

Macon-Hall Elementary Annual Plan (2021 - 2022)

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[G 1] Reading/Language Arts

Macon-Hall Elementary will increase the percent of students who are on track or mastered in ELA for grades 3-5 from 26.4% in 2020-2021 to 31% for 2021 - 2022 school year as reflected on TCAP. All students will demonstrate 70% on-track/mastery on District Formative Assessments.

Performance Measure

TNReady Assessment District Formative Assessment (Mastery Connect) - 70% on track/mastery for all students grades K-12

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 Daily classroom observations using the Educational Epiphany Classroom Walkthrough Protocol and Debriefing Document will provide the District with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction. 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. Quarterly review of TEM observation data to monitor educators delivery of standard aligned lessons to the TN Standards. Data meetings every 4.5 weeks to disaggregate data after each district CFAC common assessments every 3 weeks Weekly PLC meetings for collaborative planning/data disaggregation Review student work</p>	<p>[A 1.1.1] Improving student achievement and growth with grade level Professional Learning Communities Teachers in grades K-5 will meet with their grade level colleagues on Tuesday and Thursday for 50 minutes. During this meeting time teachers will collaborate to share best practices, plan, review student work samples, and disaggregate data to implement high quality ELA instruction.</p>	<p>Lokita Glover, Meredith Gore, Jill Asher, Martha Mason, Blair Trotz, and MHES Teachers</p>	<p>05/24/2022</p>		

samples Review Weekly Lesson Plans Daily exit tickets Coaching Logs					
	<p>[A 1.1.2] A 1.1.2 Improving student achievement and growth through assessment. Grades 2-5 will give RLA standards based common assessments every 4.5 weeks to identify student academic progress and the need for remediation of previously assessed standards.</p>	MHES Grades 2-5 Teachers	05/24/2022		
	<p>[A 1.1.3] Improving student achievement and growth through use of literacy stations. MHES will use research based best practices to support tier 1 students through RLA literacy stations to include fluency, vocabulary, comprehension and word work around RLA standards. We will utilize our Specialized Educational Assistants to work with small groups during rotations. We will also utilize student devices to incorporate the blended learning model.</p>	MHES Literacy Teachers and K-2 Specialized Educational Assistants	05/27/2022		
	<p>[A 1.1.4] Improving student achievement and growth through small group instruction. MHES teachers will differentiate tiers 2 and 3 literacy through small group guided reading using the Wonders and iready curriculum. Specialized assistants will also assist with instructing small groups of students who need additional support. Utilizing the blended learning approach will assist teachers with creating targeted individualized learning opportunities.</p>	MHES literacy teachers and Specialized Educational Assistants	05/27/2022		
	<p>[A 1.1.5] Improving student achievement and growth by supporting rich academic learning environments. MHES will secure supplies, materials, equipment and resources to support reading academic growth and achievement. We will add new equipment to replace outdated technological equipment. All MHES Literacy teachers will utilize the white board protocol, academic word walls including all Educational Epiphany vocabulary, and teacher created anchor charts to introduce all literacy standards.</p>	MHES Literacy Teachers, Educational Assistants, Lokita Glover, Meredith Gore	05/27/2022		

	<p>[A 1.1.6] Improving student achievement and growth with Benchmark Assessments. K-5 students will participate in Fall, Winter, and Spring benchmark assessments including District Common Assessments using Mastery Connect as well as IReady Diagnostics.</p>	MHES Teachers, Jill Asher, Meredith Gore, Lokita Glover	05/27/2022		
	<p>[A 1.1.7] Differentiated instruction for ELL and SWD Students identified with Limited English Proficiency will receive RLA instruction aligned to RLA standards a minimum of 1 hour a day from a certified ESL teacher. General Education teachers will collaborate with the ESL teacher to offer differentiated small group instruction within the general homeroom. SPED students will also receive small group instruction with a certified SPED teacher and accommodations within the general education classroom.</p>	Fanny Rodriguez, Annie Upchurch, Stephanie Baldwin, Susan Foshee, Alexis Douglas, MHES Literacy teachers	05/27/2022		
	<p>[A 1.1.8] Improving student achievement and growth through parental involvement. MHES will provide opportunities for academic enrichment including parent meetings and seminars as well as family fun literacy night to help parents support students with reading objectives at home. We will also send home weekly grade-level newsletters announcing the standards and skills including suggestions for assisting students with assignments.</p>	MHES Teachers	05/27/2022		
	<p>[A 1.1.9] Improving student achievement and growth through the use of the Title 1 PLC Coaches. The PLC Coaches will provide ongoing research-based professional development for teachers and staff through various activities including modeling effective instructional practices such as reviewing data and assessment techniques, teaching strategies as well as coaching to support teachers as needed.</p>	Lokita Glover and Meredith Gore	05/27/2022		
<p>[S 1.2] Professional Development Professional development will be provided to</p>	<p>[A 1.2.1] Professional Development through coaching from PLC Coaches and the ILT.</p>	Lokita Glover, Meredith Gore,	04/18/2022		

<p>teachers and administrators on how to articulate the instructional practice shifts that will improve students' skill set, teachers' pedagogy of the content, mastery of standard look fors, and proficient reading levels of grade supported texts.</p> <p>Benchmark Indicator Daily classroom observations using the Educational Epiphany Classroom Walkthrough Protocol and Debriefing Document will provide the District with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction in order to plan professional development support. 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. 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. 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. 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>The PLC Coaches, School Instructional Leadership Team, and Zone 10 RLA Instructional Support Advisor will provide ongoing, researched based professional development for teachers and staff through various activities including Educational Epiphany strategies such as planning and implementing standards and Performance based objectives, identifying academic vocabulary and utilizing the gradual release instructional method. PLC Coaches and ILT members will model effective instructional practices, coach and support ELA teachers.</p>	<p>Sondra Brooks-Whitfield, Shali Williams, Michelle Austin, MHE Literacy Teachers</p>			
	<p>[A 1.2.2] Professional Development to improve</p>	<p>Lokita Glover,</p>	<p>05/31/2022</p>		

	<p>Student Achievement. All MHES ELA Instructional staff will attend district level professional development as well as complete content cadres to develop, expand and enrich their understanding of reading strategies and best practices in literary instruction. We will offer Professional Development using the Wonders reading series as well as the Iready curriculum. 3-5 ELA teachers will also be trained in the district wide Reading Prescriptions PD.</p>	Meredith Gore, Jill Asher, Martha Mason, Blair Trotz and MHE Literacy Teachers			
	<p>[A 1.2.3] Professional Development to Enhance Teacher Instruction. MHES teachers will have professional development that encompasses best practices utilizing the Zoho and District Walkthrough data to implement high quality instruction with fidelity. We will implement PD that focuses on how to use the data gathered from the Zoho/District walkthroughs to improve instruction during weekly PLC meetings as well as school wide PD days. ILT and other teachers will be expected to present information and instructional practices during monthly faculty meetings.</p>	Lokita Glover, Meredith Gore, Jill Asher, Martha Mason, Blair Trotz, Shali Williams, and Sondra Brooks-Whitfield, and MHE Teachers	04/18/2022		
	<p>[A 1.2.4] Professional Development for Parents. Parents of all MHES students and community members will be invited to participate in after school activities and parent seminars/meetings to integrate home and school learning in literacy.</p>	Jill Asher, Beth James, Melanie Harrison, and Casey Fernandez	03/31/2022		
	<p>[A 1.2.5] Professional Development for all staff to increase a positive school culture and learning environment. All staff will participate in SEL and RTI 2 B Professional Development to improve school culture and create a positive learning environment for all students.</p>	Jill Asher, Beth James, Melanie Harrison, Casey Fernandez	09/30/2021		
<p>[S 1.3] Targeted Intervention and Personalized Learning Provide academic interventions, personalized learning activities, an individualized learning pace,</p>	<p>[A 1.3.1] Improving student achievement through Response to intervention (RT12). Tier 2 and 3 students will receive daily intervention through small group instruction with assistance</p>	Meredith Gore, Jackie Doyle, MHES Teachers and	05/27/2022		

<p>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. 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. 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>from Specialized Educational assistants, and computer instruction (IReady) with updated equipment and technology.</p>	<p>SEA's</p>			
	<p>[A 1.3.2] Improving student achievement through assessment. We will identify students needing tier 2 and 3 interventions through a school wide universal screener.</p>	<p>Meredith Gore, Lokita Glover, Jackie Doyle, MHE Teachers</p>	<p>09/30/2021</p>		
	<p>[A 1.3.3] Improving student achievement through professional development. MHES teachers will attend professional development for IReady and reading response to intervention. Teachers will also have Professional Development on effective progress monitoring.</p>	<p>Meredith Gore, Lokita Glover, Jackie Doyle, MHE Teachers, SEA's</p>	<p>12/17/2021</p>		
<p>[G 2] Mathematics Macon-Hall Elementary will increase the percent of students who are on track or mastered in Mathematics for grades 3-5 from 22.3% in 2020-2021 to 28% for 2021 - 2022 school year as reflected on TCAP. All students will demonstrate 70% on-track/mastery on District Formative Assessments.</p> <p>Performance Measure TNReady Assessment District Formative Assessment (Mastery Connect) - 70% on track/mastery for all students grades K-12</p>					
<p>Strategy</p>	<p>Action Step</p>	<p>Person Responsible</p>	<p>Estimated Completion Date</p>	<p>Funding Source</p>	<p>Notes</p>
<p>[S 2.1] Standard Aligned Core Instruction Teachers will plan and execute standard aligned</p>	<p>[A 2.1.1] Improving student level achievement and growth with grade level Professional</p>	<p>Meredith Gore, Lokita Glover,</p>	<p>05/24/2022</p>		

<p>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 the 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter. Daily classroom observations using the Educational Epiphany Classroom Walkthrough Protocol and Debriefing Document will provide the District with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction. District Walkthrough data will be monitored through the district's management system (Professional Learning Zone/PLZ). Data will be collected and segregated to observe trends and implementation of the instructional practices using Zoho. Data should show teachers implementing the practices at or above 70% per visit. Quarterly review of TEM observation data to monitor educators delivery of standard aligned lessons to the TN Standards.</p>	<p>Learning Communities. Teachers in grades K-5 will be given five 50 minute grade level and content specific planning periods inclusive of Special Education Teachers for specified grade levels in order to plan and collaborate addressing state math standards.</p>	<p>MHE Math Teachers, Amanda Mansour</p>			
	<p>[A 2.1.2] Improving student achievement and growth through assessment. Grades 2-5 will give math standards based common assessments focused on the use of the Eureka Curriculum every 4.5 weeks to determine student progress on math standards and create lesson plans to remediate as necessary.</p>	<p>Jill Asher, Meredith Gore, Lokita Glover, Blair Trotz, Martha Mason, and 2-5 grade math teachers</p>	<p>04/18/2022</p>		
	<p>[A 2.1.3] Improving student achievement and growth through small group instruction. MHES teachers will differentiate tiers 2 and 3 math through small group guided reading using the Eureka and iready curriculum. Utilizing the blended</p>	<p>Meredith Gore, Lokita Glover, Jill Asher, MHE Math teachers</p>	<p>05/27/2022</p>		

	learning approach will assist teachers with creating targeted individualized learning opportunities.				
	<p>[A 2.1.4] Improving student achievement and growth by supporting enriched academic learning environments.</p> <p>MHES will obtain supplies, materials, equipment and resources to support math academic growth and achievement. All classrooms will have individual manipulative kits for each student.</p>	Lokita Glover, Meredith Gore, Jill Asher, Martha Mason, Blair Trotz, MHE Math teachers	04/18/2022		
	<p>[A 2.1.5] Improving student achievement and growth with technology.</p> <p>Kindergarten through 5th grade students will use iready and other supplemental computer programs to support math instruction. Blended learning will allow all students to have individualized technological instruction.</p>	Lokita Glover, Meredith Gore, Jill Asher, MHE math teachers	05/27/2022		
	<p>[A 2.1.6] Improving student achievement and growth through parental involvement.</p> <p>MHES will provide opportunities for academic enrichment in math, including parent meetings and a math family fun night to help parents to support students with math targets at home.</p>	Lokita Glover, Meredith Gore, Jill Asher, Martha Mason, Blair Trotz, Amanda Mansour, MHE Math Teachers	03/31/2022		
	<p>[A 2.1.7] Improving student achievement and growth with Benchmark Assessments.</p> <p>Kindergarten -5th grade students will participate in Fall, Winter, and Spring benchmark assessments. Teachers will use the data from the assessments to make adjustments in classroom instruction.</p>	Lokita Glover, Meredith Gore, Jill Asher, Martha Mason, Blair Trotz, Amanda Mansour, MHE Math Teachers	05/13/2022		
	<p>[A 2.1.8] Improving student achievement/growth through PLC Coaches</p> <p>The PLC Coaches will provide ongoing research-based professional development for teachers and staff through various activities including modeling effective instructional practices such as reviewing data and assessment techniques, teaching strategies as well as coaching to support teachers</p>	Meredith Gore, Lokita Glover, Jill Asher, Martha Mason, Blair Trotz, Amanda Mansour, MHE Math Teachers	05/13/2022		

	as needed. All Professional Development will focus on improving instruction using the Educational Epiphany and Eureka Math curriculum.				
<p>[S 2.2] Professional Development Provide ongoing, high quality professional development at the District and school level for school leaders, teachers, and other instructional staff that focuses on instructional shifts and strategies that result in improved student performance.</p> <p>Benchmark Indicator Daily classroom observations using the Educational Epiphany Classroom Walkthrough Protocol and Debriefing Document will provide the District with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction in order to plan professional development support. 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. 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. 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. Quarterly district-level PD sessions for volunteers and parents to learn effective strategies</p>	<p>[A 2.2.1] Professional Development through coaching from PLC Coaches and the ILT. The PLC Coaches, School Instructional Leadership Team, and Zone 10 Math Instructional Support Advisor will provide ongoing, researched based professional development for teachers and staff through various activities including Educational Epiphany strategies such as planning and implementing standards and Performance based objectives, identifying academic vocabulary and utilizing the gradual release instructional method. PLC Coaches and ILT members will model effective instructional practices, coach and support Math teachers.</p>	Meredith Gore, Lokita Glover, Jill Asher, Martha Mason, Blair Trotz, Aubry Mohead, Amanda West, MHE Teachers	05/13/2022		

<p>to help students reach the district's mathematics goal. 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] Professional Development to improve Student Achievement. All MHES ELA Instructional staff will attend district level professional development as well as complete content cadres to develop, expand and enrich their understanding of math strategies and best practices in mathematics instruction. We will offer Professional Development using the steps in Eureka as well as the IReady math curriculum.</p>	<p>Meredith Gore, Lokita Glover, Jill Asher, Martha Mason, Blair Trotz, Aubry Mohead, Amanda West, MHE Teachers</p>	<p>05/13/2022</p>		
	<p>[A 2.2.3] Professional Development to Enhance Teacher Instruction. MHES teachers will have professional development that encompasses best practices utilizing the Zoho and District Walkthrough data to implement high quality instruction with fidelity. We will implement PD that focuses on how to use the data gathered from the Zoho/District walkthroughs to improve instruction during weekly PLC meetings as well as school wide PD days. ILT and other teachers will be expected to present information and instructional practices during monthly faculty meetings.</p>	<p>Lokita Glover, Meredith Gore, Jill Asher, Martha Mason, Blair Trotz, ILT Members, Zone 10 Math Instructional Support Advisor</p>	<p>04/18/2022</p>		
	<p>[A 2.2.4] Professional Development for Parents. Parents of all MHES students and community members will be invited to participate in after school activities and parent seminars/meetings to integrate home and school learning in Math. During the spring, we will offer a family math/science night so families can participate in activities that enhance math instruction at home.</p>	<p>Meredith Gore, Lokita Glover, Beth James, Casey Fernandez, Melanie Harrison and MHE Teachers</p>	<p>03/31/2022</p>		
<p>[S 2.3] Targeted Interventions and Personalized Learning, Provide academic interventions, personalized</p>	<p>[A 2.3.1] Improving student achievement through assessment. MHES will identify students needing tier 2 and 3</p>	<p>Meredith Gore, Lokita Glover, Jacqueline</p>	<p>09/30/2021</p>		

<p>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. 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. 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>interventions through a school wide universal screener.</p>	<p>Doyle, Jill Asher, Martha Mason, Blair Trotz, MHE Teachers</p>			
	<p>[A 2.3.2] Improving student achievement through Response to intervention (RT12). Tier 2 and 3 students will receive daily intervention through small group instruction with assistance from RTI Interventionists and computer instruction (IReady) with updated equipment and technology.</p>	<p>Meredith Gore, Jacqueline Doyle, Lokita Glover, MHE Teachers</p>	<p>05/27/2022</p>		
	<p>[A 2.3.3] Improving student achievement through professional development. MHES teachers will attend professional development for IReady and reading response to intervention. Teachers will also have Professional Development on effective progress monitoring.</p>	<p>Meredith Gore, Lokita Glover, Jacqueline Doyle, Jill Asher, Martha Mason, Blair Trotz, MHE Teachers, Dr. Essex</p>	<p>02/01/2022</p>		

[G 3] Early Literacy

Macon-Hall Elementary will increase the percent of students who are on track or mastered in ELA for grade 3 from 30% in 2020-2021 to 34% for 2021 - 2022 school year as reflected on the TCAP for MHE third grade. All students will demonstrate 70% on-track/mastery on District Formative Assessments.

Performance Measure

By June 2022, 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 3.1] 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 3.1.1] Improving student achievement/growth in early literacy with grade level PLC's. Teachers in K-2 will be given 50 minutes of common grade level and content specific planning periods inclusive of ESL and Special Education Teachers in order to plan and collaborate utilizing state RLA foundational skills. We will review student work and analyze data to guide instruction.</p>	Lokita Glover, Meredith Gore, Jill Asher, Blair Trotz, Sondra Brooks-Whitfield, Jamie Hargett, MHE K-2 Teachers	05/27/2022		
	<p>[A 3.1.2] Improving student achievement/growth in early literacy through assessment. Kindergarten will give the KRI. The results from this assessment will be used to guide instruction. Kindergarten will also administer standards based assessments every 4.5 weeks. 1st and 2nd grades will give RLA common assessments every 4.5 weeks to determine what content students have mastered and which standards need remediation. All K-2 students will take the district CFA and we will analyze data.</p>	Lokita Glover, Meredith Gore, Jill Asher, MHE K-2 Teachers	05/20/2022		
	<p>[A 3.1.3] Improving achievement/growth of early</p>	MHE K-2	05/27/2022		

	<p>literacy through the use of literacy stations. MHES K-2 teachers will use research supported tier 1 literacy stations to support students in fluency, vocabulary, comprehension and word work around RLA standards. Literacy stations will be differentiated to meet the needs of all students. Specialized Education Assistants will monitor and assist with literacy work stations.</p>	Literacy Teachers			
	<p>[A 3.1.4] Differentiated Instruction for ELL students in early literacy. All students identified as having limited English Proficiency will receive support in foundational skills and RLA instruction aligned to the standards from a certified ESL teacher.</p>	Fanny Rodriguez and Annie Upchurch	05/27/2022		
	<p>[A 3.1.5] Improving early literacy through small group instruction. MHES K-3 Teachers will differentiate Tier 1 literacy instruction with small, guided reading groups with the assistance of a Specialized Educational Assistant.</p>	MHE K-2 Literacy Teachers, Specialized Educational Assistants	05/27/2022		
<p>[S 3.2] Professional Learning Build and strengthen the foundational literacy knowledge of instructional leaders, classroom teachers, and educational assistants through engagement in professional learning experiences anchored in the science of reading.</p> <p>Benchmark Indicator ON-GOING 80% attendance and completion of PD focused on foundational literacy for K-2 to gauge the transfer of knowledge into classroom instruction 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</p>	<p>[A 3.2.1] Professional Development to enrich K-3 teacher instruction. The Early Literacy Laureate will present monthly PD sessions to K-3 teachers providing strategies to increase academic achievement to assist MHES in meeting the district third grade commitment.</p>	Jamie Hargett and MHE K-2 Literacy Teachers	05/27/2022		

<p>continued professional development opportunities;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;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>[A 3.2.2] Professional Development through coaching. The PLC coaches will provide ongoing, research based professional development for K-3 teachers using the Wonders curriculum, IReady Reading, and Educational Epiphany. We will focus on foundational skills as well as standard based comprehension skills. PD will include modeling effective instructional practices, instructional protocols, teaching strategies, team teaching and live, real-time coaching.</p>	<p>Lokita Glover, Meredith Gore</p>	<p>04/18/2022</p>		
	<p>[A 3.2.3] Professional Development on increasing student achievement through Response to Intervention. K-3 teachers will participate in Professional Development that offers suggestions and proven strategies to increase reading foundational skills, fluency and comprehension. Teachers will also learn to track data and use progress monitoring results to guide RTI small group instruction to improve student outcomes.</p>	<p>Lokita Glover, Meredith Gore, Jacqueline Doyle</p>	<p>12/17/2021</p>		
<p>[S 3.3] Foundational Literacy Laureates Designate one Laureate in our K-2 classrooms to help with implementing high quality foundational literacy instruction and strategies.</p> <p>Benchmark Indicator MONTHLY review of Laureate support logs to</p>	<p>[A 3.3.1] Improving student achievement and growth with grade level Professional Learning Communities The MHE Laureate will co-plan and lead collaborative planning sessions on early literacy skills as well as co-teach literacy lessons with colleagues. The Laureate will also utilize PLC's to</p>	<p>Jamie Hargett and MHE K-2 Literacy teachers</p>	<p>05/27/2022</p>		

measure the frequency and level of school-based support to K-2 teachers in the priority coaching areas to inform specific areas of support needed for Laureates; BI-ANNUAL Foundational Literacy Quality Reviews (FLQRs) from district instructional literacy advisors to determine Laureate's implementation of the 3 major components of a comprehensive literacy block and inform the support needs of individual Laureates	analyze data to guide instruction in early literacy.				
	[A 3.3.2] Improving student achievement and growth with Professional Development MHE Laureate will facilitate or co-facilitate site-based and district Professional Development in foundational and early literacy skills. The Laureate will submit an agenda and attendance roster for all PD.	Jamie Hargett and MHE K-2 Literacy Teachers	05/27/2022		
	[A 3.3.3] Improving student achievement and growth with coaching The MHE Laureate will participate in weekly learning walks with the ILT. She will observe K-2 comprehensive literacy instruction in all K-2 classrooms. She will provide feedback and/or coaching. She will also submit completed observation tools and notes from coaching conversations.	Jamie Hargett and MHE K-2 Literacy teachers	04/18/2022		
	[A 3.3.4] Improving student achievement and growth with parental involvement Along with the Professional School Counselors, the MHE Laureate will assist with planning and delivering monthly parent training involving early literacy skills.	Jamie Hargett, Beth James, Melanie Harrison, Casey Fernandez	05/02/2022		