Circles Of Success Learning Academy Annual Plan (2023 - 2024)

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[G 1] Reading/Language Arts
Circles of Success Learning Academy will increase ELA On Track and Mastery proficiency rates for grades 3-5 from 18% to 23% in 2023-24, as evidenced by the student performance on the TNReady Assessment during the spring of 2024.

Performance Measure
Performance will be measured using the following tools:

TNReady Assessment

Formative Assessment using IXL

EASY CBM

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. **Benchmark Indicator** Students should perform at or above the 70% on Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter. Weekly classroom observations using the COSLA specific Classroom Walkthrough Protocol and Debriefing will provide COSLA with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction.	**[A 1.1.1] Create Lesson Plans for Scaffolding Prerequisite Standards** Lesson planning for literacy will consist of a co-planning session with ILT Literacy Lead teachers and the Academic Director, weekly. A planning protocol will guide the co-planning and individual planning sessions. The protocol will include reading and annotating the focus text, determining and planning for where scholars will struggle with the text, and creating/vetting text-dependent questions. Vertical literacy team planning will also take place every two weeks during Vertical Professional Learning Community meetings. Lesson plans will be evaluated during the classroom observations, weekly, to determine the engagement level of the scaffolding and personalization with prerequisite Tennessee Academic Standards according to the vertical progression of literacy standards. Evidence of prerequisite use and scaffolding should be present during 100% of classroom observations.	Ashley Willett, Academic Director, ILT Literacy and Instructional Leads	05/01/2024		

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. Quarterly review of Project Coach observation data to monitor educators' delivery of standard aligned lessons to the TN Standards.					
	[A 1.1.2] Conduct Targeting Weekly Classroom Observations ** **Weekly Classroom observations will be conducted with a weekly target as the focus, using the Instructional Practice Guide and Project Coach Rubrics, to assess the effectiveness of core instruction with the following strategies evidenced: Scaffolding, Differentiation, Small Group Instruction, Standards-Aligned Formative Assessment, and Gradual Release of Responsibility. Observed lessons will be recorded for teachers to self-reflect with more accuracy and to encourage precision in providing targeted feedback for improvement.	Ashley Willett, Academic Director; Amir Joplin, ILT Lead; Mikki Pierson, ILT Lead	05/17/2024		
	[A 1.1.3] Create Small Group, Personalized Instruction ** **Teachers and Co-Teachers/Paraprofessionals will facilitate small group instruction during core instructional blocks to address gaps in learning. After planning lessons previously prepared to address deficits in the mastery of prerequisite standards, the classroom teacher will facilitate explicit, direct instruction in homogenous, small groups at the teacher table while Co-Teacher/Paraprofessionals provide instructional support to heterogeneous, small groups and individual scholars who need remediation or next steps for learning. This approach will promote higher levels of personalized learning to meet the varying individual needs of scholars	Teachers, Co-Teacher, Academic Director, ILT Leads	05/17/2024		

	[A 1.1.4] Provide Targeted Professional Development ** **Leadership Team and ILT members participate in monthly professional development opportunities to increase knowledge and skill in order to better support content teachers with feedback and targeted training that should result in more effective daily instructional practices, as evidenced by weekly classroom observations. The increased capacity of the Leadership Team will be utilized to increase teacher effectiveness and student's academic performance.	Executive Director, Academic Director, ILT Leads, Classroom Teachers, Co-Teachers	05/17/2024		
[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** Weekly classroom observations using the Instructional Practice Guide (IPG) for Literacy and the Project Coach Observation Rubric Document will provide the data to determine trends in teachers' effectiveness at planning and implementing rigorous, standards-aligned instruction that meets the varying individualized needs of learners and leads to grade-level standards mastery. Additionally, these observations will provide the data to inform and plan targeted specific professional development support. Observation data will be monitored for 80% standards-aligned core instructional implementation, with fidelity in order to provide individualized professional learning support. Instructional Leadership Team (ILT) meetings are conducted twice each month at 85% attendance to	**[A 1.2.1] Provide Targeted Professional Development** ** **Leadership Team and ILT members participate in monthly professional development opportunities to increase knowledge and skill in order to better support content teachers with feedback and targeted training that should result in more effective daily instructional practices, as evidenced by weekly classroom observations. The increased capacity of the Leadership Team will be utilized to increase teacher effectiveness and student's academic performance. Veteran teachers will be paid a stipend for preparation coaching and mentoring these teachers.	Executive Director, Academic Director, ILT Leads, Classroom Teachers, Co-Teachers	12/30/2023	ESSER 3	

ensure school leaders are gaining and sharing knowledge of content, obtaining content support and resources through collaboration, and effectively communicating new information with instructional team members. Leadership Team and ILT members participate in monthly professional development opportunities to increase knowledge and skill in order to better support content teachers with feedback and targeted training that should result in more effective daily instructional practices, as evidenced by weekly classroom observations. Parent training will take place monthly, to break down barriers for parental support of the academic program through practical training that employs real-world applications. The New Teacher Academy will provide teachers and co-teachers who are new to our school and/or to the teaching profession with professional learning supports, weekly professional learning cohort meetings, and mentor coaching to increase the effectiveness in all facets of classroom instruction. New teacher professional learning supports are offered at various times throughout each semester for new hires seeking licensure. There will be a stipend given to each participant after complettion of sessions. These funds are given in hopes that they will use it for Praxis testing. Mentor rosters are submitted at the beginning of each semester to ensure collegial support is assigned to each new hire.					
[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	**[A 1.3.1] Conduct Monthly Data Team Meetings** ** **The school-wide data team meets monthly to review and analyze student performance data in the Illuminate Fastbridge online program. Team members discuss each scholar's instructional placement for intervention, as determined by the	Intervention Coordinator, Academic Director, Teacher, Co-Teachers,	05/17/2024		

student achievement. **Benchmark Indicator** Students should perform at or above 70% on Formative Assessments (Fall, Winter, and Spring) which align with core instructional standards for the specific quarter. Monthly progress monitoring data review of students' performance in targeted intervention (i-Ready) to determine next steps of intervention support in an effort to get them to grade level. Weekly review of grade reports for students enrolled in summer learning opportunities to monitor and adjust the effectiveness of the learning opportunity and the impact on student learning and content delivery.	deficit area detected during the screener, benchmarking, and/or progress monitoring.Data-informed decisions are made for each child to meet his/her instruction needs and provide the support necessary for academic growth and success.	Exceptional Children Coordinator, School Psychologist			

[G 2] Mathematics

Circles of Success Learning Academy will increase Mathematics On Track and Mastery proficiency rates for grades 3rd-5th from 25% to 30% in 2023-24, as evidenced by the student performance on the TNReady Assessment during the spring of 2024.

Performance Measure
Performance will be measured using the following tools:

TNReady Assesment

Formative Assessment using IXL

EASY CBM

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 around prerequisite standards (coherence) 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	**[A 2.1.1] Create Lesson Plans for Scaffolding Prerequisite Standards** ** **Lesson planning for mathematics will consist of a co-planning session with ILT Math Lead teachers and the Academic Director, weekly. A planning protocol will guide the co-planning and individual planning sessions. Vertical mathematics team	Ashley Willett Academic Director; Brenda Dancey, ILT Math Lead; Mikki Pierson,	05/17/2024		

mastery of current grade level TN Academic Standards to ensure students are career and college ready. **Benchmark Indicator** Students should perform at or above 70% on End-of-Quarter Assessments, which align with core Tennessee Academic Standards for the specific quarter. Additionally, we expect each scholar to meet the growth goals established by the i-Ready Diagnostic Assessment System. Progress toward goal attainment will be measured after each test administration. Weekly Classroom observations will be conducted using the Instructional Practice Guide and Project Coach Rubrics, to assess the effectiveness of core instruction with the following strategies evidenced: Scaffolding, Differentiation, Small Group Instruction, Standards-Aligned Formative Assessment, and Gradual Release of Responsibility. Fidelity checks will also be leveraged to determine the consistency and authenticity of interventions Mathematics, as this is one of our school-wide instructional priorities to close learning gaps. Lesson plans will be evaluated during the classroom observations, weekly, to determine the engagement level of the scaffolding with prerequisite Tennessee Academic Standards according to the Coherence Maps in Mathematics.	planning will also take place every two weeks during Vertical Professional Learning Community meetings. Lesson plans will be evaluated during the classroom observations, weekly, to determine the engagement level of the scaffolding and personalization with prerequisite Tennessee Academic Standards according to the Coherence Maps in Mathematics. Evidence of prerequisite use and scaffolding should be present during 100% of classroom observations.	ILT Math Lead, Amir Joplin, ILT			
	[A 2.1.2] Conduct Targeting Weekly Classroom Observations ** **Weekly Classroom observations will be conducted with a weekly target as the focus, using the Instructional Practice Guide and Project Coach Rubrics, to assess the effectiveness of core instruction with the following strategies evidenced: Scaffolding, Differentiation, Small Group Instruction, Standards-Aligned Formative Assessment, and Gradual Release of Responsibility. Observed lessons will be recorded for teachers to self-reflect with more accuracy and to encourage precision in providing targeted feedback for improvement.	Ashley Willett, Academic Director; Sheri Catron Cooper, Executive Director; Amir Joplin, ILT; Mikki Pierson, ILT	05/17/2024		

	[A 2.1.3] Create Differentiated Small Group Instruction ** **Teachers and Co-Teachers/Paraprofessionals will facilitate small group instruction during core instructional blocks to address gaps in learning. After planning lessons previously prepared to address deficits in the mastery of prerequisite standards, the classroom teacher will facilitate explicit, direct instruction in homogenous small groups at the teacher table while Co-Teacher/Paraprofessionals provide instructional support to heterogeneous small groups and individual scholars who need remediation or next steps for learning. This approach will promote higher levels of personalized learning to meet the varying individual needs of scholars.	Classroom Teachers, Co-Teacher/Paraprofessionals, Academic Director, ILT Members	05/17/2024		
[S 2.2] Professional Development Provide ongoing, high-quality professional development for school leaders, teachers, co-teachers, and support staff that focus on effective strategies for closing learning gaps and personalizing learning. ** ** **Benchmark Indicator** Weekly classroom observations using the Instructional Practice Guide (IPG) for Mathematics and the Project Coach Observation Rubric Document will provide the data to determine trends in teachers' effectiveness at planning and implementing rigorous, standards-aligned instruction that meets the varying individualized needs of learners and leads to grade level standards mastery. Additionally, these observations will provide the data to inform and plan targeted, specific professional development support. Observation data will be monitored for 80% standards- aligned core instructional implementation, with fidelity in order to provide individualized professional learning support.	**[A 2.2.1] Provide New Teacher Academy** The New Teacher Academy will provide teachers and co-teachers who are new to our school and/or to the teaching profession with professional learning supports, weekly professional learning cohort meetings, and mentor coaching to increase the effectiveness in all facets of classroom instruction. Additionally, PRAXIS prep courses will be available for those who need to pass a PRAXIS exam on the job-embedded path to teacher licensure. Veteran teachers will be paid a stipend for preparation coaching and mentoring these teachers.	Ashley Willett	12/30/2023	ESSER 3	

Instructional Leadership Team (ILT) meetings are conducted twice each month at 85% attendance to ensure school leaders are gaining and sharing knowledge of content, obtaining content support and resources through collaboration, and effectively communicating new information with instructional team members. Leadership Team and ILT members participate in monthly professional development opportunities to increase knowledge and skill in order to better to support content teachers with feedback and targeted training that should result in more effective daily instructional practices, as evidenced by weekly classroom observations. Parent trainings will take place monthly, to break down barriers for parental support of the academic program through practical training that employs real-world applications. The New Teacher Academy will provide teachers and co-teachers who are new to our school and/or to the teaching profession with professional learning supports, weekly professional learning cohort meetings, and mentor coaching to increase effectiveness in all facets of classroom instruction. Additionally, PRAXIS prep courses will be available for those who need to pass a PRAXIS exam on the job-embedded path to teacher licensure.					
	[A 2.2.2] Provide Targeted Professional Development ** **Leadership Team and ILT members participate in monthly professional development opportunities to increase knowledge and skill in order to better support content teachers with feedback and targeted training that should result in more effective daily instructional practices, as evidenced by weekly classroom observations. The increased capacity of the Leadership Team will be utilized to increase teacher effectiveness and student's academic performance.	Executive Director, Academic Director, ILT Leads	05/17/2024		
[S 2.3] Targeted Interventions and Personalized Learning,	**[A 2.3.1] Conduct Monthly Data Team Meetings** ** **The school-wide data team meets monthly to	Intervention Coordinator,	05/17/2024		

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** Students should perform at or above 70% on Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter. Monthly progress monitoring data review of students' performance in targeted intervention (i-Ready) to determine next steps of intervention support in an effort to get them to grade level. Weekly review of grade reports for students enrolled in summer learning opportunities to monitor and adjust the effectiveness of the learning opportunity and the impact on student learning and content delivery.	review and analyze student performance data in the Easy CBM and IReady online programs. Team members discuss each scholar's instructional placement for intervention, as determined by the deficit area detected during the screener, benchmarking, and/or progress monitoring. Data-informed decisions are made for each child to meet his/her instruction needs and provide the support necessary for academic growth and success. Additionally, the team discusses the early learning indicators that predict sustained success in reading fluency and comprehension.	Academic Director, Coordinator of Exceptional Children, Classroom Teachers, Co-Teachers			
	[A 2.3.2] Create Consistent Implementation of Response to Instruction and Intervention Plan with Fidelity ** **Teachers will utilize explicit, small group instructional strategies to provide support in the identified skill deficit areas, based on screening and benchmarking data. Instruction will take place, daily, during the school-wide intervention block, with minimized interruptions. Tier I scholars will receive enriching instruction to enhance their knowledge and skills. Instructional resources include i-Ready Diagnostic and Instruction the Ready Common Core Curriculum.	Intervention Coordinator, Co-Teacher/Paraprofessional, Classroom Teachers, Special Education teachers	05/17/2024		

[G 3] Safe and Healthy Students
Circles of Success Learning Academy decrease Chronically out of school students from 34.5% to 30.2% in 2023-2024.

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

* PowerSchool Data
* PowerBI Data
* TeacherEase

All absentee data will be reviewed and monitored during weekly SART/Attendance meetings. Absences are tracked daily in Teacherease and PowerSchool. The attendance rate is calculated, daily by grade level, to determine the daily absence percentages. Twenty-Day attendance period data is tracked and monitored at the end of each period. The number of parent communications for attendance is recorded and tracked, daily, with a daily goal of 100% contact with parents/guardians of scholars on the first day of absence.100% Parents/guardians of scholars absent 3 days receive written notification with requested signature.100% Parents/guardians of scholars absent 5 days are invited to attend a SART meeting. Documentation of absences will be requested for 100% of absent scholars.

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** In order to look at attendance rates and factors that cause students to be absent from school the benchmark indicators are: 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'	**[A 3.1.1] Conduct Weekly SART Meetings** ** **The School Attendance Review Team meets weekly to analyze weekly data trends; review student absences, and documentation; ensure parent contact is made on absence days 1, 3, 5, 10; prepare for SART meetings with parents; and determine make-up work procedures. The team is comprised of classroom teachers, co-teachers, school social worker and social work interns, guidance counselor, special education teacher, SART Chair/Attendance Coordinator, and school administrators. SART meetings are held one day, per month, with parents. COSLA will use it's ESSER 3 funds to maintain staff retention, hire supporting staff for student/family services, and encourage family engagement in hopes that these actions would support student morale and attendance that has dropped due to the COVID 19 pandemic.	SART Team Chair, Academic Director, Classroom Teachers, Co-Teachers	05/01/2024	ESSER 3	

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).					
[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** Student discipline and attendance reports 20-day reporting cycle will be used to measure impact of changed practices as a result of professional development. Fidelity checks of student data entry will be conducted during the 20-day reporting cycle to monitor the incidents of data entry errors and erroneous reporting. Quarterly Reports will be shared district-wide.	**[A 3.2.1] Implement Success Academy** ** **The School Support Team will lead sessions during which teachers will review and discuss behavior data to determine data trends of disciplinary infractions in order to Reflect, Reset, and Remediate around school-wide and classroom expectations for behavior and learning. Additionally, behavior data analyses will be utilized to plan for and provide high-quality behavior support and professional development from the Guidance and Social Work team members.	Leadership Team, Teachers, Co-Teachers, Guidance Counselor and Interns, Social Worker and Interns, School Psychologist	05/17/2024		
[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** Review 20-day student attendance reports at the end of each semester to determine the impact after engagement events. At the end of each semester, review the attendance	**[A 3.3.1] Implement COSLA Parent Engagement Plan** Within the structure of the COSLA Parent Engagement Plan and Programmatic Design, parents are required to complete 20 hours of engagement per year. The hours spent in parent workshops, volunteering, in planning meetings, parent-teacher conferences, family curriculum nights, etc. are logged and tracked for each child. The Parent Engagement Plan encourages all parents to be engaged and creates a safe place to do so. The activitives below were created to promote parent engagement.	Enrollment Coordinator, Academic Director, Attendance Coordinator	08/05/2017	Title 1	

and discipline 20 day report for schools that have a trained parent ambassador to determine the impact on their attendance rates. Evidence of parent participation in decisions relating to the education of their children and collaboration efforts on district level topics through monthly parent surveys. Conduct a semi-annual adopter surveys to monitor their impact on students' success by way of their contributions of resources and time.	Academic Conferences Parent Teacher Advisory Board Meetings Awards Day Celebrations Family Pajama Reading Night Math/Science Night Parents Go Back to School (Curriculum Night) Fall Festival School Book Fair Evening showcase TCAP Information Meetings/Workshops TCAP Focused Tutoring Calendars (Yearly with main events, holidays…) Holiday/Spring Musical Food Drive SIP and paint parent meeting Service Learning Opportunities Muffins with Moms Pizza with Pops				

[G 4] Early Literacy
Circles of Success' early learners will be engaged for the 2023-24 year in scientifically based reading instruction that provides meaningful and authentic opportunities to develop the early literacy skills essential to becoming proficient readers by the end of grade 3.

Circles of Success' early learners will be engaged for the 2023-24 year in literacy-rich environments that offer meaningful and authentic opportunities to develop the reading,

writing, speaking and listening skills essential to becoming college and career ready.

Performance Measure
By June 2026, 85% of KK-2 students will achieve Success criteria relative to the grade by the following: KK - Students must master 80% Literacy Skills per quarter on Report Card grades;1st grade - Students must earn 70 or higher in Reading per quarter on Report Card grades;2nd grade - Students must earn 8 of 12 Success Criteria* in report card grading, district formative assessment (End-of-Quarter Benchmarks), and universal screener (Illuminate Fastbridge/EASY CBM) with a Lexile level of 350 in the fall to 485 by spring.*Success Criteria potential point system: report card (4 points), DFA (3 points), screener (3 points), and TNReady (2 points) which total 12 points.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 4.1] Provide Early Literacy Opportunities ** **Provide opportunities for students to access early learning opportunities that appropriately support their academic, social, and emotional development and create a continuum of learning through third grade. ** ** **Benchmark Indicator** ON-GOING 80% attendance and completion of PD focused on foundational literacy for K-2 to gauge the transfer of knowledge into classroom instruction and inform future professional learning opportunities; WEEKLY student assessment data to monitor daily task alignment with standards; Analysis of Benchmark assessment results 3 times per year will inform the alignment of core instruction to K-2 standards at 70% on-track/mastery level; MONTHLY monitoring of Laureates knowledge building as measured by the pre- and post-module assessments to measure the increase content and pedagogical knowledge around foundational literacy and inform future professional learning opportunities; QUARTERLY Foundational Literacy Quality Reviews (FLQRs) from district instructional literacy	**[A 4.1.1] Provide Daily Focus on Foundational Literacy** ** **Teachers in all grades, Pre-K-5 will spend 60 minutes of dedicated, focused instructional time to teaching foundational literacy skills. The instructional methodology for foundational literacy instruction employs the Gradual Release Model to facilitate differentiated learning in the following areas: 1.Phonemic Awareness 2.Phonics and Spelling 3.Vocabulary and Comprehension 4.Fluency.Skills will be taught progressively, based on best practices.	Classroom Teacher, Co-Teachers, Academic Director, Interventionist, Intervention Coordinator, Special Educator	05/17/2024		

advisors will monitor the academic gap and root cause analysis to support continued professional development opportunities; QUARTERLY review of student success criteria to measure progress toward 3rd grade proficiency to inform needed instructional changes and professional development; QUARTERLY analysis of End of Quarter Assessments; QUARTERLY Foundational Literacy Quality Reviews (FLQRs) by ILT on academic gap and root cause analysis to support professional development opportunities based on measured needs.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. QUARTERLY observations of educational assistants support in K-2 classrooms to inform professional learning and resources needed to improve instruction and student achievement; MONTHLY attendance and completion review of specialized PD focused on foundational literacy and to inform future professional learning opportunities;					
[S 4.2] Build and Strengthen 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. Designate one Laureate to support K-2 teachers with implementing high quality foundational literacy instruction and strategies.** **	**[A 4.2.1] Conduct Literacy Professional Learning Community** ** **All teachers and co-teachers will participate in monthly Professional Learning Community meetings focused on working through foundational literacy concepts to increase understanding, practicing foundational literacy instructional strategies, and reviewing literacy data to determine the effectiveness of the school-wide literacy focus.	Academic Director, ILT Literacy Lead, Interventionist, Classroom Teacher, Co-Teachers	05/17/2024		

** Benchmark Indicator** ** **ON-GOING 80% attendance and completion of PD focused on foundational literacy for K-2 to gauge the transfer of knowledge into classroom instruction and inform future professional learning opportunities; MONTHLY observation data from the Reading IPG and Project Coach Rubrics will inform professional development in literacy, as well as formative student assessment data. QUARTERLY Foundational Literacy Quality Reviews (FLQRs) from ILT members will monitor the academic gap and root cause analysis to support continued professional development opportunities; QUARTERLY observations of co-teacher/paraprofessional support in K-2 classrooms to inform professional learning and resources needed to improve instruction and student achievement; MONTHLY attendance and completion review of specialized PD focused on foundational literacy and to inform future professional learning opportunities. **Benchmark Indicator** ** **ON-GOING 80% attendance and completion of PD focused on foundational literacy for K-2 to gauge the transfer of knowledge into classroom instruction and inform future professional learning opportunities; MONTHLY observation data from the Reading IPG and Project Coach Rubrics will inform professional development in literacy, as well as formative student assessment data. QUARTERLY Foundational Literacy					

Quality Reviews (FLQRs) from ILT members will monitor the academic gap and root cause analysis to support continued professional development opportunities; QUARTERLY observations of co-teacher/paraprofessional support in K-2 classrooms to inform professional learning and resources needed to improve instruction and student achievement; MONTHLY attendance and completion review of specialized PD focused on foundational literacy and to inform future professional learning opportunities. MONTHLY review of Laureate support logs to measure the frequency and level of school-based support to K-2 teachers in the priority coaching areas to inform specific areas of support needed for Laureates; BI-ANNUAL classroom observations from district instructional literacy advisors to determine Laureate's implementation of the 3 major components of a comprehensive literacy block and inform the support needs of individual Laureates					
	[A 4.2.2] Implement Laureate Program in School Environment ** **One Laureate will be hired to support K-2 teachers with implementing high quality foundational literacy instruction and strategies.	A. Willett, Sheri Catron Cooper	05/17/2024		