# Newberry Elementary Annual Plan (2024 - 2025)

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| **[G 1] Reading/Language Arts** Newberry Elementary will increase the number of students meeting and/or exceeding expectations on the ELA TCAP from 14.7% in 2022 - 23 to 24% in 2024 - 25 SY. **Performance Measure** Performance will be measured using the following tools:  TCAP Assessment  District Diagnostic iReady Assessments in Fall 2024, Winter 2024, and Spring 2025  ANET or Performance Matters Formative Assessments  School leveled Weekly and Bi-weekly common assessments | | | | | |
| **Strategy** | **Action Step** | **Person Responsible** | **Estimated Completion Date** | **Funding Source** | **Notes** |
| **[S 1.1] Standard Aligned Core Instruction** \*\*Rationale:\*\*  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. **Benchmark Indicator** \*\*Implementation:\*\*  \* Quarterly district common formative assessments \* Weekly informal observation tool and rubric \* Weekly lesson plans \* Weekly Informal Observation Tool and rubric     \*\*Effectiveness:\*\*  \* Quarterly formative assessements will reflect at least 75% of students scoring 80% or better. \* Implementing monthly data team meetings will show 20% of students will increase 5% on track or mastery. \* Weekly lessons plan checks will show that 100% of teachers are on track with following the curriculum and overall teacher LOE will reflect level 3 or higher. \* Weekly informal observation data will indicate that at least 95% of teachers observed will demonstrate effective implementation of the instructional practices identified by the rubric, resulting in effectiveness scores of 3 or better. | **[A 1.1.1] Differentiated Instruction** Teachers will use differentiated instructional strategies using TN State standards aligned to the instructional practices and the Direct Teaching Model during core instruction, and small group instruction. | Sharon Swims- Assistant Principal , PLC Coach- Ranata Moss , Dinah Taylor- Principal, Sharlese James-Instructional Facilitator | 04/10/2025 | Title I |  |
|  | **[A 1.1.2] Building Teacher Capacity to Improve Student Achievement** Newberry's Instructional Leadership Team, Principal, Assistant Principal, PLC Coach, and Instructional Facilitator, will provide multiple opportunities to assist teachers in planning and delivering engaging learning experiences that strategically build fluency and comprehension skills. Teacher will participate in vertical team planning sessions led by the ILT to discuss questions and academic vocabulary needed for student mastery . | Dinah Taylor-Principal, Sharon Swims-Assistant Principal, Ranata Moss - PLC Coach, Sharlese James-Instructional Facilitator | 04/10/2025 | Title I |  |
|  | **[A 1.1.3] Purchase Instructional Supplies, Equipment and Professional Development** Federal funds will be used to purchase supplies and equipment to support ELA instruction. Federal funds will also be used for local or out-of -town Professional Development for teachers and school leaders. | Principal- Dinah Taylor, Assistant Principal- Sharon Swims, PLC Coach - Ranata Moss | 05/12/2025 | Title I |  |
| **[S 1.2] Professional Development** Newberry provide professional development for teachers, administrators, and instructional leaders on how to articulate the instructional practice shifts that will improve teachers’ pedagogical knowledge of the content and increasing student skill set to reading proficiency. **Benchmark Indicator** \*\*Implementation:\*\*  \* Weekly collaborative planning agenda and minutes \* Monthly professional development agenda and minutes \* Weekly PLC meeting agenda and minutes \* Bi-weekly Instructional Leadership Team (ILT) agenda and minutes     \*\*Effectiveness:\*\*  \* Bi-weekly admin meetings will monitor classroom observations that will reflect a 10% increase of teachers demonstrating effective implementation of instructional practices. \* Monthly professional development will result in at least 95% of teachers demonstrating effective implementation of the identified instructional strategies, resulting in an increase of student achievement by 10%. \* Weekly PLCs will result in 100% of teachers receiving departmentalized support to increase overall student achievement by 10%. \* Bi-weekly ILT meetings will result in at least 95% of teachers following the instructional framework, resulting in LOE scores of level 3 or higher. | **[A 1.2.1] Vertical Team Planning Sessions** Vertical teaming sessions are usually held on Wednesdays or a combined planning time. ILT Lead members facilitate these PD with input from Newberry Admin, district instructional coaches. Vertical teaming sessions imperative to planning for instruction because five out six of the grade levels are departmentalized according to content area. With grade levels consisting of one ELA/Social Studies teacher and one Math/Science teacher, planning, and collaborating on grade level in the content area is limited. Vertical teaming allows the teachers of specific content area to meet, review instructional strategies that promote differentiation and scaffolding, create, and exchange instructional resources, and engage in advance planning of instruction. Instructional Coach will also facilitate sessions to monitor and adjust the alignment and pacing of the standards relevant to ELA instruction according to the district curriculum guides. | Principal Dinah Taylor, Assistant Principal Sharon Swims, PLC Coach Ranata Moss | 05/16/2025 | Title I |  |
|  | **[A 1.2.2] Data Dig PD Days** In a school year, there is a tremendous amount of data for Newberry Elementary faculty and staff to review and analyze. With the end of each assessment testing window, a data professional development occurs to review the results, analyze the data, and develop a plan of action (next steps) as a means of meeting the school’s Annual Measurable Objective (AMO). During in-service week at the beginning of the school year, the summative data (if available) from TCAP TN Ready is reviewed along with data results from the previous year. This allows faculty and staff to contemplate and evaluate the possible academic performance of students for the upcoming year. The data from the iReady, the district’s universal screener, the district common formative assessment, is disaggregated in the fall, winter, and spring of the school year, which accounts for six PD sessions. The results from these two assessments have an immediate impact on faculty and staff collaboration and planning for instruction. All data results and resources are housed in the school’s data room. Other Data Days are scheduled to be held during faculty meetings, some PLCs, and in district and school structured professional development. | Dinah Taylor- Principal, Sharon Swims- Assistant Principal, Ranata Moss- PLC Coach, Tyiesha Lewis- ELA ILT Lead | 05/16/2025 | Title I |  |
| **[S 1.3] Targeted Intervention and Personalized Learning** Provide academic interventions, personalized learning activities, an individualized learning pace, and various instructional approaches designed to meet the needs of specific learners to improve student achievement.  Instructional leaders will conduct professional development of strategies for navigating AimsWeb, progress monitoring, and data management to provide support for teachers to ensure effective implementation of intervention strategies.  To address the different learning needs of the student population, targeted intervention and personalized learning is provided through Response to Intervention and Instruction (RTI2), English as a Second Language (ESL) services, and Exceptional Children/Students with Disabilities. RTI2 is an allotted time within the school’s master schedule in which intervention and personalized instruction are delivered in, small groups as specified in Educational Plans (EPlan). Students receiving RTI2 scored below the 25th percentile on the district’s universal screener and receive instruction in the identified deficit area. Through the recommendation of the Newberry Elementary RTI team and/or a medical professional, students can be evaluated for Special Education services. If deemed to meet the requirements after being evaluated by the MSCS department of Exceptional Children, an Individualized Education Plan (IEP) will be developed for the specified student to address an academic deficit. Students in which English is not the primary language in the home may qualify for ESL services. These students are also evaluated using the WIDA assessment which determines if the student qualify for ESL services and will have an Individual Learning Plan (ILP) developed. **Benchmark Indicator** \*\*Implementation:\*\*  \* Monthly progress monitoring data \* Monthly data meeting agenda and minutes \* Quarterly benchmark assessment data \* Weekly fidelity checks \* Weekly iReady reports     \*\*Effectiveness:\*\*  \* Monthly progress monitoring data will reflect students increasing by at least 2-3 data points. \* Monthly data team meetings will reflect at least 10% of students being able to exit RTI2 supports and interventions. \* Quarterly benchmark assessment data will reflect at least 5% of students moving from Tier III to Tier II or Tier II to Tier I. \* Weekly fidelity checks will reflect that 100% of teachers are implementing the RTI2 curriculum, which will result in students increasing by at least 2-3 data points during progress monitoring. \* Weekly iReady reports will reflect a 5% increase in the number of students who score mastery on skill deficit areas. | **[A 1.3.1] Supplemental Instructional Resources** Supplemental instructional resources are needed not just for struggling students, but for all students. These resources are chosen based on being research-based, vetted by faculty and staff, and being a part of the MSCS approved instructional vendor’s list. Currently, MSCS has purchased Nearpod, an online program with ELA, Math, and Science components. Newberry Elementary has purchased additional supplemental instructional resources available to the faculty and staff: Measure Up Reading, Math, and Science, ABC Reading and Math workbooks, and Reading from A to Z. All supplemental instructional resources are aligned to the Tennessee State Standards. | Principal Dinah Taylor, Assistant Principal Sharon Swims, PLC Coach Ranata Moss | 04/25/2025 | Title I |  |
|  | **[A 1.3.2] Response To Intervention** Teachers will be used to provide small group intervention for students identified as Tier II and Tier III during the designated RTI2 Instructional Block. Students and teachers will use iReady to promote higher order thinking skills and inquiry based learning in their daily instructional routines. Teachers will integrate content area materials and resources embedded in the curriculum, to support differentiation of student work while meeting the needs of all students in regards to their current level of academic performance. | Sharlese James - Instructional Facilitator, Sharon Swims- Assistant Principal, Ranata Moss - PLC Coach | 05/16/2025 | Title I |  |
| **[G 2] Mathematics** Newberry Elementary School will increase Math proficiency rates of meeting and/or exceeding on the TCAP assessment in grades 3-5 from 29.2% in 2022 - 2023 to 39.2% or higher in 2024 - 25. **Performance Measure** Performance will be measured using the following tools:  TCAP Assessment  District Formative Assessment using iReady data (Fall, Winter, and Spring)  School-based weekly common assessments | | | | | |
| **Strategy** | **Action Step** | **Person Responsible** | **Estimated Completion Date** | **Funding Source** | **Notes** |
| **[S 2.1] Standard Aligned Core Instruction** Newberry teachers will plan and execute standard aligned lessons with intentionality and focus (data-informed instruction) to provide daily access to a rigorous math curriculum, Envision Math, 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.  \*\*Rationale:\*\*  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. We will utilize the Envision math curriculum and iReady to meet the districts expectation. **Benchmark Indicator** \*\*Implementation:\*\*  \* Quarterly Data Dig Minutes \* Weekly lesson plans \* Quarterly student work samples \* Daily exit tickets     \*\*Effectiveness:\*\*  \* Quarterly data dig minutes will show at least 80% of students tested will meet or exceed expectations on formative assessments with a score of 80% or higher. \* Weekly lessons plan checks will show that 100% of teachers are on track with following the curriculum and overall teacher LOE will reflect level 3 or higher. \* Quarterly review of student work samples will show students’ mastery of standards at 80% or higher. \* Daily exit tickets will reflect at least 90% of students scoring 80% or higher. | **[A 2.1.1] Improving Student Achievement** Newberry Administrative staff (Principal and Assistant Principal), the PLC Coach, Instructional Facilitator, Instructional Leadership Team will provide weekly planning sessions to assist teachers in developing and delivering engaging learning experiences that strategically build fluency and problem solving skills. Parents will also be trained in the Fall, Winter, and Spring on research-based strategies that they can use at home to help their children with improve their fluency and problems solving skills. | Dinah Taylor- Principal, Sharon Swims- Assistant Principal, Sharlese James - Instructional Facilitator | 05/16/2025 | Title I |  |
|  | **[A 2.1.2] Building Teacher Capacity** Newberry's Instructional Leadership Team, PLC Coach, and Instructional Facilitator, will provide multiple opportunities to support teachers in planning and delivering engaging learning experiences that strategically solve application problems while developing math concepts. Teacher will participate in vertical team planning sessions led by the Math ILT Lead to discuss questions, concepts and math academic vocabulary needed for student mastery. | Principal Dinah Taylor, Asst. Principal Sharon Swims, PLC Coach Ranata Moss, and Instructional Facilitator -Sharlese James | 04/25/2025 | Title I |  |
|  | **[A 2.1.3] Purchase Instructional Supplies, Equipment, and Professional Development** Federal funds will be used to purchase supplies and equipment to support Math instruction. Federal funds will also be used for local or out-of -town professional development for teachers and school leaders. | Assistant Principal Sharon Swims, PLC Coach Ranata Moss | 02/28/2025 | Title I |  |
| **[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. **Benchmark Indicator** \*\*Implementation:\*\*  \* Weekly collaborative planning agenda and minutes \* Monthly professional development agenda and minutes \* Weekly PLC meeting agenda and minutes \* Bi-weekly Instructional Leadership Team (ILT) agenda and minutes     \*\*Effectiveness:\*\*  \* Bi-weekly admin meetings will monitor classroom observations that will reflect a 10% increase of teachers demonstrating effective implementation of instructional practices. \* Monthly professional development will result in at least 95% of teachers demonstrating effective implementation of the identified instructional strategies, resulting in an increase of student achievement by 10%. \* Weekly PLCs will result in 100% of teachers receiving departmentalized support to increase overall student achievement by 10%. \* Bi-weekly ILT meetings will result in at least 95% of teachers following the instructional framework, resulting in LOE scores of level 3 or higher. | **[A 2.2.1] Individualized Professional Development** Teachers will be provided with professional development to assist in planning and delivering engaging learning experiences that strategically build fluency and problem solving skills. Provide high-quality professional learning and instructional resources for direct support to improve math practices for grades 3 - 5 through Principal, Asst. Principal, Math Content ILT Lead, Instructional Facilitator, and PLC Coach. | Principal Dinah Taylor, Asst. Principal Sharon Swims, PLC Coach Ranata Moss | 04/30/2025 | Title I |  |
|  | **[A 2.2.2] High Quality Continuous Professional Development for Math** Administration and Math ILT Lead staff will provide ongoing, research-based professional development for teachers and staff through various activities including modeling effective instructional practices (including implementing Performance Based Objectives), assessment techniques, and directed teaching methods; acting as a coach and support to teachers; and, modeling effective intervention strategies for all level of learners. | Dinah Taylor - Principal, Sharon Swims- Asst. Principal, Ranata Moss- PLC Coach, Angela Tunstall, Math ILT Lead, Sharlese James- Instructional Facilitator | 04/25/2025 | Title I |  |
| **[S 2.3] Targeted Interventions and Personalized Learning,** Provide academic interventions, personalized learning activities, an individualized learning plan, and various instructional approaches designed to meet the needs of specific learners to improve student achievement.  \*\*Rationale\*\*  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. Instructional leaders will conduct professional development of strategies for navigating AimsWeb, progress monitoring, data management and provide ongoing support for teachers to ensure effective implementation of intervention strategies. **Benchmark Indicator** \*\*Implementation\*\*  \* Monthly progress monitoring data \* Monthly data meeting agenda and minutes \* Quarterly benchmark assessment data \* Weekly fidelity checks \* Weekly iReady reports     \*\*Effectiveness\*\*  \* Monthly progress monitoring data will reflect students increasing by at least 2-3 data points. \* Monthly data team meetings will reflect at least 10% of students being able to exit RTI2 supports and interventions. \* Quarterly benchmark assessment data will reflect at least 5% of students moving from Tier III to Tier II or Tier II to Tier I. \* Weekly fidelity checks will reflect that 100% of teachers are implementing the RTI2 curriculum, which will result in students increasing by at least 2-3 data points during progress monitoring. \* Weekly iReady reports will reflect a 5% increase in the number of students who score mastery on skill deficit areas. | **[A 2.3.1] Differentiated Instruction** Newberry teachers and staff will target specific academic deficits of students using disaggregated results from the Spring 2023 TCAP Assessment, i-Ready and Common Assessments. Teachers will use data templates and charts to track all current data with set goals to monitor student progress. Progress towards individual student goals will be tracked through data templates in PLCs and quarterly data share outs. Identified students will be assigned to weekly or bi-weekly progress monitoring for data points toward their academic growth and achievement. | Principal Dinah Taylor, Assistant Principal Sharon Swims, Math ILT Lead, PLC Coach Ranata Moss | 05/23/2025 | Title I |  |
|  | **[A 2.3.2] Response to Intervention** Teachers will be used to provide small group intervention for students identified as Tier II and Tier III during the designated RTI2 Instructional Block. Students and teachers will use iReady to promote higher order thinking skills and inquiry based learning in their daily instructional routines. Teachers will integrate content area materials and resources embedded in the curriculum, to support differentiation of student work while meeting the needs of all students in regards to their current level of academic performance. | Assistant Principal Sharon Swims , Ranata Moss - PLC Coach, Sharlese James- Instructional Facilitator | 05/23/2025 | Title I |  |
| **[G 3] Safe and Healthy Students** Newberry will maintain a 80% or higher progressive discipline rate (i.e., supports and interventions) among our overall disciplinary incidents (i.e, office referrals/other documented supports).  The number of student who were Chronically Out of school at Newberry 23.4% in 2023. Newberry Elementary School will decrease the number of high risk Chronic Absenteeism rate from 23.4% by 5% or higher by the end of the 2024 -2025 school year.  Newberry Elementary will cultivate a positive school culture and climate to ensure the conditions are safe and conducive for instruction.  The goal is to decrease our chronically absenteeism by up to 10% in the 2024-2025 academic school year. **Performance Measure** Interventions and supports will be measured using the following:  \* PowerSchool Data \* PowerBI Data \* Share Point \* Bi-weekly Chronic Absenteeism Reports by GOS \* Counselor Truancy logs/Early Intervention logs (Every 20 days) \* Monthly SART/SARB meeting documentation \* SART documentation for At-Risk Students | | | | | |
| **Strategy** | **Action Step** | **Person Responsible** | **Estimated Completion Date** | **Funding Source** | **Notes** |
| **[S 3.1] Attendance and Behavior Interventions and Supports** \*\*Rationale\*\*  Implement targeted interventions and support programs and initiatives that address identified behavior needs and provide appropriate student supports. **Benchmark Indicator** \*\*Implementation\*\*  \* 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. \* 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.      \*\*Effectiveness\*\*  \* 20-day behavior reports will reflect a 5% decrease in the number of student infractions. \* 20-day attendance reports will reflect a 5% decrease in the number of students absent from school. | **[A 3.1.1] Positive Behavior Intervention and Support** Implement targeted interventions and support programs and initiatives that address identified behavior needs and provide appropriate student supports.  Following the districts RTI2B Plan.  Providing incentives to scholars who follow the rules and display good character. | Principal Dinah Taylor, Assistant Principal Sharon Swims, Professional Counselor Jean Lake | 05/23/2025 | Title I |  |
|  | **[A 3.1.2] Targeted Training for All Staff** \* Schoolwide training provided principals, teachers, school counselors, attendance secretaries and PBIS coaches professional development to address student discipline, attendance, data entry and chronic absenteeism. \* McKinney Vinto Training \* RTI2 - B \* ReThink Ed Training \* Safe Schools Training Modules | Dinah Taylor - Principal, Jean Lake - Guidance Counselor , Sharon Swims - Assistant Principal, Sharlese James - Instructional Facilitator | 04/25/2025 | Title I |  |
| **[S 3.2] Professional Development** Provide ongoing, high quality professional development at the District-level and school site for school leaders, teachers, and other instructional staff to focus on changing instructional practices that result in improved student attendance and behavior positively impacting student achievement. **Benchmark Indicator** \*\* Implementation\*\*  \* Semesterly RTI2-B data training agenda and minutes      \*\*Effectiveness\*\*  \* Monthly RTI2-B data teams meetings will result in a 5% decrease in student infractions. \* Monthly SART and SARB meetings will reflect a 5% increase in student attendance and a 5% decrease in student infractions each 20-day period. | **[A 3.2.1] Professional Development** Provide ongoing, high quality professional development at the district-level and school site for school leaders, teachers, and other instructional staff to focus on changing instructional practices that result in improved student attendance and behavior positively impacting student achievement. | Principal Taylor, Candice Gardner-Family Engagement Specialist, Jean Lake -School Counselor | 04/30/2025 | Title I |  |
|  | **[A 3.2.2] Additional Learning Opportunities** Newberry administrators, ILT members, content leads, and District Coaches will facilitate learning opportunities for teachers in grades K-5. Teachers will participate in professional development to support academic growth and achievement. PD will be provided to increase teachers' understanding of blended learning, technology integration, STEM, project-based learning, school counseling services, and delivering highly rigorous instruction. | Principal Dinah Taylor, Assistant Principal-Sharon Swims, Renata Moss- PLC Coach | 05/23/2025 | Title I |  |
| **[S 3.3] Parent, Family, and Community Engagement** Promote effective parent, family, and community engagement activities and resources that support safe schools which will improve student attendance and behavior. **Benchmark Indicator** \*\*Implementation\*\*  \* Quarterly parent surveys \* Quarterly parent meeting agenda and minutes  \* Semesterly parent-teacher conference sign-in sheets/minutes     \*\*Effectiveness\*\*  \* Parent surveys will result in at least 1 additional family engagement and involvement meetings/events based on feedback each semester. \* Quarterly parent meetings will result in an increase in participation by at least 10%. \* Semesterly parent-teacher conferences will result in a 5% decrease in student infractions and a 5% decrease in student absences. | **[A 3.3.1] Parent and Family Engagement** Student Attendance Review Team (SART) will meet weekly to analyze attendance data. SART mentors/classroom teacher will make contact with parents after 3 consecutive days, and after 5 consecutive days SART will began review process and parent conference with administrator. Weekly newsletter and calls will go out weekly to communicate attendance rate. Monthly calendar is issued to provide school-wide updates, daily folder goes home to communicate conduct and academic progress. Monthly PTA Nights, Title I Meetings twice a year. | Dinah Taylor-Principal. Jean Lake, Counselor, Candice Gardner - Family Engagement Specialist | 05/23/2025 | Title I |  |
|  | **[A 3.3.2] School Level Parent Trainings** Newberry's Response to Instruction and Intervention for Behavior Team will provide a training session each quarter for parents of students. Each training session will address trending behaviors at school and possible ways parents can help lessen the likelihood of such behaviors. During the training sessions, the Team will emphasize what an important role attendance plays in their child's education. Parents will also be informed of the nature of the trending occurrences, how often these infractions are occurring, possible strategies to prevent these behaviors from happening again, and the effects of the consequences on a child's attendance if these issues persist. Parents should leave each training session equipped with knowledge of trends and possible ways to curtail it in support of their child's education. | Principal Dinah Taylor, Jean Lake- Counselor, Rita Dickerson-SWD Teacher, Candice Gardener-Family Engagement Specialist | 05/23/2025 | Title I |  |
| **[G 4] Early Literacy** KK-2 students will increase iReady scores by at least 10% from fall to spring.  Newberry Elementary School will increase Early Literacy proficiency rates in grades KK - 2 from 70.3% in 2022-2023 to 75% or higher in 2024-2025. **Performance Measure** By Spring 2024, 40% of third grade students will meet or exceed expectations on the TCAP Assessment. KK-2 students will achieve Success criteria relative to the grade by the following: (a) Kindergarten students must master 80% Literacy Skills per quarter on Report Card grades.(b) 1st grade students must earn 70 or higher in Reading per quarter on Report Card grades.(c) 2nd grade students must earn 8 of 12 Success Criteria\* in report card grading, formative assessment, and universal screener (iReady) with a Lexile level of 350 in the fall to 485 by spring.  Our level up goals:  Kindergarten - Fall 357, Winter 371, Spring 417  1st Grade - Fall 417, Winter 429, Spring 476  2nd Grade - Fall 489, Winter 505, Spring 517 | | | | | |
| **Strategy** | **Action Step** | **Person Responsible** | **Estimated Completion Date** | **Funding Source** | **Notes** |
| **[S 4.1] Professional Learning** \*\*Rationale\*\*  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.   Provide professional development for teachers on how to articulate the instructional practice shifts that will improve teachers’ pedagogy of the content, master of standard look fors, students’ skill set, and students’ proficient reading level of grade supported texts.   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.   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. **Benchmark Indicator** \*\*Implementation\*\*   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 K-2 teachers' 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 K-2 Comprehensive Literacy walk-throughs from district instructional literacy advisors will monitor the academic gap and root cause analysis to support continued professional development opportunities;  QUARTERLY surveys of educational assistant's support in K-2 classrooms to inform professional learning and resources needed to improve instruction and student achievement.  Quarterly attendance and completion review of specialized PD focused on foundational literacy and to inform future professional learning opportunities.          \*\*Effectiveness:\*\*  \* Weekly, student assessment data to monitor daily task alignment with standards; Analysis of Benchmark assessment results . \* Quarterly, we will review of student success criteria to measure progress toward 3rd grade proficiency to inform needed instructional changes and professional development. \* 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 | **[A 4.1.1] Early Literacy Focus** Classroom walkthroughs will include feedback on the development of a literacy rich environment to ensure early learners engaged in in meaningful, authentic opportunities to develop skills that support the ability to read. Additional vertical team meetings, for kindergarten through third grade ELA teachers, will focus on the various components of science of reading and how to effectively incorporate those skills into instruction daily. | Principal Dinah Taylor, Asst. Principal Sharon Swims, ELA Lead Tyeisha Lewis, Sharlese James, Instructional Facilitator and PLC Coach Ranata Moss | 04/25/2025 | Title I |  |
|  | **[A 4.1.2] Early Literacy Professional Learning for Specialized Educational Assistants** Design and customize weekly professional learning experiences for K-2 Specialized Education assistants aligned to the ELA curriculum’s scope and sequence for literacy instruction to provide students with additional instructional support during whole group instruction, small group instruction, literacy workstations, one-on-one, and RTI2. | Dinah Taylor - Principal, Sharon Swims-Asst. Principal, Ranata Moss - PLC Coach | 04/25/2025 | Title I |  |
| **[S 4.2] Foundational Literacy Opportunities** Support K-2 teachers with implementing high quality foundational literacy instruction and strategies. **Benchmark Indicator** MONTHLY review of Laureate support logs to measure the frequency and level of school-based support to K-2 teachers in the priority coaching areas to inform specific areas of support needed for Laureates. QUARTERLY review of Laureate support logs to ensure high-yielding instructional and coaching practices meet the implementation expectations. | **[A 4.2.1] Literacy Stations** K-2 teachers with support from instructional coach will implement high quality foundational literacy instruction and strategies. | Principal Dinah Taylor, ELA ILT Lead-Tyeisha Lewis, Asst. Principal- Sharon Swims, PLC Coach-Renata Moss | 05/22/2025 | Title I |  |
|  | **[A 4.2.2] Building Skilled Readers using the Science of Reading** The PLC Coach, Instructional Facilitator, Interventionist, and ELA Content Lead will work closely with staff to provide professional development on the reading strands of Scarbrough's Rope Model of Reading for all grade levels. Literacy resources and instructional supplies will be used to increase student achievement in language comprehension and word recognition. | Principal Dinah Taylor, Assistant Principal-Sharon Swims, Renata Moss-PLC Coach, ELA Content Lead, Tyeisha Lewis | 05/23/2025 | Title I |  |