

Westside Elementary Annual Plan (2021 - 2022)

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

Westside Elementary will increase ELA on-track and mastery proficiency rates for grades 3-5 from 4.4% in 2021 to 16.4% in 2022.

**Performance Measure**

TN Ready Assessment DataMastery Connect(District Formative Assessment 70% on track/mastery)

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p><b>[S 1.1] Standard Aligned Core Instruction</b> 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><b>Benchmark Indicator</b> 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 school leadership team and 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. Weekly Collaborative Planning Informal Walkthroughs with feedback Unannounced Formal Observation using TEM (range of 1 to 3) observations per teacher based on TEM rating Announced Formal Observation using TEMILT Walkthroughs using IPGs Peer Observations</p>	<p><b>[A 1.1.1] Collaborative Planning and Weekly PLC Meetings</b> Collaborative Planning and Weekly PLC meetings Teachers will meet on grade-level and with the admin team to analyze standards and assessments for the upcoming week. Teachers will engage in deliberate practice to receive feedback around enhancing instructional practice to provide high-quality instruction for all students. We will use the collaborative planning protocol to address strategies, and weekly standards. The district has also implemented a new PLC format for each content area that will be used in planning instruction. Teachers will also engage in vertical planning to prepare students for success in the next grade. This will also help to identify academic gaps between grades.</p>	<p>Kimberly Adams, Kesha McKinney, Cassandra Taylor</p>	<p>05/27/2022</p>		

	<p><b>[A 1.1.2] Additional Instructional Resources</b> Equipment, materials and supplies will be purchased to support and increase student achievement in reading.</p>	Kesha McKinney	05/27/2022		
	<p><b>[A 1.1.3] Conduct Bi-Weekly Data Meetings</b> We will conduct bi-weekly data meetings in grades K-5. Feedback from these meetings will be used to plan for reteaching and intervention. The ILT team will also meet to discuss the findings and include this information in the school's CPL. We will analyze the following on a bi-weekly basis: Student work School-wide data Grade-Level Data Teacher data Trends and gaps Bi-Weekly Common Formative Assessments</p>	Kimberly Adams, Kesha McKinney	05/27/2021		
<p><b>[S 1.2] Professional Development</b> Professional development will be provided to teachers, administrators, and instructional leaders 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><b>Benchmark Indicator</b> Instructional Leadership Team (ILT) meetings – MONTHLY to ensure district and school leaders are attending and obtaining the knowledge shared during meetings. TEM Evaluation Scores TN Ready Results District Assessments Insight Survey Results New hire rosters and mentor list to ensure new teachers are assigned and attending new teacher professional support.</p>	<p><b>[A 1.2.1] Attend District-Required Professional Development Training</b> The district will Provide teachers with the opportunity to study, practice, and receive critical feedback requires prioritizing professional learning. All classroom teachers throughout the district are required to earn professional 2020-2021 school year. These hours are broken down into four components: District Learning Days, school-based, zone and choice. These PD opportunities can include, but are not limited to. Training on understanding and ELA standards Wonders curriculum support Differentiated Instruction Zone specific planning Virtual training</p>	Danielle Harris, ISA	05/27/2022		
	<p><b>[A 1.2.2] Provide RTI2A , Intervention and Assessment Training</b> Using informal and formal observations, new assessment data and student needs, the ILT team will decide on school-based professional development and other trainings. The professional</p>	Cassandra Taylor, Kesha McKinney	05/27/2022		

	<p>development sessions will include, but are not limited to: Differentiated Instruction: Teachers will gain insight on how to use resources and technology to meet the needs of diverse learners . Reteaching Strategies: Student work will be assessed to identify areas to be retaught for mastery. This will also be discussed during collaborative planning Incorporating Technology - Teachers will receive training on how to use various online resources and tools to assess and engage all students. Professional Development will include: Mastery Connect - This will be used for teacher and district common assessments FastBridge - This online platform will be used as our Universal Screener to identify students in need of RTI2 Intervention- Kindergarten portfolio assessments will be uploaded to this site Content specific conferences both in and out of town Teacher Lead PD on best-practices and resources</p>				
	<p><b>[A 1.2.3] Plan, Attend and/or Conduct School-Based Professional Development</b>  The district will Provide teachers with the opportunity to study, practice, and receive critical feedback requires prioritizing professional learning. All classroom teachers throughout the district are required earn professional development hours throughout the school year. Teachers will complete professional learning hours for the 2021-2022 school year. These hours are broken down into four components: District Learning Days, school-based, zone and choice. These PD opportunities can include, but are not limited to: Training on understanding and ELA standards Wonders curriculum support Canvas courses Zone specific planning and support Virtual training School-based training (ILT, Laureate and PLC)</p>	<p>Kimberly Adams, Kesha McKinney, April Harris, Treneka Jones, Delissa Haylsett, Tiffanie McCraven , Allie Nolen, Tracy Fox, Monique Eason, Cathey Wise</p>	<p>05/27/2022</p>		
<p><b>[S 1.3] Targeted Intervention and Personalized Learning</b></p>	<p><b>[A 1.3.1] Daily RTI2 Implementation</b>  RTI2 has proven to be an effective model for</p>	<p>Kimberly Adams, Kesha</p>	<p>05/27/2022</p>		

<p>Provide academic interventions and personalized learning activities that are designed to meet the individual needs of the student and provide a learning pace and instructional approaches to meet the needs of each learner.</p> <p><b>Benchmark Indicator</b>          Illuminate/ FastBridge Progress Monitoring RTI2          Progress Monitoring Fidelity Checks iReady          DataDistrict Formative Assessments</p>	<p>improving student achievement. Response to Instruction and Intervention, or RTI2, is a teaching system that uses a data to identify students' specific needs and match those needs with appropriate instructional strategies. We will use FastBridge to identify Tier II and Tier III students by ranking the bottom 15% of students to receive intervention. Monitoring is ongoing, and student progress is benchmarked as prescribed. Student interventions will be adjusted based on student mastery. Implementation will include: Provided daily targeted intervention for Tier 1, 2 and 3 students on the students instructional level Conduct monthly RTI@ meetings to discuss newly identified RTI2 students Copiers and computers needed to print assessment, progress monitoring probes, parent letters, individual data reports for students. Master scheduling to allot teachers 30-45 minutes a day as required for RTI2 Teachers, Administration, and School Psychologist monthly meeting to discuss data intervention process Progress monitoring tools Direct and Indirect Fidelity checks Uninterrupted intervention time</p>	<p>McKinney,          April Harris,          Treneka          Jones, Delissa          Haylsett,          Tiffani          McCraven ,          Allie Nolen,          Tracy Fox,          Monique          Eason, Cathey          Wise</p>			
	<p><b>[A 1.3.2] Differentiated Instruction</b>          In order to meet the individual needs of all students, differentiated learning will take place in all classes. Classroom teachers, the ILT team and Admin team, will use student data to determine areas of strength and areas in need of improvement. Teachers will then be able to make informed decisions as to how to reteach skills and determine strategies/resources best suited for all students. This may include reteaching, one-on-one instruction, small group, manipulatives, and online resources. In order to determine needs , we will analyze : Student work School-wide data Grade-Level Data Teacher data Trends and gaps Weekly Common Formative Assessments</p>	<p>Kimberly          Adams, Kesha          McKinney,          April Harris,          Treneka          Jones, Delissa          Haylsett,          Tiffani          McCraven ,          Allie Nolen,          Tracy Fox,          Monique          Eason, Cathey          Wise</p>	<p>05/27/2022</p>		

**[G 2] Mathematics**

Westside Elementary will increase math on-track and mastery proficiency rates for grades 3-5 from 0.9% in 2021 to 13% in 2022.

**Performance Measure**

TN Ready Assessment DataMastery Connect (District Formative Assessment 70% on track/mastered)

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p><b>[S 2.1] Standard Aligned Core Instruction</b> Provide access to rigorous curriculum, quality core instruction, and assessments aligned with the State's academic content standards.</p> <p><b>Benchmark Indicator</b> Performance levels at 70% on-track/mastery on District Formative Assessments (Fall, Winter and Spring) will demonstrate the alignment of core instruction being taught to standards for the specific quarter. School Equity Walks conducted monthly by District Cross-functional teams. Weekly Collaborative Planning Informal Walkthroughs with feedback (daily basis) Announced Formal Observation using the TEM rubric LT Walkthroughs using IPGs Peer Observations</p>	<p><b>[A 2.1.1] Collaborative Planning and Weekly PLC Meetings</b> Teachers will meet on grade-level and with the admin team to analyze standards and assessments for the upcoming week. Teachers will engage in deliberate practice to receive feedback around enhancing instructional practice to provide high-quality instruction for all students. We will use the collaborative planning protocol to address strategies, and weekly standards. The district has also implemented a new PLC format for each content area that will be used in planning instruction. Teachers will also engage in vertical planning to prepare students for success in the next grade. This will also help to identify academic gaps between grades.</p>	Kimberly Adams, Kesha McKinney,	05/27/2022		
	<p><b>[A 2.1.2] Conduct Bi-Weekly Data Meetings</b> In order to differentiate classroom instruction to meet the instructional needs of students, we will analyze the following on a weekly basis: Student work School-wide data Grade-Level Data Teacher data Trends and gaps Weekly Common Formative Assessments</p>	Kimberly Adams, Kesha McKinney, Cassandra Taylor	05/27/2022		
	<p><b>[A 2.1.3] Additional Instructional Resources</b> Equipment, materials and supplies will be purchased to support and increase student achievement in math.</p>	Kesha McKinney	05/27/2022		
<p><b>[S 2.2] Professional Development</b> Participate in ongoing, high quality professional</p>	<p><b>[A 2.2.1] Attend District-Required Professional Development Training</b></p>	Christine Bingham, ISA	05/27/2022		

<p>development for school leaders, teachers, and other instructional staff that focuses on changing instructional practices that result in improved student performance in math.</p> <p><b>Benchmark Indicator</b>  Instructional Leadership Team (ILT) meetings  IPG and walk-through observation data  District Formative Assessment data  Professional Learning Zone (PLZ) coursework  School Equity Walks conducted MONTHLY by District cross-functional teams.  TEM Evaluation Scores  TN Ready Results  District Assessments  Insight Survey Results</p>	<p>The district will Provide teachers with the opportunity to study, practice, and receive critical feedback requires prioritizing professional learning. All classroom teachers throughout the district are required to earn professional 2019-2020 school year. These hours are broken down into four components: District Learning Days, school-based, zone and choice. These PD opportunities can include, but are not limited to. Educational Epiphany training and support  Eureka curriculum support  Differentiated Instruction  Zone specific planning  Virtual training</p>				
	<p><b>[A 2.2.2] Provide RTI2A , Intervention and Assessment Training</b>  Using informal and formal observations, new assessment data and student needs, the ILT team will decide on school-based professional development and other trainings. The professional development sessions will include, but are not limited to:  Differentiated Instruction: Teachers will gain insight on how to use resources and technology to meet the needs of diverse learners  .Reteaching Strategies: Student work will be assessed to identify areas to be retaught for mastery. This will also be discussed during collaborative planning  Incorporating Technology - Teachers will receive training on how to use various online resources and tools to assess and engage all students. Professional Development will include:  Mastery Connect - This will be used for teacher and district common assessments  FastBridge - This online platform will be used as our Universal Screener to identify students in need of RTI2 Intervention- Kindergarten portfolio assessments will be uploaded to this site  Content specific conferences both in and out of town  Teacher Lead PD on best-practices and resources</p>	<p>Kimberly Adams, Kesha McKinney, Cassandra Taylor</p>	<p>05/27/2022</p>		

	<p><b>[A 2.2.3] Plan, Attend and/or Conduct School-Based Professional Development</b></p> <p>The district will Provide teachers with the opportunity to study, practice, and receive critical feedback requires prioritizing professional learning. All classroom teachers throughout the district are required earn professional development hours throughout the school year. Teachers will earn professional learning hours for the 21-22 school year. These hours are broken down into four components: District Learning Days, school-based, zone and choice. These PD opportunities can include, but are not limited to. Training on understanding math standards Educational Epiphany Training and support Eureka curriculum support Differentiated Instruction Zone specific planning Virtual training</p>	<p>Kimberly Adams, Kesha McKinney, Cassandra Taylor, Venus Camper, Tasha Love, Vickie Greene, Tiffany Lewis, Kevin Robinson, Kimberly Turner, Kimberly Berg, Angela Battles</p>	<p>05/27/2022</p>		
<p><b>[S 2.3] Targeted Interventions and Personalized Learning,</b></p> <p>Provide academic interventions and personalized learning activities that are designed to meet the individual needs of the student and provide a learning pace and instructional approaches to meet the needs of each learner.</p> <p><b>Benchmark Indicator</b></p> <p>Illuminate/ FastBridge Progress Monitoring RTI2 Progress Monitoring Fidelity Checks iReady Data District Formative Assessments</p>	<p><b>[A 2.3.1] Daily RTI2 Implementation</b></p> <p>RTI2 has proven to be an effective model for improving student achievement. Response to Instruction and Intervention, or RTI2, is a teaching system that uses a data to identify students' specific needs and match those needs with appropriate instructional strategies. We will use FastBridge to identify Tier II and Tier III students by ranking the bottom 15% of students to receive intervention. Monitoring is ongoing, and student progress is benchmarked as prescribed. Student interventions will be adjusted based on student mastery. Implementation will include: Provided daily targeted intervention for Tier 1, 2 and 3 students on the students instructional level Conduct monthly RTI@ meetings to discuss newly identified RTI2 students Copiers and computers needed to print assessment, progress monitoring probes, parent letters, individual data reports for students. Master scheduling to allot teachers 30-45 minutes a day as required for RTI2 Teachers, Administration, and School</p>	<p>Kimberly Adams, Kesha McKinney, Cassandra Taylor, Venus Camper, Tasha Love, Vickie Greene, Tiffany Lewis, Kevin Robinson, Kimberly Turner, Kimberly Berg, Angela Battles</p>	<p>05/27/2022</p>		

	Psychologist monthly meeting to discuss data intervention process Progress monitoring tools Direct and Indirect Fidelity checks Uninterrupted intervention time				
	<p><b>[A 2.3.2] Differentiated Instruction</b></p> <p>In order to meet the individual needs of all students, differentiated learning will take place in all classes. Classroom teachers, the ILT team and Admin team, will use student data to determine areas of strength and areas in need of improvement. Teachers will then be able to make informed decisions as to how to reteach skills and determine strategies/resources best suited for all students. This may include reteaching, one-on-one instruction, small group, manipulatives, and online resources. In order to determine needs, we will analyze:</p> <ul style="list-style-type: none"> <li>Student work</li> <li>School-wide data</li> <li>Grade-Level Data</li> <li>Teacher data</li> <li>Trends and gaps</li> <li>Weekly Common Formative Assessments</li> </ul>	Kimberly Adams, Kesha McKinney, Cassandra Taylor, Venus Camper, Tasha Love, Vickie Greene, Tiffany Lewis, Kevin Robinson, Kimberly Turner, Kimberly Berg, Angela Battles	05/27/2022		

**[G 3] Safe and Healthy Students**

Westside Elementary will reduce the percentage of chronically absent students from 12.5% in 2021 to 7.5% in 2022.

**Performance Measure**

Power BI data  
PowerSchool data  
SART documentation for at-risk students

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p><b>[S 3.1] Attendance and Behavior Interventions and Supports</b></p> <p>Implement targeted interventions, initiatives and support programs that address chronic absenteeism and behavioral needs for all students.</p> <p><b>Benchmark Indicator</b></p> <p>Monitor 20 day reports for behavior outputs, effectiveness of behavioral interventions and supports aimed at reducing student discipline incidents.. Attendance and suspension data - 20</p>	<p><b>[A 3.1.1] RTI2B Implementation</b></p> <p>Our school-wide RTI2B behavior plan will support both behavior and reduce absenteeism. This plan focuses on promoting positive behavior while developing relationships between students and school staff, creating a culture where all students and teachers are respected and included in their community. There is also a component that encourages and recognizes regular attendance. The plan incorporates:</p> <ul style="list-style-type: none"> <li>Online resources</li> <li>Lesson Plans for expected</li> </ul>	Kimberly Adams, Latrina Walker, Kesha McKinney	05/27/2022		

<p>day reporting period, will assist in monitoring students attendance and the effectiveness of behavioral interventions and supports measures aimed at improved student attendance. Monitoring students who have been identified as needing additional support (i.e. homeless, foster care, student involved in RTIB programs).</p>	<p>behaviorsMonthly committee meetings to discuss challenges and successesIncentives for exemplary behaviorParent workshops/training</p>				
	<p><b>[A 3.1.2] Social Emotional Learning</b>  Social Emotional Learning (SEL) will be incorporated in all grades throughout the school year. The major principle is to provide a nurturing and supportive environment for our students, teachers, parents and staff. SEL encompasses Adverse Childhood Experience (ACEs) training, RTI2B initiatives, trauma-informed schools, and progressive and restorative disciplinary practices.SEL provides the opportunity for children and adults to acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.As part of this initiative , the district has provided us with a three-tier approach that manages behaviors and school-wide expectations. It is measured based on the number and/ nature of offenses a student receive. Teachers will be required to deliver daily SEL lessons in the classroom .</p>	<p>Kimberly Adams, Kesha McKinney, April Harris, Treneka Jones, Delissa Haylsett, Tiffani McCraven , Allie Nolen, Tracy Fox, Monique Eason, Cathey Wise, Vickie Greene, Tiffany Lewis, Kevin Robinson, Kimberly Turner, Kimberly Berg, Angela Battles</p>	<p>05/27/2022</p>		
<p><b>[S 3.2] Professional Development</b>  Provide and participate in ongoing, high quality professional development for school leaders, teachers, and other instructional staff to focus on classroom/behavior management and social emotional learning to improve student behavior and attendance.</p> <p><b>Benchmark Indicator</b>  Student discipline and 20-day attendance reports</p>	<p><b>[A 3.2.1] RTI2B Training</b>  The RTI2B team will provide training to all staff members on the components of RTI2B. Initial training will take place at the beginning of the school year. A calendar of scheduled training is provided during in-service and is included in the school-wide plan. The RTI2B team will use PowerPoint presentations, posters, school-wide matrices and lesson plans to deliver the plan Teachers and staff will be trained on :School-wide</p>	<p>Kimberly Adams, Latrina Walker , Kesha McKinney</p>	<p>05/27/2022</p>		

<p>will be used to measure impact of changed practices as a result of professional development. Revisit and revise plans as needed RTI2B Fidelity checksPLZ transcripts</p>	<p>behavioral matrixSchool-wide expectationsRTI2B lesson plans and implementationMonthly meetingsMid-year refresherRe-teaching Expectation Lesson Plans to Students in All SettingsThe RTI2B team will attend additional training provided by the district.</p>				
	<p><b>[A 3.2.2] SEL Training</b> The school guidance counselor will deliver school-wide training on Social Emotional Learning. During the training, teachers will understand :District supports and expectations for Social and Emotional Learning across the gradesDistrict-wide matrix for reporting behaviors and occurrencesBest practices for SEL , ACEs and RTI2BOngoing Cycle of Professional Learning as it relates to SEL</p>	Latrina Walker	05/27/2022		
<p><b>[S 3.3] Parent, Family, and Community Engagement</b> Promote effective parent, family, and community engagement activities that support safe schools which will improve student attendance and behavior.</p> <p><b>Benchmark Indicator</b> Review 20-day student attendance reports at the end of each semester to determine the impact after engagement events.At the end of each semester, review the attendance and discipline 20 day report for schools that have a trained parent ambassador to determine the impact on their attendance rates.Evidence of parent participation in decisions relating to the education of their children and collaboration efforts on district level topics through monthly parent surveys.Conduct a semi-annual adopter surveys to monitor their impact on students' success by way of their contributions of resources and time.</p>	<p><b>[A 3.3.1] Family Engagement Specialist</b> Westside Elementary Family Engagement Specialist will develop school-based family engagement and activities that create strong supports for teaching, learning and student achievement within the school. She will facilitate parent group meetings, establishing collaborative school support groups and serving as conduits to strengthen communication links between SCS Family and Community Engagement, school administrators, school staff, school partners, and families. This includes organizing, recruiting and conducting the school's P.T.O. and providing a monthly family/ community newsletter. The specialist will participate and facilitate professional development opportunities for families and peers. She will support efforts around student recruitment and develop outreach programs for families.</p>	Tisha Baker	05/27/2022		
	<p><b>[A 3.3.2] Westside Parent Resource Center</b> Westside Elementary houses a Parent Resource</p>	Kimberly Adams, Kesha	05/27/2022		

	<p>Center. It is equipped with computers, printer, and Smart Board . Parents may use these resources to access websites and resources to use with their students. In addition, trainings are held throughout the year for all parents . The center also has free supplies, community information and resources that parents are encouraged to take. The a resource center also provides:RTI2B Parent Training: Core features and expectations of the school-wide planned will be discussedP.T.O. meetingsReading and math strategies to use at homeJob training and placementDealing with behavior issuesVarious parent training classes throughout the year</p>	<p>McKinney, Tisha Baker, Latrina Walker</p>			
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**[G 4] Early Literacy**

Westside Elementary will increase K-2 ELA on-track and mastery proficiency rates from 68% in 2021 to 73% in 2022.

**Performance Measure**

Mastery Connect(70% on track/mastered)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.

<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 4.1] 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.</p> <p><b>Benchmark Indicator</b> 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><b>[A 4.1.1] 2nd Grade Paraprofessional</b> TN Ready data has indicated a gap as students leave 2nd grade. This trend was also recognized throughout the district. In order to bridge the gap between 2nd and 3rd grade, our 2nd grade paraprofessional primarily supports second grade students in Tier 2 and/or Tier 3. However, a paraprofessional may also support students in Tier 1 (as needed)— particularly during whole group and station rotations. The Paraprofessional will also assist with online testing and progress monitoring. The Paraprofessional adheres to the framework for small group instruction. The admin</p>	<p>Kimberly Adams, Keyla Pointer</p>	<p>05/27/2022</p>		

<p>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>team, ILT members, and Laureate will monitor the instructional support rendered by second grade paraprofessionals. They will also support the work by offering feedback and ensure the paraprofessional has a schedule that details which teachers and students are supported, including the day and time of support. In addition, provide a space for the paraprofessional to provide pull-out support to small groups of students.</p>				
	<p><b>[A 4.1.2] Social Emotional Learning</b>  Social Emotional Learning will be incorporate into our school-wide curriculum. These skills are built into the daily schedule. By introducing these concepts in Kindergarten, we are building a strong foundation for teaching learning and respect. A new character trait will be introduced weekly. In addition, grades K-2 will also incorporate morning meetings to set the tone for the day. This is an extension of the Responsive Classroom model. SEL provides the opportunity for children and adults to acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. Our 1st 9 weeks CPL focuses on a different character trait per month. Teachers will also engage in professional reading and collaborative planning around these traits. Walkthroughs should provide insight on how learning is being implemented. Evidence such as character trait posters should be visible throughout the building. Social Emotional Learning will extend beyond the first nine weeks and throughout the school year. Expeditionary Learning modules will also introduce and emphasize concepts of SEL. They are identified in curriculum maps and embedded in K-2 ELA lessons.</p>	<p>Kimberly Adams, Kesha McKinney, April Harris, Treneka Jones, Delissa Haylsett, Tiffani McCraven , Allie Nolen, Tracy Fox, Monique Eason, Cathey Wise, Vickie Greene, Tiffany Lewis, Kevin Robinson, Kimberly Turner, Kimberly Berg, Angela Battles</p>	<p>05/27/2022</p>		

<p><b>[S 4.2] Professional Learning</b> 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><b>Benchmark Indicator</b> ON-GOING 80% attendance and completion of PD focused on foundational literacy for K-2 to gauge the transfer of knowledge into classroom instruction and inform future professional learning opportunities; MONTHLY monitoring of Laureates knowledge building as measured by the pre- and post-module assessments to measure the increase content and pedagogical knowledge around foundational literacy and inform future professional learning opportunities; QUARTERLY Foundational Literacy Quality Reviews (FLQRs) from district instructional literacy advisors will monitor the academic gap and root cause analysis to support continued professional development opportunities; 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><b>[A 4.2.1] PLC and Collaborative Planning Meeting</b> K-2 teachers will receive in-house training and support throughout the school year. Teachers will meet weekly in PLC or Exploratory meetings to discuss reading and math best practices for grades K-2. These sessions will be lead by the PLC coach, admin team, ILT team district personnel and teachers. All sessions will be data-driven and will be specific to the needs of K-2 students. These meeting will focus on :Student assessment and analyzing dataVertical PlanningDifferentiated Instruction and small-group instructionIntervention strategies and supportTechnology integration and technology demonstrationsProfessional ReadingsLooking at Student WorkClassroom ManagementParental Involvement</p>	<p>Kimberly Adams, April Harris, Treneka Jones, Delisa Hayslett, Tiffany Lewis, Allie Nolen, Tiffani McCraven</p>	<p>05/27/2022</p>		
<p><b>[S 4.3] Foundational Literacy Laureates</b> Literacy Laureate will be designated to assist teachers with implementing high quality foundational literacy instruction and strategies.</p>	<p><b>[A 4.3.1] Collaborative Planning Grades K-2</b> The Literacy Laureate will lead a collaborative planning session to discuss early literacy skills in grades K-2. The sessions will be held throughout the year and will focus on:Understanding</p>	<p>April Harris</p>	<p>05/27/2022</p>		

<p><b>Benchmark Indicator</b></p> <p>MONTHLY review of Laureate support logs to measure the frequency and level of school-based support to K-2 teachers in the priority coaching areas to inform specific areas of support needed for Laureates; BI-ANNUAL 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>grade-level standards, curriculum guides and pacing Making connections the Educational Epiphany curriculum Strategies and best-practices to utilize in grades K-2 Ways to incorporate resources and materials</p>				
	<p><b>[A 4.3.2] Teacher Support and Modeling</b></p> <p>The Literacy Laureate will co-teach alongside teachers in grades K-2. The Laureate will plan and demonstrate lessons with teachers. Following the lessons, the Laureate will provide feedback and coaching conversations. Compile and share appropriate materials, resources and activities utilized during the 120 -minute Comprehensive Literacy Block. Co-teach literacy lessons with colleagues while modeling "best practices "</p>	<p>April Harris</p>	<p>05/27/2022</p>		
	<p><b>[A 4.3.3] ILT Support</b></p> <p>The Literacy Laureate will provide support to the school's ILT by: Assisting with developing and implementing the Cycle of Professional Plan. Participate in Learning Walks to identify trends in literacy instruction. Assist with analyzing student data to make decisions about early literacy skills instruction. Assist with planning and delivering parent training involving early literacy skills.</p>	<p>April Harris</p>	<p>05/27/2022</p>		