

Newberry Elementary Annual Plan (2023 - 2024)

Last Modified at Sep 25, 2023 04:20 PM CDT

[G 1] Reading/Language Arts

By Spring 2024, Newberry Elementary School will increase ELA proficiency rates of meeting and/or exceeding on the TCAP assessment in grades 3-5 from 15.3% in 2022 to 29.9% in 2024.

Performance Measure

Performance will be measured using the following tools:

TCAP Assessment

District Formative Assessment using Mastery Connect

School based common assessments

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 80% on Mastery Connect Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter.</p> <p>Daily classroom observations using the informal Classroom Walkthrough Protocol and Debriefing Document will provide Newberry's Admin team with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the</p>	<p>[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, blended learning work stations, and small group instruction.</p>	<p>Sharon Swims- PLC Coach , Reading Laureate- Chloie Quinn , Dinah Taylor- Principal, Sharlese James-Instructional Facilitator</p>	<p>04/18/2024</p>		

<p>implementation of standard aligned instruction.</p> <p>RLA data will be monitored using weekly common assessments. The goal is for students to score 80% or higher on standard aligned assessments.</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] Building Teacher Capacity to Improve Student Achievement Newberry's Instructional Leadership Team, PLC Coach, Literacy Coach, 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 .</p>	<p>Dinah Taylor-Principal, Sharon Swims-PLC Coach, Sharlese James-Instructional Facilitator, Stacie Harris-Math Coach</p>	<p>05/24/2024</p>		
	<p>[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.</p>	<p>PLC Coach</p>	<p>04/04/2024</p>		
<p>[S 1.2] Professional Development 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, master of standard look fors, students' skill set, and students' proficient reading level of grade supported texts.</p> <p>Benchmark Indicator Daily classroom observations using the Classroom Walkthrough Protocol and Debriefing Document will provide Newberry with data to determine trends in teachers' ability to effectively implement the</p>	<p>[A 1.2.1] Provide researched Based PD for Early Literacy in Grades K-2 Teachers in grades K-2 will attend weekly PLCs to strengthen foundational skills planning and meaning based planning. Teachers and paraprofessionals will participate in vertical team planning sessions. Reading Laureate and new teacher mentors will provide one to one coaching for teachers in grades K - 2. Teachers will participate in deliberate practice sessions to strengthen instructional practices 1, 2, 3, and 4.</p>	<p>Sharon Swims-PLC Coach, Chloe Quinn-Reading Laureate, Dinah Taylor-Principal, Sharlese James-Instructional Facilitator</p>	<p>04/18/2024</p>		

<p>identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction in order to plan professional development support.</p> <p>Newberry walkthrough data will be monitored through the district's PD management system (Professional Learning Zone/PLZ) and Microsoft Forms 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 twice each month at 85% attendance to ensure district and school leaders are gaining and sharing knowledge of content, obtaining content support and resources through collaboration, and effectively communicating new information with school-level educators.</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 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>[A 1.2.2] High-quality, continuous professional development Administration and ELA ILT Lead staff will provide</p>	<p>Dinah Taylor-Principa I, Sharon</p>	<p>04/19/2024</p>		

	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 leveled learners.	Swims- PLC Coach, Tyiesha Lewis - ELA ILT Lead, Sharlese James - Instructional Facilitator			
<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 80% on 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 (i-Ready) 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 1.3.1] Differentiated Instruction Newberry teachers and staff will target specific academic deficits of students using disaggregated results from the Spring 2022 TCAP Assessment, Mastery Connect, 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.</p>	Sharon Swims-PLC Coach, Sharlese James - Instructional Facilitator, Stacie Harris - Math Coach,	04/19/2024		
	<p>[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</p>	Sharlese James - Instructional Facilitator, Sharon Swims- PLC Coach, Chloie Quinn- Reading Laureate,	05/24/2024		

	differentiation of student work while meeting the needs of all students in regards to their current level of academic performance.	Stacie Harris-Math Coach			
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[G 2] Mathematics

By Spring 2024, Newberry Elementary School will increase Math proficiency rates of meeting and/or exceeding on the TCAP assessment in grades 3-5 from 14.9% in 2022 to 33.6% in 2024.

Performance Measure

Performance will be measured using the following tools:

TCAP Assessment

District Formative Assessment using Mastery Connect

School based common assessments

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 the 80% on Mastery Connect Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter.</p> <p>Daily classroom observations using the informal Classroom Walkthrough Protocol and Debriefing Document will provide Newberry's Admin team with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the</p>	<p>[A 2.1.1] Improving Student Achievement Newberry Administrative staff, 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.</p>	<p>Sharon Swims-PLC Coach, Sharlese James - Instructional Facilitator, Stacie Harris - Math Coach</p>	<p>04/19/2024</p>		

<p>implementation of standard aligned instruction.</p> <p>Math data will be monitored using weekly common assessments. The goal is for students to score 80% or higher on standard aligned assessments.</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] Building Teacher Capacity Newberry's Instructional Leadership Team, PLC Coach, and Math Coach, 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.</p>	<p>Sharon Swims- PLC Coach, Sharlese James - Instructional Facilitator, Stacie Harris- Math Coach</p>	<p>04/26/2024</p>		
	<p>[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.</p>	<p>PLC Coach</p>	<p>04/04/2024</p>		
<p>[S 2.2] Professional Development Provide ongoing, high quality professional development at the District and school level for school leaders, teachers, and other instructional staff that focuses on instructional shifts and strategies that result in improved student performance.</p> <p>Benchmark Indicator Daily classroom observations using Newberry's 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</p>	<p>[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 2 - 5 through Math Content Lead, Instructional Facilitator, and PLC Coach.</p>	<p>Stacie Harris - Math Coach, Sharlese James - Instructional Facilitator</p>	<p>04/26/2024</p>		

<p>standard aligned instruction in order to plan professional development support.</p> <p>Newberry data will be monitored weekly through the PD management system (Professional Learning Zone/PLZ) and Microsoft Teams 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 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>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 walkthroughs.</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>[A 2.2.2] High Quality Continous Professional Development 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</p>	<p>Dinah Taylor - Principal, Stacie Harris- Math Coach, Sharon Swims- PLC Coach,</p>	<p>04/19/2024</p>		

	(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.	Sharlese James-Instructional Facilitator			
<p>[S 2.3] Targeted Interventions and Personalized Learning, Instructional Leaders at Newberry will 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 (i-Ready) 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] Differentiated Instruction Newberry teachers and staff will target specific academic deficits of students using disaggregated results from the Spring 2022 TCAP Assessment, Mastery Connect, 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.</p>	Sharlese James - Instructional Facilitator, Sharon Swims - PLC Coach, Dinah Taylor - Principal	04/19/2024		
	<p>[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.</p>	Sharlese James - Instructional Facilitator, Sharon Swims - PLC Coach,	05/24/2024		

	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.	Dinah Taylor - Principal			
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[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 increased from 5.4% in 2022 to 23.1% in 2023. Newberry Elementary School will decrease the number of high risk Chronic Absenteeism rate from 23.1% to 10% or lower by the end of the 2023 -2024 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 10% in the 2023-2024 academic school year.

Performance Measure

Interventions and supports will be measured using the following:

- * Bi-weekly Chronic Absenteeism Reports by GOS
- * Counselor Truancy logs/Early Intervention logs (Every 20 days)
- * Monthly SART/SARB meeting documentation
- * Power BI data
- * Power School data
- * SART documentation for at-risk students
- * Share Point Data

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>[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.</p> <p>Following the districts RTI2B Plan.</p> <p>Providing incentives to scholars who follow the rules and display good character.</p>	Jean Lake - Professional School Counselor, RTI2B Team	05/24/2024		

<p>Student discipline reports - 20 day reporting period will assist in monitoring students behavior and effectiveness behavioral interventions and supports measures aimed at reducing student discipline incidents.</p> <p>Attendance and suspension data - 20 day reporting period, will assist in monitoring students' attendance and the effectiveness of behavioral interventions and supports measures aimed at improved student attendance.</p> <p>Monitoring students who have been identified as needing additional support (i.e. homeless, foster care, student involved in RTIB programs, Truancy Supports and progressive discipline supports).</p>					
	<p>[A 3.1.2] Targeted Training * 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</p>	<p>Jean Lake - Guidance Counselor , Sharon Swims - PLC Coach, Sharlese James - Instructional Facilitator</p>	<p>05/17/2024</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</p>	<p>[A 3.2.1] Professional Development Ensure all staff at Newberry Elementary receives the training on Displaced Students.</p>	<p>Sharon Swims - PLC Coach, Dinah Taylor-Principal</p>	<p>10/02/2023</p>		

<p>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 3.2.2] Targeted Training * 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</p>	<p>Jean Lake-Professional School Counselor, Dinah Taylor-Principal, Sharon Swims-PLC Coach</p>	<p>05/24/2024</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 Monthly meetings with parents, families and community members to discuss data and offer support with how to help the students with at home learning.</p> <p>Annual Meetings, Parent Trainings, Workshops, and Data Meetings</p>	<p>Sharon Swims-PLC Coach, Sharlese James - Instructional Facilitator, Stacie Harris, Math Coach</p>	<p>05/16/2024</p>		
	<p>[A 3.3.2] Community Partnerships Partner with multiple community entities (New</p>	<p>Jean Lake - Professional</p>	<p>05/24/2024</p>		

	Direction Church, Resurrection Catholic Church, Team Read) to support schools with high chronic absenteeism rates. This strategy will also be used to focus on parental supports for all students who exhibit severe behavior challenges.	School Counselor, Bilingual Mentor			
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[G 4] Early Literacy

By Spring 2024, Newberry Elementary School will increase Early Literacy proficiency rates in grades KK - 2 from 12.7% in 2022 to 45% in 2024.

Performance Measure

By June 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, district formative assessment (Mastery Connect), and universal screener (iReady) 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 TCAP (2 points) which total 12 points.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 4.1] Professional Learning Build and strengthen the foundational literacy knowledge of instructional leaders, classroom teachers, and educational assistants through engagement in professional learning experiences anchored in the science of reading.</p> <p>Benchmark Indicator ON-GOING 80% attendance and completion of PD focused on foundational literacy for K-2 to gauge the transfer of knowledge into classroom instruction and inform future professional learning opportunities; MONTHLY monitoring of Laureates knowledge building as measured by the pre- and post-module assessments to measure the increase content and pedagogical knowledge around foundational literacy and inform future professional learning opportunities; QUARTERLY Foundational Literacy Quality Reviews (FLQRs) from district instructional literacy advisors will monitor the academic gap and root cause analysis to support continued professional development opportunities;</p>	<p>[A 4.1.1] On Going Professional Development The PLC Coach and Reading Laureate provide support to K-2 all teachers through job-embedded professional development activities and instructional needs of the students.</p> <p>Newberry has hired a Reading Laureate to support foundational skills for grades K-2. The Reading Laureate provides strategic planning sessions to teachers in grades K-2 to ensure a strong foundational block.</p>	Sharon Swims - PLC Coach, Chloe Quinn - Reading Laureate	05/17/2024		

<p>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;</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>[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.</p>	<p>Dinah Taylor - Principal, Sharon Swims- PLC Coach, Chloie Quinn- Reading Laureate</p>	<p>05/24/2024</p>		
<p>[S 4.2] Foundational Literacy Laureates Designate one Laureate in every elementary and K-8 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 classroom observations 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 4.2.1] Classroom Walkthroughs and Deliberate Practice The Reading Laureate will conduct instructional support classroom walk-throughs with teachers in grades KK - 2nd to monitor the effectiveness of classroom instructional practices as it relates to Foundational Skills</p>	<p>Chloie Quinn - Reading Laureate</p>	<p>05/24/2024</p>		
	<p>[A 4.2.2] School Based Support for K-2 Newberry Elementary school's Foundational</p>	<p>Dinah Taylor - Principal,</p>	<p>05/24/2024</p>		

	Literacy Laureate facilitates school-based professional development and/or individualized coaching sessions for K-2 literacy aligned to the specific needs of each school; Observe literacy instruction in K-2 classrooms and offer actionable feedback for improvement; Model literacy best practices for K-2 teachers and assist with planning.	Chloie Quinn - Reading Laureate, Sharon Swims - PLC Coach			
<p>[S 4.3] 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 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 4.3.1] Early Literacy 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. Benchmark indicators are iReady, Mastery Connect, and AimsWeb.</p>	Chloie Quinn - Reading Laureate	05/24/2024		
	<p>[A 4.3.2] Tutoring Engage Kindergarten through 3rd Grade students with the basic early literacy skills needed to help ensure readiness for the rigor and demands of their promoting grade level standards and curriculum. The TN Foundational Skills Curriculum Supplement and iReady Reading and will be utilized to provide quality instruction.</p>	Sharon Swims - PLC Coach, Dinah Taylor-Principal	05/24/2024		