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G1 Reading/Language Arts Northaven will increase ELA TCAP % met or exceeded from 15.8% in 2022-2023 to 22% in Spring of 2024-2025.

Northaven will increase ELA TCAP % met or exceeded from 15.8% in 2022-2023 to 22% in Spring of 2024-2025.

S1.1 Standard Aligned Core Instruction

Ensure daily access to a challenging reading and language arts curriculum designed to enhance students' comprehension, deepen their understanding of the content, and support mastery of Tennessee Standards.

Priorities

K-2 Early Literacy I-Ready Data

In the 2023-2024 school year, significant improvements were seen across all grades in i-Ready ELA data. In kindergarten, the percentage of Tier 1 students, performing at or above grade level, surged from 7% to 50%, while Tier 2 students needing additional support fell from 93% to

2nd Grade iReady ELA Data

1st Grade I Ready ELA Data

Kindergarten I Ready ELA Data

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ELA KS

Academic Goals and Outcomes

English Language Arts (ELA)

- Goal: Increase Mastery Connect ELA on-track and mastery proficiency rates from 30.4% in Spring 2022 to 35% in Spring 2024.

3rd - 5th ELA Mastery Connect

ELA School-Wide Mastery Connect

3rd -5th ELA Mastery Connect

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Math KS

Math

- Goal: Improve Mastery Connect on-track and mastery percentages from 26.8% in Spring 2022 to 27.8% in Spring 2024.
- Result: Achieved 34.5%

3rd - 5th Math Mastery Connect

School-Wide Math Mastery Connect

Math Mastery Connect 3rd - 5th

A1.1.1 Participant in Weekly PLC and Collaborative Planning Sessions

Teachers will engage in weekly Professional Learning Communities (PLCs) and Collaborative Planning sessions to enhance their instructional practices in English Language Arts (ELA). During these sessions, teachers will use the 5 Why protocol and standard analysis reports to conduct comprehensive root cause analyses, which will inform their instructional decisions.

In these collaborative meetings, teachers will work closely with administrative content leaders and content advisors from the MSCS district. They will use approved materials/planning documents and the Wonders and curriculum to align their teaching plans with established standards and grade-level expectations. This collaboration will focus on refining lesson plans, assignments, tasks, and assessments to ensure they meet instructional goals and effectively support student learning.

To monitor student progress and ensure comprehension and mastery, teachers will implement rigorous tracking and assessment practices. Additionally, vertical teams will convene during these weekly PLC meetings to examine state standards and analyze student work. The goal is to identify strengths and areas for improvement for both teachers and students. By sharing evidence-based practices and strategies, these teams will work together to enhance the overall educational experience.

A1.1.2 Conduct Research-Based Professional Learning

Professional development grounded in research will be provided to improve teaching practices, including aggressive monitoring, effective questioning, and blended learning. This training will be led by a diverse group of experts, including the Instructional Leadership Team, the Administration Team, the PLC Coach, the Instructional Curriculum Coach, and MSCS (Memphis Shelby County Schools) Literacy Advisors. These specialists will collaborate to equip teachers and staff with valuable insights and effective strategies to enhance instructional effectiveness.

A1.1.3 Cultivate Enriching Learning Environment to Boost Student Achievement

Northaven will acquire necessary supplies, materials, equipment, and resources to create supportive and stimulating learning environments that foster academic growth and achievement in reading and language arts.

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[Chronic Absenteeism](#)

Summary of Absence Rates at Northaven Elementary:

2022-2023:

- **Early School Year (August - September):** The absence rate starts at a relatively low 8% for both August and September

 [Chronic Absenteeism](#)

 [Chronic Absenteeism](#)

 [Chronic Absenteeism](#)

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S1.2 Professional Development

Northaven will deliver extensive professional development for administrators, teachers, instructional leaders, and Specialized Education Assistants (SEAs). This training will focus on effectively communicating shifts in instructional practices to enhance teachers' content pedagogy, improve their ability to identify mastery of standards, refine students' skill sets, and elevate reading proficiency to meet grade-level expectations.

A1.2.1 Create a School-wide Professional Development Calendar

The school's leadership team will develop a comprehensive professional development (PD) calendar to enhance the delivery of Tennessee Standards, using the district's prescribed curricula and resources. This calendar will be informed by data from the previous year, including Master Connect, iReady, intervention results, formal and informal observations, and district formative assessment outcomes.

Based on this data, the team will identify the specific professional learning needs required for instructional improvement. The PD calendar will be continuously updated throughout the academic year to address the evolving needs of both educators and students, guided by an analysis of Common Formative Assessment (CFA) data.

Key stakeholders, including the principal, PLC Coach, Instructional Curriculum Coach, content leads, district coaches, and selected teachers, will lead the professional development sessions. This team will ensure that the sessions are data-driven and focused on enhancing instructional practices.

All school-wide PD sessions will be scheduled and documented in the district's Professional Learning Zone (PLZ).

A1.2.2 Attend Local, State, and National Conferences

Northaven staff will actively engage in professional development sessions and educational conferences at the local, state, and national levels. The goal is to gain valuable insights that will enhance instructional practices and support student achievement, particularly in alignment with our ELA objectives.

After attending these conferences, staff members will lead training sessions for the ELA faculty to share the best practices and strategies they have learned. This knowledge transfer will take place through collaborative planning sessions, data meetings, and Professional Learning Community (PLC) sessions.

A 1.2.3 Utilize School and District Level ELA Content Leads to Support Instruction

The ELA Content Leads will engage in monthly district meetings and training sessions, and then share their acquired knowledge with school staff. Their primary role will be to support effective planning by aligning district-prescribed curricula with Tennessee standards.

Using the district's observation tools, they will analyze and interpret data to identify school-wide trends, strengths, and areas for growth. For the 2024-2025 academic year, their focus will be on enhancing small group instruction during the designated learning blocks and understanding and effectively teaching TN Standards.

S1.3 Targeted Intervention and Personalized Learning

Northaven Elementary School will implement a variety of educational interventions, personalized learning experiences, and tailored instructional approaches to address the unique needs of each student. These initiatives are designed to enhance student achievement by providing individualized learning plans and diverse instructional strategies.

A 1.3.1 Implement In-School and After School Tutoring

4th and 5th grade students identified with reading deficits from the 2024 TCAP assessment will receive targeted, high dosage tutoring during the school day. This tutoring will focus on addressing gaps in their understanding and linking missed content to current grade-level material. Additionally, students identified through district screening instruments who require further support will be provided with high dosage tutoring after school. This approach ensures that all students receive the intensive help they need to improve their reading skills.

A 1.3.2 Enhance Student Achievement and Growth by Supporting Enrichment Learning Environment

Northaven will obtain the necessary supplies, materials, equipment, and resources to foster an enriched learning environment that supports and accelerates academic growth.

▼ **G2** Mathematics Northaven will increase TCAP Math % met or exceeded from 15.2% in 2022-2023 to 16% in 2024-2025.

Northaven will increase TCAP Math % met or exceeded from 15.2% in 2022-2023 to 16% in 2024-2025.

S2.1 Standard Aligned Core Instruction

Ensure daily access to a challenging math curriculum designed to enhance students' comprehension, deepen their understanding of the content, and support mastery of Tennessee Standards.

A 2.1.1 Participant in Weekly PLC and Collaborative Planning Sessions

Teachers will engage in weekly Professional Learning Communities (PLCs) and Collaborative Planning sessions to enhance their instructional practices in Math. During these sessions, teachers will use the 5 Why protocol and standard analysis reports to conduct comprehensive root cause analyses, which will inform their instructional decisions.

In these collaborative meetings, teachers will work closely with administrative content leaders and content advisors from the MSCS district. They will use approved materials/planning documents and the Envision curriculum to align their teaching plans with established standards and grade-level expectations. This collaboration will focus on refining lesson plans, assignments, tasks, and assessments to ensure they meet instructional goals and effectively support student learning.

To monitor student progress and ensure comprehension and mastery, teachers will implement rigorous tracking and assessment practices. Additionally, vertical teams will convene during these weekly PLC meetings to examine state standards and analyze student work. The goal is to identify strengths and areas for improvement for both teachers and students. By sharing evidence-based practices and strategies, these teams will work together to enhance the overall educational experience.

A 2.1.2 Conduct Research-Based Professional Learning

Professional development grounded in research will be provided to improve teaching practices, including aggressive monitoring, effective questioning, and blended learning. This training will be led by a diverse group of experts, including the Instructional Leadership Team, the Administration Team, the PLC Coach, the Instructional Curriculum Coach, and MSCS (Memphis Shelby

County Schools) Advisors. These specialists will collaborate to equip teachers and staff with valuable insights and effective strategies to enhance instructional effectiveness.

A 2.1.3 Cultivate Enriching Learning Environment to Boost Student Achievement

Northaven will acquire necessary supplies, materials, equipment, and resources to create supportive and stimulating learning environments that foster academic growth and achievement in reading and language arts.

S 2.2 Professional Development

Northaven will deliver extensive professional development for administrators, teachers, instructional leaders, and Specialized Education Assistants (SEAs). This training will focus on effectively communicating shifts in instructional practices to enhance teachers' content pedagogy, improve their ability to identify mastery of standards, refine students' skill sets, and elevate reading proficiency to meet grade-level expectations.

A 2.2.1 Create a School-Wide Professional Development Calendar

The school's leadership team will develop a comprehensive professional development (PD) calendar to enhance the delivery of Tennessee Standards, using the district's prescribed curricula and resources. This calendar will be informed by data from the previous year, including iReady, intervention results, formal and informal observations, and district formative assessment outcomes.

Based on this data, the team will identify the specific professional learning needs required for instructional improvement. The PD calendar will be continuously updated throughout the academic year to address the evolving needs of both educators and students, guided by an analysis of Common Formative Assessment (CFA) data.

Key stakeholders, including the principal, PLC Coach, Instructional Curriculum Coach, content leads, district coaches, and selected teachers, will lead the professional development sessions. This team will ensure that the sessions are data-driven and focused on enhancing instructional practices.

All school-wide PD sessions will be scheduled and documented in the district's Professional Learning Zone (PLZ).

A 2.2.2 Attend Local, State, and National Conferences

Northaven staff will actively engage in professional development sessions and educational conferences at the local, state, and national levels. The goal is to gain valuable insights that will enhance instructional practices and

support student achievement, particularly in alignment with our math objectives.

After attending these conferences, staff members will lead training sessions for the ELA faculty to share the best practices and strategies they have learned. This knowledge transfer will take place through collaborative planning sessions, data meetings, and Professional Learning Community (PLC) sessions.

A 2.2.3 Utilize School and District Level Math Content Leads to Support Instruction

The Math Content Leads will engage in monthly district meetings and training sessions, and then share their acquired knowledge with school staff. Their primary role will be to support effective planning by aligning district-prescribed curricula with Tennessee standards.

Using the district's observation tools, they will analyze and interpret data to identify school-wide trends, strengths, and areas for growth. For the 2024-2025 academic year, their focus will be on enhancing small group instruction during the designated learning blocks and understanding and effectively teaching TN Standards.

S 2.3 Targeted Interventions and Personalized Learning,

Northaven Elementary School will implement a variety of educational interventions, personalized learning experiences, and tailored instructional approaches to address the unique needs of each student. These initiatives are designed to enhance student achievement by providing individualized learning plans and diverse instructional strategies.

A 2.3.1 Implement After School Tutoring

Description for After-School Math Tutoring and Clubs:

After-School Math Tutoring and Clubs

Overview:

Northaven's After-School Math Tutoring sessions are designed to enhance student growth and achievement in mathematics through targeted support and engaging activities. These programs provide students with additional opportunities to strengthen their math skills, build confidence, and foster a love for learning.

Math Tutoring:

Our After-School Math Tutoring offers personalized instruction to help students understand and master key mathematical concepts. Sessions are led by experienced educators who tailor their approach to meet each

student's individual needs. Tutoring focuses on:

- **Reinforcing Classroom Learning:** Review and practice of concepts covered during the school day to deepen understanding.
- **Homework Assistance:** Support with homework assignments to ensure students grasp the material and complete their tasks effectively.
- **Test Preparation:** Strategies and practice to prepare for upcoming tests and assessments, boosting confidence and performance.
- **Skill Development:** Targeted practice in areas where students may need additional support, such as problem-solving, algebra, or geometry.

A 2.3.2 Implementing Before/After School Math Clubs

Overview:

Northaven's Math Clubs are designed to enhance student growth and achievement in mathematics through targeted support and engaging activities. These programs provide students with additional opportunities to strengthen their math skills, build confidence, and foster a love for learning.

Math Clubs:

Our Math Clubs provide a dynamic environment where students can explore mathematics beyond the standard curriculum. Clubs focus on:

- **Engaging Activities:** Hands-on projects, math games, and puzzles that make learning math fun and interactive.
- **Collaborative Learning:** Opportunities for students to work together on math challenges, fostering teamwork and communication skills.
- **Competitions and Events:** Participation in math competitions and events to challenge students and celebrate their achievements.

▼ **G 3** [Chronic Absenteeism: Northaven Elementary will decrease chronic absenteeism from 47% in 2022-2023 to 45% in 2024-2025.](#)

Northaven Elementary will decrease chronic absenteeism from 47% in 2022-2023 to 45% in 2024-2025.

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.

A 3.1.1 Effectively utilize the Community in Schools

Coordinator

The Community in Schools Coordinator identifies students at risk of poor attendance, assesses their specific needs, and implements a comprehensive model of integrated student support services in partnership with relevant community entities. This includes transportation, housing, medical and dental services, mental health support, as well as tutoring and mentoring programs. By conducting a thorough needs assessment at the start of the school year, developing tailored site plans, and working closely with social workers and counselors, this support staff ensures a seamless referral process for teachers and staff to access additional support for students. The Community in Schools Specialist will monitor and track students with chronic absenteeism through a detailed system that includes regular attendance records, individualized reports, and communication with teachers and families. This specialist will analyze patterns of absenteeism, identify any barriers to attendance, and implement targeted interventions.

To address and improve attendance, the specialist will:

- **Track Progress:** Maintain comprehensive records of each student's attendance, noting any improvements or ongoing issues.
- **Communicate Regularly:** Engage with students, families, and teachers to discuss attendance concerns and progress. Regular check-ins will help address issues promptly and ensure consistent support.
- **Implement Interventions:** Develop and apply tailored strategies and support plans for students with chronic absenteeism. This may include academic support, counseling, or connecting families with resources.
- **Adjust Strategies:** Reassess and modify interventions based on each student's progress. For students showing improvement, the specialist will refine their support plan to maintain and further enhance attendance. For those still struggling, additional or alternative strategies will be introduced.

A 3.1.2 Effectively Utilize the Dean of Students

The Dean of Students will play a crucial role in addressing attendance challenges by offering comprehensive support to both students and families. Her approach will include:

- **Home Visits:** Conducting home visits to engage directly with families, understand any barriers to regular attendance, and provide personalized support. These visits will help build stronger relationships between the school and home, ensuring that issues affecting attendance are identified and addressed effectively.
- **Attendance Rewards:** Implementing a reward system where students receive recognition and incentives every 20 days of consistent

attendance. This positive reinforcement aims to motivate students to maintain regular attendance and celebrate their progress.

- **Additional Supports:** Offering a range of additional supports to improve school-wide attendance, such as:
 - **Counseling and Mentorship:** Providing individual or group counseling to address underlying issues that may be impacting attendance and offering mentorship programs to help students stay engaged.
 - **Parent Workshops:** Organizing workshops and informational sessions for parents to emphasize the importance of regular attendance and equip them with strategies to support their children.
 - **Collaborative Problem-Solving:** Working with teachers, counselors, and community resources to develop and implement strategies tailored to the needs of students facing attendance challenges.
 - **Monitoring and Follow-Up:** Regularly reviewing attendance data to track progress and identify students who may need additional intervention. This includes ongoing follow-up with families and students to ensure that implemented strategies are effective and adjusted as needed.

A 3.13 Actively Monitor Attendance and Effectively

Communicate with Parents

1. Parent and Student Portals: School provides parents and students access to attendance records through Power School online portal, so they can easily keep track of their attendance status and receive alerts for any unexcused absences.
2. Regular Reporting: Teachers submit attendance reports to the administration daily. The reports are used to identify patterns of absenteeism and take appropriate actions.
3. Black Board Automated Alerts: The school schedules automated alerts to notify parents and guardians when their child is marked absent. This is done through text messages, emails, or automated phone calls.
4. SART Team: Team collaborates to address attendance concerns, identify trends, and create strategies to improve attendance rates. The team intervenes after three (3) absences. Parents are contacted and assessed to determine the supports needed to improve overall attendance.
5. Positive Reinforcement: Community in School Coordinator oversees the school-wide incentive programs to encourage good attendance.
 - a. Identify students with chronic absenteeism and implement early intervention strategies.
 - b. Reach out to parents or guardians to address any barriers to attendance and provide necessary support.
 - c. Organize attendance awareness campaigns for students to emphasize the importance of regular attendance.
 - d. Regularly analyze attendance data to identify trends, patterns, and specific areas that may require targeted intervention.
6. The PLC Coach and Community Schools Coordinator collaborates with Community Partners: Work with local community organizations to

provide support for families facing attendance challenges. Collaborate to address underlying issues that might contribute to absenteeism.

7. The Attendance Support Analyst will reconcile attendance then locate absent students to resolve why they are absent.

A 3.14 Implement RTIB

Northaven implements the RTI2-B plan, which incorporates universal prevention efforts within Tier I to foster a positive school and classroom climate where all students and teachers are respected and included. RTI2-B provides a structured framework that guides teachers and staff in monitoring students' behavior progress, both individually and collectively.

Key components of the RTI2-B strategy include:

- **Regular Data Evaluation:** Conducting evaluations every 20 days to review behavioral data and celebrate progress.
- **Prevention and Intervention:** Applying strategies across the school to manage behaviors—teachers handle classroom-managed behaviors, while the administration addresses office-managed behaviors.
- **Individual Support:** Offering individual counseling and implementing district-supported measures, such as involving the school social worker, SART (Student Assistance Response Team), and creating Behavior Intervention Plans and Functional Behavior Assessments.
- **External Resources:** Utilizing external resources and referrals to provide additional support as needed.

A 3.15 Effectively Utilize the Behavior Specialist and Social Worker

The school-wide Reset Room will serve as a vital resource managed by the social worker to support students facing behavioral challenges. This space will exemplify restorative practices, promoting empathy, effective communication, and relationship repair among peers. Additionally, the Reset Room will help de-escalate situations and guide students towards positive behaviors and restorative approaches. The ultimate goal is to equip students with the skills to apply these strategies successfully when they return to the classroom.

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.

A 3.2.1 Utilize Mindfulness and Social Emotional Learning (SEL) strategies to support students and improve behavior

The Social and Emotional Learning (SEL) Team will lead comprehensive professional development sessions for the entire school, focusing on SEL strategies. Teachers will integrate SEL lessons into their instruction weekly, using resources Mindfulness Directors. For students in grades K-2, the Start Smart program, embedded in the district's ELA curriculum, will be utilized to develop and teach social-emotional skills. The collaborative efforts of the school counselor, behavior specialist, and social worker will encompass in-classroom support and the provision of supplementary resources aligned with the monthly SEL themes. Teachers will follow Behavior Intervention Plans (BIPs), Individualized Education Plans (IEPs), and Functional Behavior Assessments (FBAs) to support students with disabilities. Regular training and updates will ensure general education teachers are equipped to assist students with disabilities, using tools such as the "IEP at a Glance" to provide necessary support. Additionally, the DEC (Disability Education Committee) team will work together to create strategies and plans to support students facing behavioral challenges.

Two Mindfulness Directors will play a key role in this initiative by:

- **Modeling Mindfulness Practices:** Demonstrating effective mindfulness techniques to staff and students, incorporating these practices into daily routines and interactions.
- **Teaching Mindfulness Strategies:** Leading workshops and sessions to train staff and students in mindfulness strategies, helping them integrate these techniques into their personal and professional lives.

The combined efforts of the SEL team, Mindfulness Directors, and support staff will ensure a holistic approach to social-emotional learning and behavioral support, fostering a positive and supportive school environment.

A 3.2.2 Provide Targeted Parent Training

Northaven will hold monthly parent meetings covering the following topics:

1. **Chronic Absenteeism:** Strategies to address and reduce frequent absences.
2. **Foundational Literacy:** Techniques and resources to support early literacy development.
3. **Utilizing School and District Technology:** How to effectively use online platforms and technology provided by the school and district.
4. **Supporting Academic Success:** Methods for parents to assist their children with academic learning and achievement.
5. **Student Online Safety:** Best practices for ensuring students' safety while engaging in online activities.
6. **Mindfulness and Social-Emotional Learning:** Approaches to integrate mindfulness and SEL practices into daily routines.

S3.3 Parent, Family, and Community Engagement

Northaven will promote effective parent, family, and community engagement activities and resources that support safe schools which will improve student attendance and behavior.

A 3.3.1 Utilize the Community in Schools Liaison to support parents and students

The Community in Schools Liaison will oversee the coordination, planning, and implementation of support programs and services within both the school and the wider community to promote the academic and social success of all students. Responsibilities include:

1. **Needs Assessments:** Conduct assessments to identify the most critical services required at the school. Collaborate with the leadership team, community organizations, and family agencies to introduce these services.
2. **Data-Driven Prioritization:** Utilize data to prioritize services, identify service gaps, and enhance existing support structures.
3. **Community Schools Plan:** Develop and execute the community school's plan in partnership with all relevant school stakeholders.
4. **Building Partnerships:** Assist in strengthening the school's ability to create and sustain productive partnerships that support positive relationships and community engagement.
5. **Outcome Monitoring:** Work with the leadership team to evaluate the outcomes and effectiveness of partnerships and support programs.

A 3.3.2 Conduct Monthly Parent Trainings

The PLC Coach/Title I Facilitator and the Community in Schools Coordinator will work together to analyze parent and school data, ensuring that decisions about monthly parent training sessions are well-informed. These training sessions will be available in both virtual and in-person formats, scheduled before, during, and after school hours to accommodate various schedules. The sessions will address the diverse needs of all parents, providing them with a range of strategies and resources to support their child's academic progress at home.

A 3.3.3 Effectively Utilize the Title I Parent Resource Room

Parents will use the Title I Parent Resource room as a parent classroom - a place where they can learn about the curricula, community resources, and communicate with teachers/school personnel. Parents have access to technology and Northaven will provide parent trainings before, during, and after school.

▼ **G 4** Early Literacy

By June 2025, 25% of third grade students score mastery or exceed on the TCAP assessment.

By June 2025:

KK students will increase iReady diagnostic at and above grade level from 50% (SPRING 2024) to 55% (SPRING 2025)

1st grade students will increase iReady diagnostic at and above grade level from 21% (SPRING 2024) to 26% (SPRING 2025)

2nd grade students will increase iReady diagnostic at and above grade level from 32% (SPRING 2024) to 37% (SPRING 2025).

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.

A 4.1.1 Train Specialized Education Assistants to support K-2 instruction

All Specialized Education Assistants will participate in the following:

1. **Mandatory Literacy Training:** Intensive training sessions designed to enhance their foundational knowledge of literacy.
2. **Yearlong Professional Development:** Ongoing professional development throughout the year that focuses on foundational skills, the science of reading, and curricula alignment.
3. **School-Wide Intervention Training:** Comprehensive professional learning sessions related to school-wide intervention strategies.

A 4.1.2 Attend local, state, and national conferences

Northaven's staff will participate in both in-state and out-of-state professional learning and educational conferences to acquire insights and strategies that enhance instructional practices. These opportunities are aimed at boosting student achievement and teacher effectiveness to support our Early Literacy goal.

A 4.1.3 Participant in weekly PLC and Collaborative Planning Sessions

Teachers will engage in weekly Professional Learning Communities (PLCs) and Collaborative Planning sessions to enhance their instructional practices in Early Literacy. During these sessions, teachers will use the 5 Why protocol and standard analysis reports to conduct comprehensive root cause analyses, which will inform their instructional decisions.

In these collaborative meetings, teachers will work closely with administrative content leaders and content advisors from the MSCS district. They will use approved materials/planning documents and the Wonders and curriculum to align their teaching plans with established standards and grade-level expectations. This collaboration will focus on refining lesson plans, assignments, tasks, and assessments to ensure they meet instructional goals and effectively support student learning.

To monitor student progress and ensure comprehension and mastery, teachers will implement rigorous tracking and assessment practices. Additionally, vertical teams will convene during these weekly PLC meetings to examine state standards and analyze student work. The goal is to identify strengths and areas for improvement for both teachers and students. By sharing evidence-based practices and strategies, these teams will work together to enhance the overall educational experience.

S 4.2 Foundational Literacy Supports

The PLC Coach/ELA Admin Lead and Early Literacy Lead Teacher will assist K-2 teachers during PLC and collaborative planning sessions. The Early Literacy Lead will deliver high-quality professional development focused on teaching foundational literacy skills.

A 4.2.1 Provide instructional support for Prek-2nd grade parents

The PLC Coach/ELA Admin Lead and Early Literacy Lead Teacher will conduct quarterly parent training sessions focused on foundational reading skills. These sessions will include demonstrations of effective literacy strategies,

and parents will be provided with resources to implement these strategies at home.

A 4.2.2 Supporting Early Literacy Teachers

The Lead Early Literacy Teacher assists K-2 teachers during PLC and collaborative planning sessions. They also deliver high-quality professional development sessions centered on foundational literacy skills.

A 4.2.3 Arise2Read Coaches

The ARISE2READ coaches will provide dedicated support to 2nd grade students through weekly tutoring sessions. Each week, the coaches will:

1. **Conduct Targeted Tutoring:** Offer individualized and small-group tutoring sessions designed to address specific literacy needs and reinforce key reading skills.
2. **Implement Evidence-Based Strategies:** Use proven instructional strategies and interventions to support reading development and improve comprehension, fluency, and phonemic awareness.
3. **Monitor Progress:** Regularly assess student progress to adjust tutoring approaches and ensure each student is meeting their reading goals.
4. **Collaborate with Teachers:** Work closely with 2nd grade teachers to align tutoring efforts with classroom instruction and address any areas of concern.
5. **Engage Students:** Create a supportive and motivating learning environment that encourages student participation and fosters a love for reading.