, and H.

6-8 Grade Band performance from 15.4% in Spring 2023 to 25.8% in Spring 2024

- \* \*\*3rd: 23.0%\*\*
- \* \*\*4th: 29.8%\*\*
- \* \*\*5th: 23.0%\*\*
- \* \*\*6th: 5.0%\*\*
- \* \*\*7th: 19.1%\*\*
- \* \*\*8th: 12.0%\*\*

**Performance Measure**

Performance will be measured using the following tools:

Spring 2022 TCAP Assessment Results, 3-5 Grade Band performance from 21.5% in Spring 2023 to 26.4% in Spring 2024;6-8 Grade Band performance from 12.5% in Spring 2022 to 18% in Spring 2024.

Quarterly Mastery Connect District Formative Assessments with growth increases of 3% from Fall to Winter and 3% growth from Winter to Spring.

i-Ready Diagnostic and Instructional Data -with growth increases of 1 grade level from fall to spring.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p><b>[S 1.1] Standard Aligned Core Instruction</b>                      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 for all students including those in TSI subgroups BHN, ED,EL, B, and H. .</p> <p><b>Benchmark Indicator</b></p>	<p><b>[A 1.1.1] Implementation of District Curriculum Maps and District Reading Prescriptions</b>                      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 will use *Pearson My Perspectives.*                      3. Secure supplies, materials, technology and</p>	ELA Teachers, ELA Content Leads, PLC Coaches	05/24/2024	Title I [\$75000.00]	

<p><b>**Benchmark Indicator**</b></p> <p>****TCAP data, i-Ready Data, Report Card Data, Mastery Connect Data from quarterly District assessments.</p>	<p>equipment and support for academic instruction with Title I funds.</p>				
<p><b>[S 1.2] Professional Development</b> 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 for all students including those in TSI subgroups BHN, ED,EL, B, and H., as Dexter has been selected as a Blended Learning model school.</p> <p>Additional emphasis will be placed on new teacher support in curriculum and good first teaching strategies.</p> <p><b>Benchmark Indicator</b> Benchmark Indicators - TCAP data, i-Ready Data, Report Card Data, Mastery Connect Data from quarterly District assessments, bi-weekly school-based common assessments.</p> <p>Weekly classroom observations using the Classroom Walkthrough Protocol teachers and content leads with data to determine professional development needs and support.</p> <p>Professional learning and supports specifically for new teachers, along with mentors.</p>	<p><b>[A 1.2.1] Differentiated Professional Development-PLC and Vertical Team Meetings</b></p> <ol style="list-style-type: none"> <li>1. School-embedded PD on Instructional Practices with monthly District focus and ELA content as well as developing standards based on bi-weekly common assessment data which will support mastery of ELA performance based standards.</li> <li>2. Quarterly Data Digs on-site with grade level teams. Title I funds will be used to secure subs.</li> <li>3. PD opportunities on-site and off-site, in town and out of town.</li> <li>4. Purchase IXL, a digital software resource to be used during Blended Learning Activities.</li> <li>5. Use Title I funds to secure supplies, materials, equipment, and support for academic instruction</li> </ol>	<p>PLC Coaches, ELA ILT Lead, ELA Content Leads</p>	<p>05/24/2024</p>	<p>Title I [\$1800.00]</p>	
	<p><b>[A 1.2.2] Monthly Data Digs</b> 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</p>	<p>Teachers, Content Leads</p>	<p>05/24/2024</p>		

	<p>achievement in ELA. Teacher will analyze bi-weekly CFA data, 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><b>[S 1.3] Targeted Intervention and Personalized Learning</b> 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 for all students including those in TSI subgroups BHN, ED,EL, B, and H.</p> <p><b>Benchmark Indicator</b> TCAP data, i-Ready Data, Monthly AimsWeb data (Tier 2/3), Bi-weekly CFA data, Report Card Data, Mastery Connect Data from quarterly District assessments.</p>	<p><b>[A 1.3.1] Academic Interventions</b> All students participate in a 45 minute (3-5) or 55 minute (6-8) intervention block. During this intervention block students will receive student-specific intervention based on data-identified needs. Tier 2/3 students will address their instructional level needs, while Tier 1 will address weekly standards-based needs.</p> <ol style="list-style-type: none"> <li>1. Tier 2 and 3 interventions which address skill deficits in reading will be delivered daily during 45-minute (grades 3-5) and 55-minute (6-8) intervention block.</li> <li>2. Intervention providers submit weekly intervention plans and log interventions in TNPulse.</li> <li>3. District RTI2 Advisor and School Psychologist will provide support during PLCs on instructional resources and best practice strategies which target skill deficit areas.</li> <li>4. Fidelity checks conducted during intervention blocks.</li> <li>5. Title I funds will be used to secure supplies, materials, equipment, and support for academic instruction</li> <li>6. Blended Learning activities assigned according to need. Title I funds will be used to purchase student laptops and laptop carts for intervention and blended learning activities.</li> </ol>	<p>Teachers, Response to Intervention Leads</p>	<p>05/24/2024</p>	<p>Title I [\$10000.00]</p>	

	<p><b>[A 1.3.2] Fourth Grade Tutoring</b> Students who performed Approaching or Below on the 2023 TCAP participate in small group (no more than 3/group) student specific intervention during the school-day outside of Tier I instruction. Focus is based on 2023 TCAP data.</p>	Tutoring Lead, SEAs	05/24/2024		
	<p><b>[A 1.3.3] Monthly RTI2 Data Meetings</b> Dexter uses Title I funds for Interventionist Kandace Hankins, who will lead K-5 grade level teachers 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 6-8 will be led by Carla Woodard.</p>	RTI2 Data Team	05/24/2024	Title I [\$76000.00]	
	<p><b>[A 1.3.4] Family Literacy Night</b> School-wide Literacy Night will consist of grade-level activities to share strategies to assist parents and students with learning at home. Parents will receive knowledge, as well as materials that can be used to assist their students with learning at home.</p>	ELA Department	05/24/2024	Title I [\$5000.00]	

**[G 2] Mathematics**

By spring 2024, Dexter School will increase Math on-track and mastery proficiency rates on TCAP in the following grade bands:

3-5 Grade Band performance from 13.7% in Spring 2023 to 24.0% in Spring 2024 for all students including those in TSI subgroups BHN, ED,EL, B, and H.

6-8 Grade Band performance from 15.4% in Spring 2023 to 25% in Spring 2024 for all students including those in TSI subgroups BHN, ED,EL, B, and H.

**\*\*Grade Bands\*\***

- \* Grade 2 from 7.5% in Spring 2023 to 14% in Spring 2024
- \*\*3-5 from 13.7 % in Spring 2023 to 20% in Spring 2024\*\*
- \* 3rd grade from 14.6% in Spring 2023 to 21% in Spring 2024
- \* 4th grade from 12.1% in Spring 2023 to 18% in Spring 2024
- \* 5th grade from 14.2% in Spring 2023 to 20% in Spring 2024
- \*\*6-8 from 15.4% in Spring 2023 to 21% in Spring 2024\*\*
- \* 6th grade from 14.3% in Spring 2023 to 20% in Spring 2024
- \* 7th grade from 6.1% in Spring 2023 to 12% in Spring 2024

\* 8th grade from 15.7% in Spring 2023 to 21% in Spring 2024

**Performance Measure**

Dexter student performance on Quarterly District Formative Assessment (Mastery Connect) - The goal is 70% on track/mastery for all students grades K-8 on fall, winter and spring assessments. iReady growth goal is 3% from fall to winter, 3% from winter to spring.

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 for all students including those in TSI subgroups BHN, ED,EL, B, and H.</p> <p>1.Weekly collaborative planning during Professional Learning Community meetings facilitated by T. Stagner, F. Anthony, and C. Woodard, 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 Envision resources, I-Ready Math Lessons and i-Ready Standards based assessments, and Mastery Connect Standards based assessments to support instruction.</p>	<p><b>[A 2.1.1] Implementation of District Curriculum Maps</b></p> <ol style="list-style-type: none"> <li>1. Math teachers will engage in professional development to include vertical team planning and collaboration and facilitated by our Zone 6 Math Advisors, School Level Math Leads, and ILT Lead. PD will be offered in-person and virtually.</li> <li>2. Math teachers will explore effective uses of Savvas EnVision (3-5) and iReady Mathematics (6-8) In Sync to support Math Instruction.</li> <li>3. Math teachers will receive PD support during weekly PLCs and Collaborative Planning sessions for developing Performance Based standards and teaching strategies.</li> <li>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.</li> <li>5. Quarterly Data Digs on-site with grade level teams. Title I funds will be used to secure subs.</li> <li>6. PD opportunities on-site and off-site, in town and out of town.</li> <li>7. Purchase IXL, a digital software resource to be used during Blended Learning Activities.</li> <li>8. Use Title I funds to secure supplies, materials, equipment, and support for academic instruction</li> </ol>	<p>Math Content Leads, ILT Leads</p>	<p>05/24/2024</p>	<p>Title I            [\$25000.00]</p>	

<p>4. Title I funds will be used to secure supplies, materials, equipment, and support for academic instruction.</p> <p>5. Integrated Technology activities will be incorporated during Tier 1 instruction. Title I funds will be used to purchase student laptops and laptop carts for intervention and blended learning activities.</p> <p><b>Benchmark Indicator</b> Benchmark Indicators will be math lesson plans, formal and informal observation data, Bi-weekly CFA data, Mastery Connect Data (fall, winter, spring), Report card data and TCAP math assessment data.</p>					
<p><b>[S 2.2] Professional Development</b> 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 Savvas EnVision and iReady Mathematics as well as Blended Learning, as Dexter has been selected as a Blended Learning model school for all students including those in TSI subgroups BHN, ED,EL, B, and H.</p> <p>Additional emphasis will be placed on new teacher support in curriculum and good first teaching strategies.</p> <p><b>Benchmark Indicator</b> TCAP data, Bi-weekly CFA data, i-Ready Data, Report Card Data, Mastery Connect Data from quarterly District assessments.</p>	<p><b>[A 2.2.1] Differentiated Professional Development</b></p> <ol style="list-style-type: none"> <li>1. Monthly school-embedded PD on Instructional Practices and Math content as well as developing standards based small group blended learning activities which will support mastery of Math performance based standards.</li> <li>2. Quarterly Data Digs on-site with grade level teams. Title I funds will be used to secure subs.</li> <li>3. PD opportunities on-site and off-site, in town and out of town.</li> <li>4. Purchase IXL, a digital software resource to be used during Blended Learning Activities.</li> <li>5. Use Title I funds to secure supplies, materials, equipment, and support for academic instruction</li> </ol>	<p>Stagner, Woodard, Anthony</p>	<p>05/24/2024</p>	<p>Title I [\$1800.00]</p>	
	<p><b>[A 2.2.2] Monthly Data Digs</b> Dexter will use Title I funds to secure subs for this</p>	<p>Stagner, Woodard</p>	<p>05/24/2024</p>	<p>Title I [\$1800.00]</p>	

	<p>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><b>[S 2.3] Targeted Interventions and Personalized Learning,</b> 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 for all students including those in TSI subgroups BHN, ED,EL, B, and H.</p> <p>RTI2 blocks take place in all grades for 45-55 minutes each day. These sessions are specific for students who need additional assistance for all tiers (Tier 1, Tier 2 and Tier 3).</p> <p>** **</p> <p>** **</p> <p><b>Benchmark Indicator</b> TCAP data, Bi-weekly CFA data, i-Ready Data, Report Card Data, Mastery Connect Data from quarterly District assessments.</p>	<p><b>[A 2.3.1] Academic Intervention RTI2</b> 1.Dexter teachers will explore all data sources, including Spring 2023 TCAP assessment data, Bi-Weekly CFA 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 intervention block (K-5 45 minutes; 6-8 55 minutes).</p> <p>2.Computer labs, laptop carts and 1:1 devices 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>	<p>Hankins, Woodard</p>	<p>05/24/2024</p>		
	<p><b>[A 2.3.2] Monthly Data Digs</b> 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, Bi-Weekly CFA data, i-Ready Diagnostic Data, Report Card Data and Mastery Connect data.</p>	<p>Stagner, Woodard, Anthony</p>	<p>05/24/2024</p>		

	<p>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>Activities will be implemented in the intervention block for all grades.</p>				
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**[G 3] Safe and Healthy Students**

Dexter K8 will reduce our percentage of chronically out of school students from 6.8% in 2023 to 5.6% for the 2023-2024 School Year for all students including those in TSI subgroups BHN, ED,EL, B, and H.

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

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**

Interventions and supports will be measured using the following:

- \* PowerSchool Data
- \* PowerBI Data
- \* Share Point
- \* School-based 20 day reports

<b>Strategy</b>	<b>Action Step</b>	<b>Person Responsible</b>	<b>Estimated Completion Date</b>	<b>Funding Source</b>	<b>Notes</b>
<p><b>[S 3.1] Attendance and Behavior Interventions and Supports</b></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><b>[A 3.1.1] Attendance Intervention</b></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>All teachers, P. Certion, T. Stagner, C. Woodard, R. Harrison</p>	<p>05/24/2024</p>	<p>Title I [\$1000.00]</p>	



<p><b>**5.School-wide recognition of classes with perfect attendance.**</b></p> <p><b>**6.Quarterly recognition of students with perfect attendance.**</b></p> <p><b>**7.Title I funds will be used to secure supplies, materials, equipment and support for academic instruction.**</b></p> <p>The above will be true for all students including those in TSI subgroups BHN, ED,EL, B, and H.</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 care, student involved in RTIB programs, Truancy Supports and progressive discipline supports).</p> <p>RTI-A and RTI-B data</p> <p>Behavior Logs</p> <p>Parent Contact Logs</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>				
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SART Meeting minutes					
<p><b>[S 3.2] Dexter Parent, Family, and Community Engagement</b> Dexter will promote effective parent, family, and community engagement activities that support safe schools which will improve student attendance and behavior for all students including those in TSI subgroups BHN, ED,EL, B, and H.</p> <p><b>Benchmark Indicator</b> -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 involving parents.</p> <p>-Review data from parent involvement surveys</p>	<p><b>[A 3.2.1] Dexter Parent and Community Involvement Activities</b> 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, P. Certion, T. Stagner, C. Woodard, C. Anderson, T. Stinson, K. Davis, D. McGuire</p>	05/24/2024	Title I [\$9000.00]	
<p><b>[S 3.3] Dexter Behavior Interventions</b> Dexter will implement targeted interventions and support programs that address students with identified behavioral needs for all students including those in TSI subgroups BHN, ED,EL, B, and H.</p> <p><b>Benchmark Indicator</b> 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><b>[A 3.3.1] Dexter Behavior Interventions</b> 1.Daily recitation school-wide of the Dexter Character traits and the Fabulous Four.</p> <p>2.Recognition for students demonstrating positive character and behavior.</p> <p>3.The RTI-B behavior intervention plan is being fully implemented at Dexter.</p> <p>4.Professional school counselors along with classroom teachers develop individual behavior intervention plans for students in need.</p> <p>5.Professional counselors have daily morning and afternoon "check-ins" for students with chronic behavioral concerns.</p> <p>6.Monthly school-wide rewards and programs for students exemplifying positive behavior.</p>	<p>Classroom Teachers, P. Certion, K. Davis, T. Stinson, C. Anderson, J. Cole, K. Wilson</p>	05/24/2024	Title I [\$1000.00]	

	7.Daily implementation of SEL activities.				
	8.School Reset rooms.				

**[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 for all students including those in TSI subgroups BHN, ED,EL, B, and H.

**Performance Measure**

Report card skills, Universal Screener Assessment-Illuminate Fastbridge, Mastery Connect formative assessment, Summative Assessment-Spring 2024 TNReady data for 2nd grade.

By June 2024, 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 (I-Ready) 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] Professional Learning</b> 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 for all students including those in TSI subgroups BHN, ED,EL, B, and H.</p> <p><b>Benchmark Indicator</b> Dexter K8 expects 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</p>	<p><b>[A 4.1.1] School Embedded Early Literacy PD</b> 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>4-Quarterly Data Digs on-site with grade level teams. Title I funds will be used to secure subs.</p>	<p>Literacy Laureate, Zone ELA ISA, K. Davis, T. Stagner, K. Hankins, A. Daniels, P. Certion</p>	<p>05/24/2024</p>	<p>Title I [\$5000.00]</p>	

<p>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>	<p>5-PD opportunities on-site and off-site, in town and out of town.</p> <p>6-Purchase IXL, a digital software resource to be used during Blended Learning Activities.</p> <p>Use Title I funds to secure supplies, materials, equipment, and support for academic instruction.</p>				
<p><b>[S 4.2] Foundational Literacy Laureates</b> 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 for all students including those in TSI subgroups BHN, ED,EL, B, and H.</p> <p><b>Benchmark Indicator</b> 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><b>[A 4.2.1] Literacy Laureate Collaborative Planning</b></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 AP K. Davis 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>K. Davis, P. Certion, A. Daniels, K. Hankins, S. Hall, F. Goughnor, C. Gullette, F. Elliott, L. Ifabiyi, B. Welch, S. Morris, C. Gibson, S. Dowell, K. Eisenbraun, J. Watson, S. Norman, C. Powell, J. Grayson, M. Shorts, D. Newton, J. Craig, M. Vollett, A.</p>	<p>05/24/2024</p>	<p>Title I [\$20000.00]</p>	
<p><b>[S 4.3] 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 for all students including those in TSI subgroups BHN, ED,EL, B, and H.</p>	<p><b>[A 4.3.1] Collaborative Planning for K-2 Foundational Literacy Instruction</b></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 AP K. Davis for upcoming Foundational Skills lessons.</p>	<p>K. Davis, P. Certion, A. Daniels, K. Hankins, S. Hall, F. Goughnor, C. Gullette, F. Elliott, L.</p>	<p>05/24/2024</p>	<p>Title I [\$20000.00]</p>	

<p><b>Benchmark Indicator</b></p> <p>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;</p> <p>QUARTERLY review of student success criteria to measure progress toward 3rd grade proficiency to inform needed instructional changes and professional development;</p> <p>QUARTERLY analysis of District formative assessment (Mastery Connect);</p> <p>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>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>Ifabiyi, B. Welch, S. Morris, C. Gibson, S. Dowell, K. Eisenbraun, J. Watson, S. Norman, C. Powell, J. Grayson, M. Shorts, D. Newton, J. Craig, M. Vollett, A.</p>			
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