# Macon-Hall Elementary Annual Plan (2024 - 2025)

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| **[G 1] Reading/Language Arts** Macon-Hall Elementary will increase ELA meeting or exceeding expectations proficiency rates for Grades 3-5 from 33% in 2023-2024 to 37% for the 2024-2025 school year as reflected on the TCAP, including the TSI- identified student groups, economically - disadvantaged and SWD, reflected on the TCAP. **Performance Measure** Performance will be measured using the following tools:  TNReady Assessment  Formative Assessment | | | | | |
| **Strategy** | **Action Step** | **Person Responsible** | **Estimated Completion Date** | **Funding Source** | **Notes** |
| **[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,including the TSI-identified student groups, economically-disadvantaged and SWD, as reflected on the TCAP. **Benchmark Indicator** \*\*Benchmark Indicator\*\*  Implementation:  \* Weekly Lesson Plans \* Weekly Informal Observation Tool and rubric \* Weekly PLC meeting agenda and minutes     Effectiveness:  \* Weekly lesson plan checks will ensure that 100% of teachers are following the district curriculum and overall teacher LOE will reflect a level 3 or higher. \* Weekly informal observation data will indicate that at least 90% of teachers observed will effectively implement instructional practices outlined within the rubric, resulting in effectiveness scores of 3 or better. \* Weekly PLC's will result in 100% of teachers receiving grade level individualized support to increase overall student achievement by 10%. | **[A 1.1.1] Weekly PLC's with deliberate practice** Teachers in grades K-5 will meet with grade level colleagues for 55 minutes. During PLC's, teachers discuss best practices and participate in deliberate practice to ensure implementation of high-quality, rigorous instruction including the TSI-identified student groups as reflected on the TCAP. We will offer professional guidance and development on the effective use of the following:  \* Direct Teaching model focusing on the standard aligned tasks to be used during the "I DO" phase \* Utilizing all components of the Wonder's Curriculum \* Academic monitoring to effectively check for understanding \* Analyzing student work samples to determine student misconceptions as well as what student success looks like \* Disaggregate data from grade level common assessments | Nicholas Dominguez, Principal, Lokita Glover, PLC Coach, Shela Ashford, Anthony Bowen, and Jennifer Jackson, Assistant Principals | 05/23/2025 |  |  |
|  | **[A 1.1.2] Increase in Rigor using District Curriculum Maps** ELA teachers will use all of the District Curriculum Resources from Wonders and some supplemental reading materials to increase rigor, differentiation, and enrichment in ELA including the TSI-identified student groups as reflected on the TCAP.  MHE will establish teaching routines by utilizing the following:  \* Integrated technology rotation within the literacy workstations to support tier 1, 2, and 3 students. \* ELA literacy workstation will include tasks from all of the components of balanced literacy including fluency, vocabulary, comprehension, and work work from the ELA foundational skills and meaning-based comprehension standards. \* K-2 Specialized Educational Assistants will work with small groups during rotations.     MHE will secure supplies, materials, equipment, and resources to support academic growth and achievement in reading. We will add new interactive boards to replace damaged or outdated boards. We will purchase scholastic magazines and other reading resources to allow students various opportunities to read expository and non-fiction texts. We will purchase supplies for the poster maker and chart paper to assist teachers with creating anchor charts for students to use as classroom resources. We will purchase games and other technology to be used during workstations and independent practice. | Nicholas Dominguez, Principal, Lokita Glover, PLC Coach | 05/23/2025 |  |  |
|  | **[A 1.1.3] Conduct Peer, Informal and Formal Observations offering Feedback and Coaching** The ILT Team will conduct peer observations to:  \* Ensure teachers are using best instructional practices to improve classroom instruction, including the TSI-identified student groups. \* Provide punctual and effective feedback to their peers \* Demonstrate and model effective instructional strategies for teachers \* implement reflective practice with teachers \* Mentor novice and teachers struggling with effective instructional delivery     The PLC Coach and the Administrative team will:  \* Conduct informal and formal observations weekly \* Coach teachers struggling with delivering quality instruction using the DDI cycle \* Implement reflective practice with teachers \* Provide differentiated Professional Development to address teacher skill deficits | Nicholas Dominguez, Principal, Shela Ashford, Anthony Bowen, and Jennifer Jackson, Assistant Principals, Lokita Glover, PLC Coach | 05/23/2025 |  |  |
|  | **[A 1.1.4] Weekly Collaborative Planning and Review of ELA Lesson Plans** All MHE teachers will attend a collaborative planning session weekly with either the PLC Coach or an administrator. Teachers will be responsible for completing pre-work before attending.  Pre-Work will include:  \* Listing the state standard and daily objectives \* Determining academic vocabulary as well as content vocabulary to be taught \* Instructional strategies to be used to teach the objective and vocabulary \* Additional skills to be taught in order to master the standard \* Delivery of instruction using the Direct Teaching Model \* Identifying standard-aligned tasks, checks for understanding, and exit tickets to be used \* Teacher exemplars completed The administrative team will review and practice one designated lesson from the weekly lesson plans. The team will also give feedback on the lesson plans as well as any materials including PowerPoints used during instruction. | Nicholas Dominguez, Principal, Shela Ashford, Jennifer Jackson and Anthony Bowen, Assistant Principals, Lokita Glover, PLC Coach | 05/23/2025 |  |  |
| **[S 1.2] Professional Development** MHE will provide differentiated, quality professional development for teachers, paraprofessionals, administrators, and parents that focuses on the instructional practices to improve student's reading academic achievement for all students. **Benchmark Indicator** Implementation:  \* Weekly collaborative planning agenda and minutes \* Monthly professional development agenda and minutes \* Quarterly Data Dig Minutes     Effectiveness:  \* Weekly collaborative planning will result in 100% of teachers creating lesson plans that implement effective instructional strategies and creating common formative assessments. \* Monthly professional development will result in at least 90% of teachers effectively implementing the identified instructional strategies resulting in a 10% increase of student achievement. \* Quarterly data dig minutes will show at least 80% of students tested will meet or exceed expectations on formative assessments with a score of 80% or higher. | **[A 1.2.1] Differentiated Professional Development** The PLC Coach, Administrators and ILT will provide continuous differentiated professional development to address the specific needs of faculty and staff.  The concentration of all Professional Development will be based on the staff needs and focused on the following:  \* Planning effective instruction using the Direct Teaching Model \* Creating lessons which include small group instruction and integrating technology \* Implementing academic monitoring and effective checks for understanding \* Effective classroom management strategies that limit distractions \* Next steps: What to do when students do not master the target skill | Nicholas Dominguez, Principal, Lokita Glover, PLC Coach, Shela Ashford, Jennifer Jackson, and Anthony Bowen, Assistant Principals, Alisa Johnson and Kelly Lee, ILT Team Leads | 05/23/2025 |  |  |
|  | **[A 1.2.2] Quarterly Data Digs** MHE will participate in data analysis to increase our academic achievement in literacy. Teachers will analyze TCAP data, classroom as well as grade level assessments. After each iready benchmark, we will analyze the Diagnostic Data from the fall, winter, and spring benchmarks. | Lokita Glover, PLC Coach, Nicholas Dominguez, Principal, Shela Ashford, Anthony Bowen, and Jennifer Jackson, Assistant Principals | 05/23/2025 |  |  |
|  | **[A 1.2.3] Parent and Family Engagement Meetings** MHE will offer Parent and Family Engagement Meetings that will offer strategies that parents can implement at home to improve literacy.  \* We will implement family literacy training nights. We will offer 3 sessions throughout the year. Parents will receive training on strategies to use at home to help improve their child's reading and literacy levels. All parents who attend will receive a set of books to keep at home as well as pamphlets and other information to assist them in using the strategies discussed during the trainings. The training dates are as follows: October 3, January 16, and March 6. \* Family Spooktacular Literacy Night- October 30, 2024 \* Family Data Night November 7, 2024 \* Spring Kindergarten Orientation for incoming Kindergarten students- all parents attending will receive a kindergarten readiness packet. | Lokita Glover, PLC Coach, Nicholas Dominguez, Principal, Shela Ashford, Anthony Bowen, and Jennifer Jackson, Assistant Principals, Alisa Johnson, ELA ILT member | 05/08/2025 |  |  |
|  | **[A 1.2.4] Monthly Meetings with New and Novice Teachers** All teachers with 1-3 years will meet with the Administrative Team and ILT ELA lead for Professional Development. We will have training on various topics and include deliberate practice on the topics discussed. We hope that these trainings will improve instruction, increase academic achievement and assist with educator retention. We will offer Professional development on the following topics:  \* Book studies and strategies from Teach Like a Champion, Responsive Classroom, and The Daily Five \* TEM observation Rubric- Implementing teaching practices and instructional strategies to improve TEM scores \* The first fifteen minutes: Teacher moves to implement for successful lessons within the first 15 minutes of class to maximize instruction \* Effective lesson closing- including the use of exit tickets and effectively checking for understanding \* Effective Questioning to address misconceptions \* Lesson Differentiation- creating differentiated tasks to address different learning levels and styles, while managing workstations and small groups. \* Using accountable talk to increase student engagement The PLC Coach, instructional coaches, administrative team and ILT members will model each phase of the Direct Teaching Model as well as using effective engagement strategies to develop student's content knowledge to increase student academic achievement in ELA. | Lokita Glover, PLC Coach, Nicholas Dominguez, Principal, Jennifer Jackson, Assistant Principal, Alisa Johnson and Kelly Lee, ILT Members, Dr. Angela Nichols, District ELA Instructional Coach | 05/23/2025 |  |  |
| **[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. **Benchmark Indicator** Implementation:  \* Monthly progress monitoring data \* Monthly data meeting agenda and minutes \* Weekly fidelity checks Effectiveness:  \* Monthly progress monitoring data will reflect students increasing by 2-3 data points. \* Monthly data team meetings will reflect at least 10% of students being able to exit RTI2 supports and interventions. \* Weekly fidelity checks will reflect that 100% of teachers are implementing the RTI2 curriculum, which will result in students increasing by at least 2-3 data points during progress monitoring. | **[A 1.3.1] Provide Academic Interventions with RTI2** MHE will use the iready Diagnostic Data to determine if students need reading academic interventions.   Tier 2 and Tier 3 students will receive daily intervention to address their identified skill deficits with:  \* 45 minute intervention blocks with teacher created intervention lesson plans \* Teachers and Specialized Education Assistants will deliver small group instruction tailored to meet student's skill deficit \* Computer instruction (iReady, progress learning) with updated equipment and technology \* Utilizing data from Progress Monitoring to make necessary adjustments to RTI plans and instruction The RTI Interventionist along with the administrative team will conduct weekly fidelity checks. | Jamie Hargett, RTI Interventionist, Nicholas Dominguez, Principal, Lokita Glover PLC Coach, Jennifer Jackson, Shela Ashford, and Anthony Bowen, Assistant Principals, Beth James and Melanie Harrison, Guidance Counselors | 05/23/2025 |  |  |
|  | **[A 1.3.2] Monthly RTI2 Data Team Meetings** Our RTI Interventionist will conduct monthly data team meetings with K-5 teachers. During the meetings, teachers will review progress monitoring data and make necessary adjustments to student intervention plans. After each meeting, parents will receive progress report letters alerting them of their student's current progress. | Jamie Hargett, RTI Interventionist, Beth James and Melanie Harrison, Guidance Counselors | 05/23/2025 |  |  |
| **[G 2] Mathematics** Macon-Hall Elementary will increase the percent of students who are meeting or exceeding expectations in Math for grades 3-5 from 26% in 2023-2024 to 30% for 2024 - 2025 school year as reflected on the TCAP, including the TSI-identified student groups, economically-disadvantaged and SWD, as reflected on the TCAP. **Performance Measure** Performance will be measured using the following tools:  TNReady Assessment  Formative Assessment | | | | | |
| **Strategy** | **Action Step** | **Person Responsible** | **Estimated Completion Date** | **Funding Source** | **Notes** |
| **[S 2.1] Standard Aligned Core Instruction** Macon-Hall teachers will plan and execute standard aligned lessons with intentionality and focus (data-informed instruction) to provide daily access to the Envision 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 for all students, including those in the TSI identified subgroups of economically disadvantaged and students with disabilities. **Benchmark Indicator** Implementation:  \* Weekly Lesson Plans \* Weekly Informal Observation Tool and rubric \* Weekly PLC meeting agenda and minutes     Effectiveness:  \* Weekly lesson plan checks will ensure that 100% of teachers are following the district curriculum and overall teacher LOE will reflect a level 3 or higher. \* Weekly informal observation data will indicate that at least 90% of teachers observed will effectively implement instructional practices outlined within the rubric, resulting in effectiveness scores of 3 or better. \* Weekly PLC's will result in 100% of teachers receiving grade level individualized support to increase overall student achievement by 10%. | **[A 2.1.1] Weekly PLC's with Deliberate Practice** During PLC's, teachers discuss best practices and participate in deliberate practice to ensure implementation of high-quality, rigorous instruction. We will offer professional guidance and development on the effective use of the following:      \* Planning lessons utilizing the Envision math curriculum including incorporating small group and differentiated instruction \* Direct Teaching model focusing on each component of the Envision Math lessons \* Use of instructional tools including math manipulatives, games, and calculators purchased with Title 1 funds \* Academic monitoring to effectively check for understanding \* Reviewing student work samples to determine student misconceptions including our TSI subgroups \* Disaggregate data from grade level common assessments including data from our TSI subgroups \* Participate in deliberate practice to assist in implementing rigorous, high-quality instruction | Nicholas Dominguez, Principal, Lokita Glover, PLC Coach, Amanda Bray, Math ILT member, Sydney Hennings, District Math Instructional Coach | 05/23/2025 |  |  |
|  | **[A 2.1.2] Increase in Rigor using District Curriculum Maps** Math teachers will use all of the District Curriculum Resources with Envision Math and iReady Math materials to increase rigor, differentiation, and enrichment in Math.  MHE will establish teaching routines by utilizing the following:  \* Integrated technology rotation within the math instructional block to support tier 1, 2, and 3 students. \* Use of math manipulatives and games for differentiated instruction \* Implementing small group instruction during the math instructional block     MHE will secure supplies, materials, equipment, and resources to support academic growth and achievement in math. We will add new interactive boards to replace damaged or outdated boards. We will purchase supplies for the poster maker and chart paper to assist teachers with creating anchor charts for students to use as classroom resources. We will purchase games and other technology to be used during workstations and independent practice. | Nicholas Dominguez, Principal, Lokita Glover, PLC Coach, Shela Ashford and Anthony Bowen, Assistant Principals, Amanda Bray, Math ILT Member, Sydney Hennings, District Instructional Math Coach | 05/23/2025 |  |  |
|  | **[A 2.1.3] Weekly Collaborative Planning and Review of Math Lesson Plans** All MHE Math teachers will attend a collaborative planning session weekly with either the PLC Coach or an administrator. Teachers will be responsible for completing pre-work before attending.  Pre-Work will include:  \* Listing the state standard and daily objectives \* Determining academic vocabulary to be taught \* Student problems worked out to determine possible student misconceptions \* Necessary steps to solve the math problems \* Delivery of instruction using the Direct Teaching Model as aligned with Envision math \* Identifying standard-aligned tasks, checks for understanding, and exit tickets to be used     The administrative team will review and practice one designated lesson from the weekly lesson plans. The team will also give feedback on the lesson plans as well as any materials including PowerPoints used during instruction. | Nicholas Dominguez, Principal, Shela Ashford, Jennifer Jackson and Anthony Bowen, Assistant Principals, Lokita Glover, PLC Coach | 05/23/2025 |  |  |
| **[S 2.2] Professional Development** Provide ongoing, high quality professional development for school leaders, teachers, and other instructional staff that focuses on instructional shifts and strategies that result in improved student performance for all students, including those on the TSI identified student subgroups of economically disadvantaged and students with disabilities. **Benchmark Indicator** Implementation:  \* Weekly collaborative planning agenda and minutes \* Monthly professional development agenda and minutes \* Quarterly Data Dig Minutes     Effectiveness:  \* Weekly collaborative planning will result in 100% of teachers creating lesson plans that implement effective instructional strategies and creating common formative assessments. \* Monthly professional development will result in at least 90% of teachers effectively implementing the identified instructional strategies resulting in a 10% increase of student achievement. \* Quarterly data dig minutes will show at least 80% of students tested will meet or exceed expectations on formative assessments with a score of 80% or higher. | **[A 2.2.1] Differentiated Professional Development** The PLC Coach, Administrators and ILT will provide continuous differentiated, targeted professional development to address the specific needs of teachers and staff.  The concentration of all Professional Development will be based on staff needs and focused on the following:  \* Creating effective lesson plans with standard aligned and differentiated tasks \* Planning effective instruction using the Direct Teaching Model; specifically focusing on the " they do in pairs" and the "You do" independent practice. \* Designing lessons to include small group instruction and integrating technology \* Adding academic monitoring into lessons to improve checking for understanding     Professional Development will include implementation of the Envision Math curriculum. The Math Content Lead Administrator as well as the Math ILT person will model effective instructional practices, coach and support teachers. | Nicholas Dominguez, Principal, Lokita Glover, PLC Coach, Anthony Bowen, Jennifer Jackson, and Shela Ashford, Assistant Principals, Amanda Bray ILT, Sydney Hennings, District Math Instructional Coach | 05/23/2025 |  |  |
|  | **[A 2.2.2] Quarterly Data Digs** MHE will create Common Formative Assessments for each quarter as well as bi-weekly assessments. After each quarter assessment, we will participate in a data analysis to increase our math achievement scores. Teachers will analyze the data from TCAP, the CFA as well as the iReady Benchmark Diagnostic Data. Each teacher will complete a data tracker as well as an action plan listing instructional strategies they plan to use to improve the current data. Strategies will include developing reteaching strategies, differentiated instruction and technology integration. | Nicholas Dominguez, Principal, Lokita Glover, PLC Coach, Amanda Bray, ILT, Sydney Hennings, District Math Instructional Coach | 04/01/2025 |  |  |
|  | **[A 2.2.3] Monthly Meetings with New and Novice Teachers** All teachers with 1-3 years will meet for Professional Development from the Administrative team and ILT Math lead. We will discuss various topics and also implement deliberate practice. Targeted Professional Development will be offered on:  \* High-leverage instructional strategies that increase student engagement including Teach Like a Champion \* Instructional strategies that increase TEM scores \* Increasing Rigor and Differentiation in Math instruction using games, technology, and manipulatives \* Using Envision Math curriculum with Fidelity \* Effective lesson planning | Nicholas Dominguez, Principal, Lokita Glover, PLC Coach, Shela Ashford, Jennifer Jackson, Anthony Bowen, Assistant Principal, Amanda Bray, ILT, Sydney Hennings, District Math Instructional Coach | 05/23/2025 |  |  |
|  | **[A 2.2.4] Parent and Family Engagement Meetings** MHE will offer Parent and Family Engagement opportunities for parents to discover strategies that they can implement at home to assist their children in improving math skills to increase academic achievement.  \* Curriculum Nights August 27 and August 28 to explain math standards and expectations as well as the components of the Envision Math. \* Family Math night in Spring 2025 \* Family Data night to discuss current Math data | Nicholas Dominguez, Principal; Lokita Glover, PLC Coach; Amanda Bray ILT Lead Teacher | 04/01/2025 |  |  |
| **[S 2.3] Targeted Interventions and Personalized Learning** MHE 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 including the TSI-identified student groups, economically-disadvantaged and SWD, as reflected on the TCAP.  \*\* \*\*  \*\* \*\* **Benchmark Indicator** Implementation:  \* Monthly progress monitoring data \* Monthly data meeting agenda and minutes \* Weekly fidelity checks Effectiveness:  \* Monthly progress monitoring data will reflect students increasing by 2-3 data points. \* Monthly data team meetings will reflect at least 10% of students being able to exit RTI2 supports and interventions. \* Weekly fidelity checks will reflect that 100% of teachers are implementing the RTI2 curriculum, which will result in students increasing by at least 2-3 data points during progress monitoring. | **[A 2.3.1] Provide Academic Interventions with RTI2** Tier 2 and 3 students will receive daily intervention to address their skill deficit through:  \* 45 minute intervention blocks with teacher-created intervention lesson plans \* Small group instruction from teachers as well as Specialized Education Assistants \* Computer instruction (iReady) with updated equipment and technology \* Utilizing data from Progress Monitoring to make necessary adjustments to RTI plans and instruction     The RTI Interventionist along with the PLC Coach and administrative team will conduct weekly fidelity checks. | Nicholas Dominguez, Principal, Lokita Glover, PLC Coach, Shela Ashford, Jennifer Jackson, and Anthony Bowen, Assistant Principals, Jamie Hargett, RTI Interventionist | 05/23/2025 |  |  |
|  | **[A 2.3.2] Monthly RTI2 Data Team Meetings** Our RTI Interventionist will conduct monthly data team meetings with K-5 teachers. During the meetings, teachers will review progress monitoring data and make necessary adjustments to student intervention plans. After each meeting, parents will receive progress report letters alerting them of their student's current progress. | Jamie Hargett, RTI Interventionist, Nicholas Dominguez, Principal, Beth James and Melanie Harrison, Guidance Counselors | 05/23/2025 |  |  |
| **[G 3] Early Literacy** Macon-Hall Elementary will increase the percent of 3rd grade students who are meeting or exceeding expectations from 40% in 2023-2024 to 44% for the 2024-2025 school year as reflected on the TCAP.  Our K-2 students will increase iReady (URS) scores by at least 10% from fall to spring. **Performance Measure** Performance will be measured using the following tools:  TNReady Assessment  iReady Diagnostic Assessments | | | | | |
| **Strategy** | **Action Step** | **Person Responsible** | **Estimated Completion Date** | **Funding Source** | **Notes** |
| **[S 3.1] Professional Learning** Macon-Hall will 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 for all students, including those in the TSI identified subgroups of economically disadvantaged and students with disabilities. **Benchmark Indicator** Implementation:  \* Weekly collaborative planning agenda and minutes \* Monthly professional development agenda and minutes \* Quarterly Data Dig Minutes     Effectiveness:  \* Weekly collaborative planning will result in 100% of teachers creating lesson plans that implement effective instructional strategies and creating common formative assessments. \* Monthly professional development will result in at least 90% of teachers effectively implementing the identified instructional strategies resulting in a 10% increase of student achievement. \* Quarterly data dig minutes will show at least 80% of students tested will meet or exceed expectations on formative assessments with a score of 80% or higher. | **[A 3.1.1] Differentiated Early Literacy Professional Development** Early Literacy PD during weekly PLC's provided by the PLC Coach, ILT, Administrative Team, and the District Reading Instructional Coach.  Some topics to be covered during Early Literacy PD:   \* Creating high-quality foundational skills lessons \* Teaching word composition \* Teaching word recognition \* speech to writing connection \* Identifying essential elements to promoting fluency, automatic recognition of words \* teaching reading fluency \* Understanding the structure and components of fluency \* Creating lessons that assist students with reading with fluency | Shela Ashford, Assistant Principal, Lokita Glover, PLC Coach, Alisa Johnson, ILT, Dr. Angela Nichols, District Reading Instructional Coach | 05/23/2025 |  |  |
|  | **[A 3.1.2] Professional Development Using the District Curriculum Resources** MHE K-2 teachers will participate in district-led, as well as school embedded Professional Development utilizing the instructional resources from the Wonder's Reading curriculum. They will also attend the PD on district DLD days and MHE inservice days. We will also purchase a supplemental phonics instructional program and provide training to all staff to improve foundational literacy. | Lokita Glover, PLC Coach, Dr. Angela Nichols, District Reading Instructional Coach, Nicholas Dominguez, Principal, Shela Ashford and Jennifer Jackson, Assistant Principals | 05/23/2025 |  |  |
| **[S 3.2] Informal Observations and Coaching** The PLC Coach, ILT ELA Lead, the Administrative team along with the District Reading Instructional Coach will do informal observations of all K-2 Teacher's Comprehensive Literacy Block. They will offer feedback including instructional strategies to enhance K-2 foundational skills and comprehension instruction. The PLC coach and reading instructional coach will assist in coaching teachers who need additional support. **Benchmark Indicator** Implementation:  \* Weekly Informal Observation Tool and rubric \* Quarterly student work samples \* Bi-weekly Instructional Leadership Team (ILT) agenda and minutes     Effectiveness:  \* Weekly informal observation data will indicate that at least 95% of teachers observed will implement effective instructional practices identified by the rubric, resulting in effectiveness scores of 3 or better. \* Quarterly review of student work samples will show students' mastery of standards at 80% or higher. \* Bi-weekly admin meetings will monitor and norm classroom observations to ensure that each time there is a 10% increase in teacher's demonstrating effective implementation of instructional practices according to the walkthrough rubric. | **[A 3.2.1] Collaborative Planning with Admin Team** \* K-2 teachers will collaboratively plan foundational skills lessons, and engage in deliberate practice with the RTI Interventionist, ELA ILT member, and the administrative team  \* Administrative Team will support K-2 teachers with using the Wonders Curriculum to teach foundational skills and the K-2 Foundational Literacy Walkthrough tool as a guide to assist with planning instruction. \* Compile and share resources and activities to be used during the 120- minute comprehensive literacy block \* Vertical Team Planning with 3rd grade teachers to determine goals students need to meet to be successful upon entry into 3rd grade | Jamie Hargett, RTI Interventionist, Lokita Glover, PLC Coach, Nicholas Dominguez, Principal, Shela Ashford and Jennifer Jackson, Assistant Principals, Alisa Johnson, ELA ILT, Dr. Angela Nichols, District Reading Instructional Coach | 05/23/2025 |  |  |
|  | **[A 3.2.2] K-2 Specialized Education Assistants** SEA's will provide instructional support to students in the classroom during whole group instruction, teacher-led small group instruction, and during Tier 1 core instruction. SEA's will also support students in the RTI2 settings.   SEA's will utilize the Wonder's Reading Curriculum as well as additional instructional resources to teach foundational, fluency, and comprehension skills. | Lokita Glover, PLC Coach, Jamie Hargett RTI Interventionist, Nicholas Dominguez, Principal, Shela Ashford, Assistant Principal, Dr. Angela Nichols, District Reading Instructional Coach | 05/23/2025 |  |  |