

Sherwood Elementary Annual Plan (2022 - 2023)

Last Modified at Sep 20, 2022 12:58 PM CDT

[G 1] Reading/Language Arts

Sherwood Elementary will increase ELA met and exceeded proficiency rates in grade 3 through 5 from 15.9% in 2022 to 20.9% in 2023.

Performance Measure

Performance will be measured using the following tools:

TNReady Assessment in Spring of 2023

District Formative Assessment using Mastery Connect in Fall, Winter and Spring. Students performing at the 70% mark for each administration.

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**</p> <p>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.</p> <p>Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document will provide the District with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction.</p> <p>Monthly District Walkthrough data will be monitored</p>	<p>[A 1.1.1] PLC Development PLC teams will focus on unpacking standards to ensure they are teaching to the rigor of the standard. Teachers will use available resources to help develop lessons that are aligned to the depth of knowledge and rigor of the standard. Teams will also identify student misconceptions based on student work samples, assessment results, and student instructional levels. Teams will develop lesson to address these misconceptions to help students develop the mastery towards the standard. Teachers will learn how to develop scaffold to increase student achievement. Teams will also align their assessments and tasks to the Mastery Connect and TCAP assessment. Teachers will increase their rigor of material put in front of students. Teacher will also increase their use of District provided materials to develop lesson for students.</p>	<p>Lesa Taylor</p>	<p>05/01/2023</p>		

<p>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.</p> <p>Quarterly review of TEM observation data to monitor educators delivery of standard aligned lessons to the TN Standards.</p>					
	<p>[A 1.1.2] Provide Supplemental Resources to Improve Student Achievement</p> <p>Teachers will be provided with additional resources such as reading resource flip charts; classroom materials for literacy centers, including books for classroom libraries; hands-on manipulatives and games for centers; educational technology (computers, interactive boards, headphones, poster maker, mice etc.); and classroom/student supplies (pencils, paper, tablets, folders, agenda books, glue, tape, etc.) to enhance classroom instruction and improve student achievement.</p>	Jason Ellis	12/16/2022		
<p>[S 1.2] Professional Development</p> <p>Provide professional development for teachers, administrators, instructional leaders and district advisors on how to articulate the instructional practice shifts that will improve teachers' pedagogy of the content, mastery of standards look fors, students' skill set, and students' proficient reading level of grade supported texts.</p> <p>Benchmark Indicator</p> <p>Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document will provide the school with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction in order to plan professional development support.</p> <p>District Walkthrough data will be monitored through the district's PD management system (Professional</p>	<p>[A 1.2.1] ELA Professional development</p> <p>Teachers will receive ongoing professional development opportunities based on data from walkthroughs, assessment data, trends within the school, and observations by administrators, ISAs for Zone 3, and District personnel. Teachers will be required to attend professional developments to support their subject taught when available through the District.</p>	Terra Stigger	05/19/2023		

<p>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.</p> <p>Instructional Leadership Team (ILT) meetings are conducted bi-weekly each month at 85% attendance to ensure district and school leaders are gaining and sharing knowledge of content, obtaining content support and resources through collaboration, and effectively communicating new information with school-level educators.</p> <p>Weekly PLC meetings will offer differentiated professional development based on assessment, observation, and walkthrough data.</p> <p>Quarterly district-level PD sessions for volunteers and parents to learn effective strategies to help students reach the district's ELA goal.</p> <p>New teacher professional learning supports are offered at various times throughout each semester for new hires. Mentor rosters are submitted at the beginning of each semester to ensure collegial support is assigned to each new hire.</p>					
<p>[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.</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.</p> <p>Monthly progress monitoring data review of</p>	<p>[A 1.3.1] RTI intervention Student data will be analyzed after each formative assessment to identify student needing intervention in ELA. Students will be broken into groups to receive instruction based on their instructional level. Students' instruction will be differentiated to meet their needs. Students will move into the District's RTI process, receive small group instruction from teachers and specialized teacher assistants(SEAs) or participate in extension lessons. Data will also be used to determine if additional resources are needed to meet the students' learning needs. Students will also create and maintain data folders. Students will participate</p>	<p>Sharon Totten</p>	<p>05/19/2023</p>		

<p>students' performance in targeted intervention (Illuminate Fastbridge) to determine next steps of intervention support in an effort to get them to grade level.</p> <p>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>in monthly data chats with their teachers and RTI providers.</p>				
	<p>[A 1.3.2] Extended Learning Opportunities The school will develop and provided extended learning opportunities for students who are at risk. After school tutoring will be conducted to help meet the learning needs of students. Tutoring will focus on the ELA instruction.</p>	<p>Jason Ellis</p>	<p>04/14/2023</p>		
	<p>[A 1.3.3] SWD inclusion SPED teachers will increase inclusion time with regular education teachers to give SWD an opportunity to work with grade level material. SPED teachers will also plan with homeroom teacher to align their instruction with regular teachers. SPED teacher will also gain a better understanding of the standard to help better modify instruction to assist SWD with scaffolded lessons.</p>	<p>Jessie Burns</p>	<p>05/08/2023</p>		
	<p>[A 1.3.4] SEA small groups Specialized assistants will work with targeted students who are at risk of falling behind. SEAs will use scaffolded lessons to help meet the students needs. SEA will work with students small groups outside of Tier 1 instruction.</p>	<p>Lesa Taylor</p>	<p>05/08/2023</p>		
	<p>[A 1.3.5] ELA parent trainings Sherwood will host Literacy Nights, Data Nights and Parent classes to help train parents on strategies to help their child increase proficiency in ELA. Materials will be provided to parents that will assist them and the school with working with their child at home. The school will also fund a parent resource room to allow access to materials and technology to support their student's learning.</p>	<p>Jason Ellis</p>	<p>01/27/2023</p>		

	<p>[A 1.3.6] ESL instruction Ensure ESL students receive instruction during pull out times that meets the depth of the standards using ESL walkthrough tool with ESL teachers. Admin will norm using the walkthrough tool with ESL supervisors to help determine if teachers are teaching to the depth of the standard. ESL teacher schedules will include a time to work with higher need ESL students in grades other than their assigned focus. ESL teachers will use a standards breakdown tool provided by the ESL department to combine standard instruction and language acquisition instruction.</p>	Markesha Stewart	05/12/2023		
--	--	------------------	------------	--	--

[G 2] Mathematics
 Sherwood Elementary School will improve met and exceeded percentages in all grades 3 through 5 from 3.9% in 2022 to 8.9% in 2023.

Performance Measure
 Performance will be measured using the following tools:

TCAP Assessment

Students scoring at least 70% on District Formative Assessment using Mastery Connect in Fall, Winter and Spring

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 2.1] Standard Aligned Core Instruction Teachers will plan and execute standard aligned lessons with intentionality and focus (data-informed instruction) to provide daily access to a rigorous math curriculum that will develop students' engagement in important content, build on prior knowledge (pre-requisite skills), and promote mastery of TN Standards to ensure students are career and college ready.</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. Data will be</p>	<p>[A 2.1.1] PLC development PLC teams will focus on unpacking standards to ensure they are teaching the rigor of the standard. Teachers will learn to use resources to help them develop their understanding of the demands of the standards. Teams will also identify student misconceptions based on student work, assessment results, and student instructional levels to implement strategies and scaffolds to help student increase their achievement levels. Teams will align their assessments and tasks to Mastery Connect and TCAP assessment items to help students learn and practice at the level of the state assessment.</p>	Jason Ellis	05/16/2023		

<p>reviewed after each administration to determine needs for teachers and students.</p> <p>Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document will provide the school 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.</p> <p>Monthly walkthrough data will be monitored through the district's management system (Professional Learning Zone/PLZ). Data will be collected and analyzed to determine trends and implementation of the instructional practices using Zoho. Data should show teachers implementing the practices at or above 80% per visit.</p> <p>Quarterly review of TEM observation data to monitor educators delivery of standard aligned lessons to the TN Standards.</p>					
	<p>[A 2.1.2] Secure supplies, materials, equipment, additional personnel, and support for classroom instruction</p> <p>Acquire needed supplies, instructional materials, equipment(poster maker), technology(computers, interactive boards), additional personnel and supports for students and teachers to have access to rigorous curriculum, quality core instruction, and assessments aligned with the State's academic content standards.</p>	Jason Ellis	12/16/2022		
<p>[S 2.2] Math Professional Development</p> <p>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 in math.</p> <p>Benchmark Indicator</p>	<p>[A 2.2.1] Math Professional Development</p> <p>Teachers will receive ongoing professional development opportunities based on data from walkthroughs, assessment data, trends within the school, and observations by administrators, ISAs for Zone 3, and District personnel. Teachers will be required to attend professional developments to support their subject taught when available through the District. Professional development will also</p>	Jason Ellis	04/10/2023		

<p>Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document will provide the school with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction in order to plan professional development support.</p> <p>School Walkthrough data will be monitored weekly through the district's PD management system (Professional Learning Zone/PLZ) and Zoho for 80% standard aligned core instructional implementation with fidelity in order to provide individualized professional learning support.</p> <p>Instructional Leadership Team (ILT) meetings are conducted twice each month at 85% attendance to ensure school leaders are gaining and sharing knowledge of content, obtaining content support and resources through collaboration, and effectively communicating new information with school-level educators.</p> <p>Zone meetings and small-group ILT sessions are facilitated monthly by Instructional Leadership Directors at 85% attendance to support content lead teachers, PLC Coaches, and administrators with feedback and targeted training that should result in more effective daily instructional practices that should be observed during district walk throughs.</p> <p>Quarterly district-level PD sessions for volunteers and parents to learn effective strategies to help students reach the district's mathematics goal.</p> <p>New teacher professional learning supports are offered at various times throughout each semester for new hires. Mentor rosters are submitted at the beginning of each semester to ensure collegial support is assigned to each new hire.</p>	<p>focus on using various technologies to incorporate blended learning and help meet student needs. Teachers will also receive professional development that focus on student subgroups (ESL and SPED) to help increase their proficiency rates.</p>				
--	--	--	--	--	--

<p>Weekly professional development session for new teacher are conducted that focus on the needs of the teachers. Data from observations, walkthroughs and student assessment will be reviewed weekly to determine the needs.</p>					
<p>[S 2.3] Targeted Interventions 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.</p> <p>** **</p> <p>** **</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.</p> <p>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.</p> <p>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>[A 2.3.1] RTI intervention Student data will be analyzed after each formative assessment to identify student needing intervention in Math. Students will be broken into groups to receive instruction based on their instructional level. Students' instruction will be differentiated to meet their needs. Students will move into the District's RTI process, receive small group instruction from teachers and specialized teacher assistants (SEAs) or participate in extension lessons. Data will also be used to determine if additional resources are needed to meet the students' learning needs. Students will also create and maintain data folders. Students will participate in monthly data chats with their teachers and RTI providers.</p>	<p>Sharon Totten</p>	<p>04/10/2023</p>		
	<p>[A 2.3.2] Extended Learning Opportunities The school will develop and provided extended learning opportunities for students who are at risk. After school tutoring will be conducted to help meet the learning needs of students. Tutoring will focus on the Math instruction</p>	<p>Jason Ellis</p>	<p>04/14/2023</p>		

	<p>[A 2.3.3] SWD inclusion SPED teachers will increase inclusion time with regular education teachers to give SWD an opportunity to work with grade level material. SPED teachers will also plan with homeroom teacher to align their instruction with regular teachers. SPED teacher will also gain a better understanding of the standard to help better modify instruction to assist SWD with scaffolded lessons.</p>	Jessie Burns	05/19/2023		
	<p>[A 2.3.4] SEA small groups Specialized assistants will work with targeted students who are at risk of falling behind. SEAs will use scaffolded lessons to help meet the students needs. SEA will work with students small groups outside of Tier 1 instruction.</p>	Lesa Taylor	05/08/2023		
	<p>[A 2.3.5] MATH parent trainings Sherwood will host Math Nights, Data Nights and Parent classes to help train parents on strategies to help their child increase proficiency in math. Materials will be provided to parents that will assist them and the school with working with their child at home. The school will also fund a parent resource room to allow access to materials and technology to support their student's learning.</p>	Jason Ellis	02/28/2023		
	<p>[A 2.3.6] ESL instruction Ensure ESL students receive instruction during pull out times that meets the depth of the standards using ESL walkthrough tool with ESL teachers. Admin will norm using the walkthrough tool with ESL supervisors to help determine if teachers are teaching to the depth of the standard. ESL teacher schedules will include a time to work with higher need ESL students in grades other than their assigned focus. ESL teachers will use a standards breakdown tool provided by the ESL department to combine standard instruction and language acquisition instruction. ESL teachers will work with small groups of students who have limited English speaking skills to help cover math skills. Teachers who speak Spanish will also be given a small group</p>	Markesha Stewart	04/10/2023		

	of students in grades 3 through 5 to with developing math skills.				
--	---	--	--	--	--

[G 3] Safe and Healthy Students
 Sherwood Elementary school will decrease its chronically absent student rate from 33.2% in 2022 to 20% in 2023.

Performance Measure
 Interventions and supports will be measured using the following:

- * PowerSchool Data
- * PowerBI Data
- * Share Point
- * SART documentation for at-risk students

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 3.1] Attendance and Behavior Interventions and Supports Implement targeted interventions and support programs and initiatives that address identified behavior needs and provide appropriate student supports.</p> <p>Benchmark Indicator In order to look at attendance rates and factors that cause students to be absent from school the benchmark indicators are:</p> <p>Monthly review of Student discipline reports - 20 day reporting period will assist in monitoring students behavior and effectiveness behavioral interventions and supports measures aimed at reducing student discipline incidents.</p> <p>Monthly review of Attendance and suspension data - 20 day reporting period, will assist in monitoring students' attendance and the effectiveness of behavioral interventions and supports measures aimed at improved student attendance.</p> <p>Weekly monitoring of students who have been</p>	<p>[A 3.1.1] Positive Behavior Intervention and Support implementation Sherwood will use the Response to Intervention for Behavior (RTI2B) system to teach, incentivize, and track student attendance as well as develop systems to help intervene with students, student groups, and trends that are identified. Positive attendance trends are also promoted in the program. Students will receive supports throughout the year to help them develop positive attendance, develop opportunities to become academically successful, and promote a healthy and safe school community.</p>	<p>Jaclyn Linsey</p>	<p>05/12/2023</p>		

<p>identified as needing additional support (i.e. homeless, foster care, student involved in RTIB programs, Truancy Supports and progressive discipline supports).</p>					
	<p>[A 3.1.2] ACE Archer Academy Students will participate in a week long focused program to familiarize them with the schools routines, procedures, and behavioral expectations. Students will participate in grade level sessions and within their class. Students and teachers will reinforce positive behaviors in all parts of the school. Students will practice daily those expectations.</p>	<p>Jaclyn Linsey</p>	<p>08/12/2022</p>		
	<p>[A 3.1.3] SART meetings The school will conduct SART meetings with parents and students who are at risk for becoming truant or missing too many days of instruction. Meetings will focus on the impact attendance has on student school success. The meeting will also offer resources and strategies on keeping up adequate attendance in school.</p>	<p>Jaclyn Linsey</p>	<p>05/12/2023</p>		
<p>[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.</p> <p>Benchmark Indicator Student discipline and attendance reports 20-day reporting cycle will be used to measure impact of changed practices as a result of professional development.</p> <p>Fidelity checks of student data entry will be conducted during the 20-day reporting cycle to monitor the incidents of data entry errors and erroneous reporting.</p> <p>Quarterly Reports will be shared district-wide.</p>	<p>[A 3.2.1] Content and Behavioral Professional Development Teachers will receive targeted professional development on SEL, classroom culture, and meeting student needs based on data from student assessments, IPG walkthroughs, informal and formal observations, attendance, and behavior data. School administration, Mathematics content leads, ELA content leads, Zone 3 advisors, and District personnel will provide ongoing professional development in areas that are needed. Data will be analyzed to determine professional development needs at upcoming meetings, assignments for professional development, and assistance from District personnel.</p>	<p>Terra Stigger</p>	<p>03/31/2023</p>		

<p>[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.</p> <p>Benchmark Indicator Review 20-day student attendance reports at the end of each semester to determine the impact after engagement events.</p> <p>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.</p> <p>Evidence of parent participation in decisions relating to the education of their children and collaboration efforts on district level topics through monthly parent surveys.</p> <p>Conduct a semi-annual adopter surveys to monitor their impact on students' success by way of their contributions of resources and time.</p>	<p>[A 3.3.1] Parent, Family and Community engagement-curriculum based opportunities Many opportunities are offered to parents to help their children achieve academically. Curriculum Nights, Literacy, Math and Science Nights, Doughnuts with Dads, Muffins with Moms, Coffee with the principal, And ESL parent meetings occur through the year. Materials are offered and reviewed with parents that could help them at home to help their child in core subjects. A parent resource room and parent resource boxes are available for the parents to gather materials to use at home to help with their child's education. Parents are encouraged to set up conferences with the homeroom teacher to discuss their child's behavior, progress, and ways to improve their achievement. Sherwood organizes parent training events for parents to participate. Curriculum nights are a chance for parents to review the current curriculum. Homeroom teachers break down curriculum expectations as well as several standards needed to be mastered for the grade. Parents are shown and asked to complete assessment style items to get a better understanding of the shifts in standards and expectations of student performance.</p>	<p>Jason Ellis</p>	<p>02/10/2023</p>		
	<p>[A 3.3.2] Parent, Family, and Community engagement-Parental Supports Sherwood will help parents support the learning needs of their students in order to increase attendance. The school staff will provide students with extra material to support instruction. The school will also provide support opportunities for students to transition from PreK to Kindergarten. School counselor will organize opportunities for students and parents to participate in a Kindergarten class for the students. The Kindergarten teachers will conduct a Kindergarten preview day for the upcoming parents. The counselor will also set up an opportunity for fifth grade students to visit local Middle Schools for them to attend. Sherwood will also partner and</p>	<p>Jaclyn Linsey</p>	<p>05/12/2023</p>		

	refer parents to local agencies(area churches, YMCA, Girls Inc, Title 1 office, and others) to gain the supports they need. Sherwood will partner with the Memphis Police Department to provide 5th grade students and parents to participate in the D.A.R.E. program. The Good News Club will also work with Sherwood Students to provide student and parents with extra supports.				
--	---	--	--	--	--

[G 4] Early Literacy

Sherwood Elementary's early learners will be engaged for the 2022-23 year in literacy-rich environments that offer meaningful and authentic opportunities to develop the reading, writing, speaking and listening skills essential to becoming for proficient readers by the end of grade 3. **Sherwood Elementary will increase ELA on-track and mastery proficiency rates for grades K-2 from 44.5% in 2022 to 65% in 2023 on the Spring Mastery Connect Assessment.**

Performance Measure

By June 2023, 85% of 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, district formative assessment (Mastery Connect), and universal screener (Illuminate Fastbridge) with a Lexile level of 350 in the fall to 485 by spring.

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

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 4.1] Early Literacy Opportunities Provide opportunities for students to access early learning opportunities that appropriately support their academic, social, and emotional development and create a continuum of learning through third grade.</p> <p>Benchmark Indicator **WEEKLY **student assessment data to monitor daily task alignment with standards; Analysis of Benchmark assessment results **3 times per year** will inform the alignment of core instruction to Kindergarten standards at 70% on-track/mastery</p>	<p>[A 4.1.1] Early Literacy Program Sherwood will continue to implement the foundational skill routine into the reading block. The routine will consist of center rotations that are aligned to foundational skills. Students who are struggling inside Tier 1 instruction will receive Tier 2 and Tier 3 interventions in small group virtually from paraprofessionals. Some students will also receive individual help from community volunteers at the school when school resumes in person. The school's Literacy Laureate will help develop teachers in grade K-2.</p>	Terra Stigger	05/19/2023		

<p>level; QUARTERLY review of student success criteria to measure progress toward 3rd grade proficiency to inform needed instructional changes and professional development; QUARTERLY analysis of District formative assessment (Mastery Connect); QUARTERLY Foundational Literacy Quality Reviews (FLQRs) from district instructional literacy advisors on academic gap and root cause analysis to support professional development opportunities based on measured needs</p>					
	<p>[A 4.1.2] RTI small groups Students will receive small group instruction based on their deficient area of need. Teachers will engage in monthly data examinations to review student decoding, fluency, and comprehension skills that were taught during small group instruction (Tier 2, 3, and At Risk) in order to determine targeted supports needed to improve students ability to decode, fluently read, and comprehend. Benchmark and progress monitoring will be used to move students in and out of tiered groups to meet their need.</p>	Sharron Totten	05/19/2023		
<p>[S 4.2] 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</p>	<p>[A 4.2.1] Early Literacy professional Development Provide ongoing, high quality virtual/in person professional development at the school level for school leaders, teachers, and other instructional staff that focuses on changing foundational skills instructional practices that result in improved student performance. K-2 teachers and specialized teacher assistants will complete ALLMemphis training to increase student early literacy proficiency with students.</p>	Jason Ellis	05/10/2023		

<p>Literacy Quality Reviews (FLQRs) from district instructional literacy advisors will monitor the academic gap and root cause analysis to support continued professional development opportunities;</p> <p>QUARTERLY observations of educational assistants support in K-2 classrooms to inform professional learning and resources needed to improve instruction and student achievement;</p> <p>MONTHLY attendance and completion review of specialized PD focused on foundational literacy and to inform future professional learning opportunities;</p> <p>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>[S 4.3] Foundational Literacy Laureates Designate one Laureate for Sherwood Elementary School to support K-2 teachers with implementing high quality foundational literacy instruction and strategies.</p> <p>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; 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>[A 4.3.1] Laureate Support Literacy Laureate will support teachers in early literacy instruction. Laureate will conduct classroom observations to develop professional development opportunities for teachers. Laureate will also model classroom expectations for teacher during the foundation block. Laureate will also monitor teacher level of implementation for foundational block requirements. Laureate will work closely with new teachers and teacher in grades one and two to develop their routines, procedures, and foundations block.</p>	Terra Stigger	01/27/2023		