# Snowden Elementary/Middle Annual Plan (2024 - 2025)

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| **[G 1] Reading/Language Arts 3-8** Snowden will increase ELA meeting or exceeding expectations proficiency rates in all grades from 28.8% in 2023 to 36.2 % in 2025. **Performance Measure** Performance will be measured using the following tools:  \* TNReady Assessment \* IReady Universal Screeners \* School-based CFAs | | | | | |
| **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.  School level data shows the following for Fall 2023 Mastery Connect overall data results show overall 36.3% met plus exceeded in ELA. For Winter 2023 Mastery Connect results show overall 35.4% met plus exceeded in ELA. **Benchmark Indicator** \*\*IMPLEMENTATION:\*\*  iReady Diagnostics Platform (FALL, WINTER, SPRING)  Bi-Weekly CLASSROOM INFORMAL OBSERVATION DATA  Semi-Annual FORMAL OBSERVATION DATA (TEM)  Quarterly Formative Common Assessments  \*\*EFFECTIVENESS\*\*:  Implementing Quarterly iReady Diagnostic results will show 40% of students with a 5% increase on track or mastery  Implementing Biweekly classroom observations will show 40% of students with a 5% increase on track or mastery  Executing Quarterly review of TEM observation data to monitor educators' delivery of standard aligned lessons to the TN Standards with a TEM score of level 3 or higher, for 90% of teachers, in at least 5 or more of the TEM indicators.  Implementing Quarterly Formative Assessments will show 35% of students in grades 3 through 8 should perform at or above the 70% | **[A 1.1.1] Implementation of ELA Curriculum** \* Utilize curriculum maps with fidelity \* Leverage experienced ELA teachers to support new teachers with the curriculum shift. \* Provide common planning time and deliberate practice \* Conduct ILT walkthroughs on a monthly basis to provide feedback to teachers. \* Conduct informal observations on a weekly basis and provide feedback. \* Ensure access to relevant professional development. \* Continued implementation of a school-wide writing program. \* Integrate on-line curriculum resources into daily lessons utilizing student devices \* After-school tutoring services for students \* Offer student incentives for growth and achievement on district formative CFAs | S. Scruggs, Principal; D. Washington, Vice-Principal; E. Patterson, Assistant Principal; S. Jimerson, PLC Coach; S. McClanahan, PLC Coach, ELA staff members | 05/20/2025 |  |  |
|  | **[A 1.1.2] Instructional Supplies** Secure supplies, materials, equipment, and support for classroom instruction that will enhance the learning environment for all students by providing items based on curricular needs. | S. Scruggs, Principal; S. Jimerson, PLC Coach; S. McClanahan, PLC Coach | 04/11/2025 |  |  |
|  | **[A 1.1.3] Study Island** The on-line platform, Study Island, will be used to support the ELA and social studies curriculum. | S. Scruggs, Principal; S. Jimerson, PLC Coach; S. McClanahan, PLC Coach, Social Studies staff members | 05/20/2025 |  |  |
|  | **[A 1.1.4] ANet** School will provide ANet for core content classrooms as a quarterly common formative assessment tool. | S. Scruggs, Principal; D. Washington, Vice-Principal; S. Jimerson, PLC Coach; S. McClanahan, PLC Coach, Core Content Teachers | 05/03/2024 |  |  |
| **[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. **Benchmark Indicator** \*\*Implementation\*\*  School-based professional development needs are determined by informal administrative walkthroughs, school-based initiatives, and student performance on district and school-based CFAs.   \*\*Effectiveness\*\*  · 95% staff attendance rate at weekly PLC meetings  · 95% staff attendance rate at monthly faculty meetings  · 95% attendance rate at monthly new teacher support meetings | **[A 1.2.1] ELA Professional Development** Snowden school will ensure participation in the following ELA Professional Development:  \* School-based collaborative planning and training for Wonders and My Perspectives. \* School provided training for RTI implementation including IReady and Fastbridge/Illuminate. \* School-based weekly PLCs with focus on curriculum implementation \* PLCs and Collaborative planning sessions with focus on backwards planning, anticipating misconceptions, improving data analysis processes, and creating teacher exemplars. \* ILT redelivery of core content training received during Leadership Development Week | S. Scruggs, Principal;E. Patterson, Assistant Principal; S. Jimerson, PLC Coach; S. McClanahan, PLC Coach, ELA staff members | 05/29/2025 |  |  |
|  | **[A 1.2.2] PLC Coaches** Provide Professional learning coaches to implement the following strategies:  \* Monitor the implementation of evidence-based practices in classrooms, ensuring fidelity to the chosen instructional methods. \* Assist in selecting appropriate instructional materials and resources that align with best practices in literacy instruction. \* Help teachers analyze student performance data and use it to inform instructional decisions, including identifying students who may benefit from additional support. \* Provide ongoing professional development for teachers, focusing on evidence-based instructional strategies, differentiated instruction, and the science of reading. \* Assist teachers in planning lessons that incorporate evidence-based practices, personalized learning, and differentiated instruction to meet the diverse needs of students. | S. Scruggs, Principal; S. Jimerson, PLC Coach; S. McClanahan, PLC 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** I\*\*mplementation\*\*  \* Weekly progress monitoring \* RTI fidelity checks of both computer based minutes and small-group instructions \* Monthly data team meetings  \*\*Effectiveness\*\*  \* 95% of RTI students complete progress monitoring weekly \* 95% of RTI students complete required computer-based work weekly \* 100% of RTI instructors conduct small-group instruction weekly \* 10% of RTI students moving up a skill deficit level or grade level each month | **[A 1.3.1] Provide Staff** Provide interventionists who work closely with students, providing individualized or small-group instruction based on their individual requirements. This individualized approach ensures that students who are struggling receive targeted assistance. Interventionists will also assist with administering assessments and analyzing data to determine which students require additional assistance. Interventionists will assess and track the progress of students receiving interventions on a regular basis. They utilize data to modify instructional strategies and evaluate the efficacy of interventions. | S. Scruggs, Principal; D. Washington, Vice-Principal; S. Jimerson, PLC Coach; S. McClanahan, PLC Coach, RTI Lead and RTI Instructors | 05/23/2025 |  |  |
|  | **[A 1.3.2] Professional Development Training and Resources** \* Provide foundational RTI training for all educators to ensure a common understanding of RTI principles. Training will cover topics such as the RTI process, data collection and analysis, and the use of evidence-based instructional practices. \* Provide training on how to collect, analyze, and use data effectively in the RTI process. Training will ensure educators are proficient in using assessment data to make informed decisions about student interventions. \* Commit to regularly updating and expanding the resource repository to stay current with evolving best practices and research in RTI and implement training sessions to familiarize educators with the available resources and how to effectively use them in RTI practices. These sessions will cover topics such as data-driven decision-making, evidence-based interventions, and progress monitoring. | S. Scruggs, Principal; S. Jimerson, PLC Coach; S. McClanahan, PLC Coach, RTI Lead | 11/05/2024 |  |  |
|  | **[A 1.3.3] RTI Implementation** A designated RTI block has been implemented in all grades K–8. Teachers plan and execute targeted skill-based interventions on a consistent basis for the students they serve. Data team meetings are held monthly to consistently monitor students’ progress and instructional practices. All RTI students in K–8 have access to Iready computer-based intervention. Progress monitoring is overseen by administrative staff.   Additionally, we have an RTI2 collaborative planning meeting every third Wednesday for all staff teaching tiered intervention classes to tier 2 and 3 students. Implementation will be supported by vendor-led onsite training and guidance from the RTI advisor to assist teachers with the correct implementation of the district-mandated platforms, I-Ready, Aimsweb, and TNPulse. | S. Scruggs, Principal; D. Washington, Vice-Principal; E. Patterson, Assistant Principal; C. Robertson, Assistant Principal; M. Martinez, Assistant Principal; S. Jimerson, PLC Coach; S. McClanahan, PLC Coach, Intervention staff | 05/23/2025 |  |  |
|  | **[A 1.3.4] Reading Horizons** Provide the Reading Horizons literacy program to 3-8 RTI classes to facilitate closing the gaps in students' foundational literacy skills. | S. Scruggs, Principal; D. Washington, Vice-Principal; S. Jimerson, PLC Coach; S. McClanahan, PLC Coach, RTI Lead and RTI Instructors | 05/23/2025 |  |  |
| **[G 2] Mathematics grades 3-8** Snowden Goal: Snowden will increase Math meeting or exceeding expectations proficiency rates in all grades from 21.1% in 2023 to 30.3% in 2025 **Performance Measure** Performance will be measured using the following tools:  \* TNReady Assessment \* Iready Universal Screener \* School-based CFAs | | | | | |
| **Strategy** | **Action Step** | **Person Responsible** | **Estimated Completion Date** | **Funding Source** | **Notes** |
| **[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. **Benchmark Indicator** \*\*IMPLEMENTATION:\*\*  iReady Diagnostics Platform (FALL, WINTER, SPRING)  Bi-Weekly CLASSROOM INFORMAL OBSERVATION DATA  Semi-Annual FORMAL OBSERVATION DATA (TEM)  Quarterly Formative Common Assessments  \*\*EFFECTIVENESS\*\*:  Implementing Quarterly iReady Diagnostic results will show 40% of students with a 5% increase on track or mastery  Implementing Biweekly classroom observations will show 40% of students with a 5% increase on track or mastery  Executing Quarterly review of TEM observation data to monitor educators' delivery of standard aligned lessons to the TN Standards with a TEM score of level 3 or higher, for 90% of teachers, in at least 5 or more of the TEM indicators.  Implementing Quarterly Formative Assessments will show 30% of students in grades 3 through 8 should perform at or above the 70% | **[A 2.1.1] Implementation of Math Curriculum** Snowden will take the following steps to ensure implementation of the new Iready Math curriculum:  \* Utilize curriculum maps with fidelity. \* Leverage experienced math teachers to support new teachers with the curriculum shift. \* Provide for common planning time and deliberate practice. \* Conduct informal observations on a weekly basis and provide feedback. \* Ensure that teachers receive continued school and district-based professional development with the new Iready math curriculum.  \* Integrate on-line curriculum resources into daily lessons utilizing student devices \* Offer after-school tutoring services for students \* Offer student incentives for growth and achievement on district formative CFAs | S. Scruggs, Principal; D. Washington, Vice-Principal; M.Martinez, Assistant Principal; C. Robertson, Assistant Principal; S. Jimerson, PLC Coach; S. McClanahan, PLC Coach, Math staff members | 05/23/2025 |  |  |
|  | **[A 2.1.2] Instructional Supplies** Secure supplies, materials, equipment, and support for classroom instruction that will enhance the learning environment for all students by providing items based on curricular needs. | S. Scruggs, Principal; S. Jimerson, PLC Coach; S. McClanahan, PLC Coach | 04/11/2025 |  |  |
|  | **[A 2.1.3] Study Island** The on-line platform, Study Island will be used to support the math and science curriculum. | S. Scruggs, Principal; D. Washington, Vice-Principal; S. Jimerson, PLC Coach; S. McClanahan, PLC Coach, Science staff members | 05/20/2025 |  |  |
|  | **[A 2.1.4] ANet** School will provide ANet for core content classrooms as a quarterly common formative assessment tool | S. Scruggs, Principal; D. Washington, Vice-Principal; S. Jimerson, PLC Coach; S. McClanahan, PLC Coach, Core Content Teachers | 05/23/2025 |  |  |
| **[S 2.2] Math 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. **Benchmark Indicator** \*\*Implementation\*\*  School-based professional development needs are determined by informal administrative walkthroughs, school-based initiatives, and student performance on district and school-based CFAs.   \*\*Effectiveness\*\*  · 95% staff attendance rate at weekly PLC meetings  · 95% staff attendance rate at monthly faculty meetings  · 95% attendance rate at monthly new teacher support meetings | **[A 2.2.1] Professsional Development** Snowden school will ensure participation in the following Math Professional Development:  \* School-based collaborative planning and training for Iready Math. \* School provided training for RTI implementation including Iready and Fastbridge/Illuminate \* School-based weekly PLCs with focus on curriculum implementation \* PLCs and Collaborative planning sessions with focus on backwards planning, anticipating misconceptions, improving data analysis process and creating teacher exemplars. \* ILT redelivery of core content training received during Leadership Development Week | S. Scruggs, Principal; M. Martinez, Assistant Principal; C. Robertson, Assistant Principal; S. Jimerson, PLC Coach; S. McClanahan, PLC Coach, Math staff members | 05/29/2025 |  |  |
| **[S 2.3] Targeted Interventions and Personalized Learning,** Provide academic interventions, personalized learning activities, an individualized learning pace, and various instructional approaches designed to meet the needs of specific learners to improve student achievement.  \*\* \*\*  \*\* \*\* **Benchmark Indicator** I\*\*mplementation\*\*  \* Weekly progress monitoring \* RTI fidelity checks of both computer based minutes and small-group instructions \* Monthly data team meetings  \*\*Effectiveness\*\*  \* 95% of RTI students complete progress monitoring weekly \* 95% of RTI students complete required computer-based work weekly \* 100% of RTI instructors conduct small-group instruction weekly \* 10% of RTI students moving up a skill deficit level or grade level each month | **[A 2.3.1] RTI Implementation** A designated RTI block has been implemented in all grades K–8. Teachers plan and execute targeted skill-based interventions on a consistent basis for the students they serve. Data team meetings are held monthly to consistently monitor students’ progress and instructional practices. All RTI students in K–8 have access to Iready computer-based intervention. Progress monitoring is overseen by administrative staff.   Additionally, we have an RTI2 collaborative planning meeting every third Wednesday for all staff teaching tiered intervention classes to tier 2 and 3 students. Implementation will be supported by vendor-led onsite training and guidance from the RTI advisor to assist teachers with the correct implementation of the district-mandated platforms, I-Ready, Aimsweb, and TNPulse. | S. Scruggs, Principal; D. Washington, Vice-Principal; E. Patterson, Assistant Principal; C. Robertson, Assistant Principal; M. Martinez, Assistant Principal; S. Jimerson, PLC Coach; S. McClanahan, PLC Coach, Intervention staff | 05/23/2025 |  |  |
|  | **[A 2.3.2] Provide Staff** Provide interventionists who work closely with students, providing individualized or small-group instruction based on their individual requirements. This individualized approach ensures that students who are struggling receive targeted assistance. Interventionists will also assist with administering assessments and analyzing data to determine which students require additional assistance. Interventionists will assess and track the progress of students receiving interventions on a regular basis. They utilize data to modify instructional strategies and evaluate the efficacy of interventions. | S. Scruggs, Principal; D. Washington, Vice-Principal; S. Jimerson, PLC Coach; S. McClanahan, PLC Coach, RTI Lead and RTI Instructors | 05/23/2025 |  |  |
|  | **[A 2.3.3] Professional Development Training and Resources** \* Provide foundational RTI training for all educators to ensure a common understanding of RTI principles. Training will cover topics such as the RTI process, data collection and analysis, and the use of evidence-based instructional practices. \* Provide training on how to collect, analyze, and use data effectively in the RTI process. Training will ensure educators are proficient in using assessment data to make informed decisions about student interventions. \* Commit to regularly updating and expanding the resource repository to stay current with evolving best practices and research in RTI and implement training sessions to familiarize educators with the available resources and how to effectively use them in RTI practices. These sessions will cover topics such as data-driven decision-making, evidence-based interventions, and progress monitoring. | S. Scruggs, Principal; S. Jimerson, PLC Coach; S. McClanahan, PLC Coach, RTI Lead | 11/05/2024 |  |  |
| **[G 3] Safe and Healthy Students** \*\*Snowden GOAL:\*\* Utilizing biweekly and quarterly attendance data, Snowden will ensure a 98% in-person attendance rate for all students during the 2024-25 academic school year. **Performance Measure** Interventions and supports will be measured using the following:  \* PowerSchool Data \* PowerBI Data \* Share Point     The school will also conduct a biweekly analysis of school-wide attendance and discipline. | | | | | |
| **Strategy** | **Action Step** | **Person Responsible** | **Estimated Completion Date** | **Funding Source** | **Notes** |
| **[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. **Benchmark Indicator** \*\*Implementation\*\*  \* 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. \* 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.  \* 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).     \*\*Effectiveness\*\*  \* Maintain a less than 10% discipline referral rate \* Maintain a less than 5% suspension rate  \* Maintain a 98% attendance rate | **[A 3.1.1] Attendance and Behavior supports** \*\*Behavior\*\*  \* Assist teachers in building school classroom and school environments that create high levels of trust and low levels of stress for students through implementation of schoolwide PBIS practices. \* Implement school-wide in-school expectations by developing and building background knowledge for all students through in-person meetings, classroom guidance, or quarterly meetings. \* Plan Elementary Morning Meetings \* Utilize district-provided middle school SEL lessons and videos to proactively address goals/expectations and relationships in support of healthy in-school classroom environments. Monitor and ensure completion of required, weekly lessons. \* Offer quarterly E-Club and Fight Free Schools incentives \* Provide behavior plan letter to parents of students who have repeated behavior issues and hold meetings with counselors, parents, and teachers  \*\*Attendance\*\*  \* Follow district guidelines for taking attendance \* Provide SART Notices for students who are chronically absent with strict follow through on identified consequences such as family meetings and additional notices of truancy in-order to effectively decrease chronic absenteeism and increase academic performance on instructional tasks to expected levels. \* Provide Wraparound Services (Access to meals at various district locations, access to health services, and other family supports) for students facing obstacles to consistent attendance in-order to promote a steady decline in chronically absent students leading to increased instructional engagement. \* Provide text messages (using technology tools such as TEAMS, email, Remind App, Class Dojo and etc.) to parents regarding students’ absenteeism as a form of comprehensive communication with all stakeholder demographics in-order to build stronger relationships between school/home leading to a stronger sense of partnership for all families and reduced number of students who are chronically absent. In addition, grade-level chairs and/or teachers may be asked to place phone calls to absent students in their home rooms. \* Offer incentives for chronically absent students who increase and maintain expected attendance rates at the end of each 20 day period \* Offer perfect attendance awards at the end of each 20 day period. | S. Scruggs, Principal; D. Washington, Vice-Principal; E. Patterson, Assistant Principal; C. Robertson, Assistant Principal; M. Martinez, Assistant Principal; Elementary and Middle School Guidance Counselors | 05/23/2025 |  |  |
| **[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. **Benchmark Indicator** \*\*Implementation\*\*  \* Weeky Student discipline and attendance reports during administrative meeting. \* Weekly informal walkthroughs to assess behavior needs. \* Monthly SART Meeting with administration and teachers \* Bi-weekly classroom management PLCs. \*\*Effectiveness\*\*  \* Maintain a less than 10% discipline referral rate \* Maintain a less than 5% suspension rate \* Maintain a 98% attendance rate | **[A 3.2.1] SEL Professional Development** \* Participate in district-provided professional development throughout the school year and will utilize PLC time to introduce new strategies to the staff. \* Engage in district provided SEL professional development \* Engage SPED supervisor to provide support with Behavior Tools, FBA/BIP training, and CPI. \* Engage the SEED office to provide SEL professional development for staff | S. Scruggs, Principal; D. Washington, Vice-Principal; E. Patterson, Assistant Principal; C. Robertson, Assistant Principal; M. Martinez, Assistant Principal; S. McClanahan, PLC coach; S. Jimerson, PLC Coach; Elementary and Middle School Guidance Counselor | 11/05/2024 |  |  |
|  | **[A 3.2.2] Provide Staff** Provide two counselors and two interventionists to ensure efficacy of programs to support students | S. Scruggs, Principal | 05/29/2025 |  |  |
| **[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. **Benchmark Indicator** \*\*Implementation \*\*  \* Review 20-day student attendance reports at the end of each semester to determine the impact after engagement events \* Provide weekly family updates for all school activities \* Monitor parental feedback weekly from form provided on the school website. \* Meet monthly with community committee to determine parent and family engagement activities for each quarter.     \*\*Effectiveness\*\*  \* 25% parent/guarding attendance rate by grade level at school events. | **[A 3.3.1] Communication and Events** \* Inform parents of multiple communication strategies: Remind APP, Blackboard, emails, parent teacher conferences, and phone calls. \* Utilize APs through which parents can receive text updates in multiple languages. \* Maintain Snowden website \* Ensure all Title 1 documentation is available on Snowden website and in print \* Ensure Snowden Handbook is available on Snowden website and in print \* Host numerous events throughout the school year for families: Open House, Data Nights, Holiday programs, Grandparents’ Day, Family Math and Reading Night, and quarterly Awards programs.  \* Ensure that parents and families of English learners have access to all information presented by the school in their native languages. \* Ensure that each event has a translator on-site to engage parents and families of English Language Learners. \* Provide multilingual advertisements for all events multilingual and acknowledge that a translator will be available at the events. \* Provide culturally responsive and relevant PD and parent engagement nights to include and involve students of all cultures | S. Scruggs, Principal; D. Washington, Vice-Principal; E. Patterson, Assistant Principal; C. Robertson, Assistant Principal; M. Martinez, Assistant Principal; S. McClanahan, PLC coach; S. Jimerson, PLC Coach; Elementary and Middle School Guidance Counselor | 05/16/2025 |  |  |
| **[G 4] Early Literacy** Snowden K-2 students will increase on grade level proficiency rates from 32 % on Spring 2024 Iready Universal Benchmark to 37% on Iready Universal Benchmark by Spring 2025.  Snowden will increase 3rd grade ELA meeting or exceeding expectations proficiency rates from 32.2% in 2023 to 40% in 2025 on TNReady assessment. **Performance Measure** \* IReady Universal Screeners \* School-based CFAs \* TNReady Assessment for 2nd and 3rd grade. | | | | | |
| **Strategy** | **Action Step** | **Person Responsible** | **Estimated Completion Date** | **Funding Source** | **Notes** |
| **[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. **Benchmark Indicator** \*\*Implementation\*\*  School-based professional development needs are determined by informal administrative walkthroughs, school-based initiatives, and student performance on district and school-based CFAs.   \*\*Effectiveness\*\*  \* 95% staff attendance rate at weekly PLC meetings \* 95% staff attendance rate at monthly faculty meetings \* 95% attendance rate at monthly new teacher support meetings \* 95% of teachers complete at least one professional development activity related to science of reading. | **[A 4.1.1] School-based Professional Development and Collaborative Planning** \*\*Professional Development\*\*  \* Provide comprehensive professional development opportunities for all K-2 teachers to ensure they understand and can implement evidence-based reading instruction methods. Training should cover topics such as phonemic awareness, phonics, vocabulary development, fluency, and comprehension.    \*\*Collaborative Planning\*\*  \* Teacher assistants who support K-2 will attend weekly team meetings. \* K-2 teachers will participate in weekly grade-level collaborative planning and monthly vertical planning. | S. Scruggs, Principal; D. Washington, Vice-Principal; E. Patterson, Assistant Principal; C. Robertson, Assistant Principal; M. Martinez, Assistant Principal; S. McClanahan, PLC coach; S. Jimerson, PLC Coach; K-2 Lead teachers | 05/23/2025 |  |  |
| **[S 4.2] Early Literacy Opportunities** Snowden will provide a strategic, research-based program of early literacy opportunities to students. **Benchmark Indicator** \*\*IMPLEMENTATION:\*\*  iReady Diagnostics Platform (FALL, WINTER, SPRING)  Bi-Weekly CLASSROOM INFORMAL OBSERVATION DATA  Semi-Annual FORMAL OBSERVATION DATA (TEM)  Quarterly Formative Common Assessments  \*\*Effectiveness\*\*  \* Anet assessment scores above 70% to indicate on-track performance. \* Iready universal screener scores indicating 20% growth from Fall to Spring \* 95% of teachers utilizing research-based reading strategies in their classrooms as observed during informal observations. | **[A 4.2.1] Evidence Based Literacy Instruction** K-2 educators will integrate the structured literacy approach, emphasizing explicit and systematic instruction in phonics, decoding, encoding, syllable division, and morphology. To enhance this approach, the reading curriculum will be aligned with evidence-based practices rooted in the science of reading, ensuring that all instructional materials, textbooks, and classroom resources used in grades K–2 adhere to these principles. The implementation of regular literacy assessments, including phonemic awareness and decoding assessments, will be a key strategy to effectively pinpoint students in need of additional support. Robust data collection and analysis will provide the school with the means to closely monitor student progress and make well-informed instructional decisions, ultimately nurturing improved literacy outcomes. Additionally, ongoing evaluation of the effectiveness of these strategies will inform necessary adjustments to the school improvement plan, and resource allocation, encompassing instructional materials and personnel, will be strategically directed to support the science of reading initiatives effectively. | S. Scruggs, Principal; E. Patterson, Assistant Principal; S. McClanahan, PLC coach; S. Jimerson, PLC Coach; K-2 Teachers and Teacher Assistants | 05/23/2025 |  |  |
|  | **[A 4.2.2] Foundational Skills Report** · K-2 teachers will provide explicit foundational skills instruction to all students at their level of need.  \* Develop a tiered support system based on assessment data. Provide targeted interventions and differentiated instruction to meet the specific needs of struggling readers. Offer small-group and one-on-one instruction as needed. \* Provide resources to parents and guardians to help support literacy development at home.  \* ·K-2 teachers will administer standards and curriculum-aligned placement tests and screenings to determine what students understand to build on the students' strengths and address their specific needs. | S. Scruggs, Principal; E. Patterson, Assistant Principal; S. McClanahan, PLC coach; S. Jimerson, PLC Coach; K-2 Teachers and Teacher Assistants | 05/23/2025 |  |  |