

Highland Park Elementary Annual Plan (2021 - 2022)

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**[G 1] Maintain Safe and Healthy Students**

For 2021-2022, students will have equal access to a safe learning environment that promotes academic achievement, limits the amount of lost instructional time, and ensure that all students have the opportunity to learn.

**Performance Measure**

DISTRICT LEVEL: Reduce the percentage of students disciplined from 13.9% to 12%number of students disciplined with exclusionary practices (In-School Suspension, Out of School Suspension)Reduce the percentage of students disciplined ISS from 10.9% to 6%Reduce the percentage of students disciplined OSS from 5.3% to 2.6%Reduce the percentage of BHN, SWD, ED disciplined -BHN 18% to 11%-SWD 18.4% to 11%-ED 19.4% to 11%Increase each school's average daily attendance by 2%HPES:Reduce the total number of Office Discipline Referrals by 20.Continue to have 100% Tier 1, Tier 2, and Tier 3 fidelity of implementation.Decrease % of students at high risk of externalizing behaviors by 2%.Decrease % of students at high risk or internalizing behaviors by 5%.PIRS % of overall program acceptability will increase from 85% to 90%.Meet the goal of adequately addressing the needs of Tier II Support students set by TBSP. In 2020-2021, HPES had 24 T2 Support Students exit the program. We will strive to have 10-15% of T2 support students exit in 2021-2022.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p><b>[S 1.1] Behavioral Interventions and Supports</b>                      DISTRICT LEVEL: The district provides support to schools through a collaboration with The Tennessee Behavior Supports Project (TSBP) at Vanderbilt University to develop school-wide positive support plans. Response to Instruction and Intervention-Behavior (RTI<sup>2</sup>-B) is a Multi-Tiered System of Supports (MTSS) that offers an evidence-based approach for meeting the behavioral and social needs of students. Having a school-wide discipline plan helps to decrease suspension/expulsion rates while improving the climate and culture of the school environment. School-based RTII-B teams meet monthly to review student behavior and discipline data. The school team utilizes data from the Student Risk Screening Scale - Internalizing and Externalizing behaviors (SRSS-IE), as well as, office discipline referral forms and parent referrals. The SRSS-IE universal screener is completed by homeroom teachers to</p>	<p><b>[A 1.1.1] RTI-B</b>                      HPES will continue to implement our RTI-B initiative. Behavioral data will be discussed monthly during our RTI-B meetings.HPES will continue the use of positive behavior supports and interventions to address individual student needs.Student supports and interventions will be fluid and updated/changed as determined necessary.The RTI-B team will continue to monitor the number of internalizing and externalizing behaviors of students in all subgroups.</p>	Kelly Myers, Karen Grice-School Counselor	01/07/2022	Title II [\$1600.00]	

<p>ensure all students in the school are assessed for evidence of internalizing and externalizing behavior. Teachers complete the screener in September and April of each school year, with the option to complete the screener in January. The screener helps to identify students who may be at risk for challenging behaviors. The screener also helps with identifying the appropriate supports for challenging student behaviors. Through the monthly meeting, the teams review the data to identify behavior trends to include information like the time, location, and grades of the behavior's occurrence. HPES: Highland Park is a Gold Level School. We are provided support through a collaboration with The Tennessee Behavior Supports Project (TSBP) at Vanderbilt University. School-wide positive support plans are implemented. Response to Instruction and Intervention-Behavior (RTI<sup>2</sup>-B) is a Multi-Tiered System of Supports (MTSS) that offers an evidence-based approach for meeting the behavioral and social needs of students. Having a school-wide discipline plan helps to decrease suspension/expulsion rates while improving the climate and culture of the school environment. School-based RTI<sup>2</sup>-B teams meet monthly to review student behavior and discipline data. The school team utilizes data from the Student Risk Screening Scale - Internalizing and Externalizing behaviors (SRSS-IE), as well as, office discipline referral forms and parent referrals. The SRSS-IE universal screener is completed by homeroom teachers to ensure all students in the school are assessed for evidence of internalizing and externalizing behavior. Teachers complete the screener in September and April of each school year, with the option to complete the screener in January. The screener helps to identify students who may be at risk for challenging behaviors. The screener also helps with identifying the appropriate supports for</p>					
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challenging student behaviors. Through the monthly meeting, the teams review the data to identify behavior trends to include information like the time, location, and grades of the behavior's occurrence.

**Benchmark Indicator**

DISTRICT: A 5% decrease in the number of subgroups who receive office discipline referrals A 5% decrease in the number of subgroups who receive suspension and expulsion A 3% decrease in the number of students who attend District Discipline Hearings Sessions 100% of 19 traditional schools implementing RTII-B Tier I strategies observed through school walkthroughs25% of 19 traditional schools implementing RTII-B Tier II strategies observed through walkthroughs and state-level model school recognition Number of schools moving from Tier I Implementation to Tier II Implementation (measured annually- school progression from Tier I to Tier III requires observed changes in school-wide discipline practices).Number of schools moving from Tier II to Tier III (measured annually- school progression from Tier I to Tier III requires observed changes in school-wide discipline practices)HPES:Reduce the total number of Office Discipline Referrals by 20.Continue to have 100% Tier 1, Tier 2, and Tier 3 fidelity of implementation.Decrease % of students at high risk of externalizing behaviors by 2%.Decrease % of students at high risk or internalizing behaviors by 5%.PIRS % of overall program acceptability will increase from 85% to 90%.Meet the goal of adequately addressing the needs of Tier II Support students set by TBSP. In 2020-2021, HPES had 24 T2 Support Students exit the program. We will strive to have 10-15% of T2 support students exit in 2021-2022.

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	<p><b>[A 1.1.2] Professional Development and Educator Support</b></p> <p>Professional Development and Educator Support  Support Goal 1: Safe and Healthy Students  Support teachers/staff in understanding restorative practices in order to implement RP strategies with students exhibiting the most challenging behaviors (Eric Johnson with STARS Nashville on Sept. 7 and Nov.19.)  Implement Monday Chapter Chats-a professional book study in a literature circle format. (see article in supporting documents)  SCALI Conference to support school counselor with implementation of counseling services and social emotional learning of students.  Homeless Training: Homeless liaison will attend PD on students in transition. She will train all faculty and staff.</p>	<p>Kelly Myers,  Julie Deffenbaugh,  Karen Grice,  Diana Contreras</p>	<p>01/28/2022</p>		
<p><b>[S 1.2] Parent, Family, and Community Engagement</b></p> <p>DISTRICT LEVEL: Promote effective parent, family, and community engagement in the planning, implementing and evaluating of district improvement activities and overall student and district goals. The Pupil Services Department launched "Strive to 95" which encourages a 95% attendance rate at each school. On a quarterly basis, the district will recognize schools that reach the goal of a 95% daily attendance rate for students. The district will conduct district family community engagement events addressing school climate needs such as but not limited to bullying, restorative practices, mental health, transition to elementary, middle, and high school. Follow-up surveys will be used to determine the effectiveness and quality of engagement events. Another way the district engages families is through our Family Resource Centers. The district currently has 3 general-funded and 1 Title 1 funded family resource center serving our ED student subgroups.</p>	<p><b>[A 1.2.1] Needs Assessment</b></p> <p>HPES will distribute our annual needs assessment in August. The Leadership Team will use these results to tailor our parent, family, and community engagement and support opportunities and activities. Monthly opportunities will be available. HPES will include our needs assessment in our enrollment packets. This will help ensure that families new to HPES have the opportunity to share their needs with us. HPES will also send home quarterly check-ins via QR code and/or paper survey to determine additional needs. HPES will send home newsletters. Classroom teachers will send home weekly or monthly newsletters. Title I will use SMORES to send home monthly newsletters in home languages. HPES will continue to have a family resource room funded by donations. Title I Facilitator will keep a spreadsheet of individual needs and will date it when needs are met. HPES will promote effective parent, family, and community engagement in the planning, implementing and evaluating of school</p>	<p>Laura Holley</p>	<p>09/10/2021</p>		

<p>The centers are community-based resource hubs where families can access formal and informal supports. The FRC seeks to provide multiple services to both children and families, like ways to increase parenting skills, and child protective factors, including access to food, shelter, clothing, and educational supports. The FRC establishes family engagement goals which are reviewed quarterly for compliance and implementation. In addition to the FRC's all Title 1 schools complete a family engagement survey which is accessible throughout the school year through the school's website. Title 1 school facilitators are required to review the family engagement survey's throughout the school year. The district communicates with families on a variety of platforms. All families can access all surveys through the district's website home page. The surveys include safety, creative ideas, Maury County School Board, District, and Strategic plans. The surveys remain open throughout the year for parent and student input. The surveys close in April, results are shared on the school website with a callout to parents letting them know the results are available to view. Administrators communicate with families on a weekly basis, via phone call-outs, email and text messaging. Additional communications are sent as needed for emergencies such as unexpected school closures. The district's central office communicates with families via phone call-outs, emails and text messaging. The district also uses the "Let's Talk" application which provides families 24/7 access to district personnel via mail messaging. The messages are routed to the communications department who sends messages to the appropriate department for a response. HPES:Parent, Family, Community Stakeholder Needs Assessment is shared at the annual Title I Parent Orientation. It is also included in enrollment packets. Assessment results determine the events,</p>	<p>improvement activities and overall school goals. HPES will educate parents on the importance of student attendance.</p>				
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<p>activities, and community supports that HPES makes available to all parents, guardians, and stakeholders. HPES communicates through a variety of platforms (Remind, SeeSaw, Class Dojo, Website(s), emails, call outs, SMORES newsletters, etc.)</p> <p><b>Benchmark Indicator</b>  DISTRICT: Post parent event surveys used to determine the effectiveness and quality of events  Parent Engagement Activity Reports (attendance, survey of activities)  SCHOOL: Surveys will be used to determine the effectiveness and quality of all events. HPES will submit reports that indicate the number in attendance and summarize all events. A spreadsheet is made that indicates all individual needs. As individual needs are met, the spreadsheet noted with date(s) completed. At the MOY, we will resend our needs assessment. Results will indicate that a minimum of 50% of needs are being met.</p>					
	<p><b>[A 1.2.2] Transition to Middle School</b>  HPES will coordinate with Middle Schools on the transition of upcoming 5th graders. We will develop a transitional plan that will include the following: TIGER Camp information  Middle School Counselor when they will come meet with our students when they will be available to meet with our parents  Summer Reading Requirements (HPES will provide the book and conduct a book study with willing participants.)  Transitional materials will be provided.</p>	<p>Karen Grice,  Laura Holley</p>	<p>10/11/2021</p>		
<p><b>[S 1.3] Mental Health Supports</b>  DISTRICT LEVEL: Develop external partnerships and provide necessary student supports for identified mental health needs. By the October 2022 the supervisor of school counseling and mental health will partner with external mental health supports. The supervisor of counseling and</p>	<p><b>[A 1.3.1] Social Emotional Learning</b>  HPES will provide students with social emotional learning supports by developing social emotional learning skills. Center of Hope has agreed to partner with HPES to provide services to families as needed. The School Counselor will meet with individual students and small groups in order to</p>	<p>Karen Grice-School Counselor</p>	<p>01/28/2022</p>		

<p>mental health supports will share relevant behavior and attendance data related to the social and emotional wellness of all students to school district stakeholders, school board members, and the school community at large. The data will be shared in the spring of each year to serve as a baseline for the following school year. The district RTII-B leadership team reviews behavioral, attendance, SEL data on a monthly basis. The district utilized the data collection tools provided by Tennessee Behavior Supports Project (TBSP).HPES: We will continue to develop partnerships with mental health resources. These resources will be provided and shared with HPES families through a variety of outlets.</p> <p><b>Benchmark Indicator</b> District:Identify, join and participate in two external community mental health groupsPartner with an external group to share resourcesHPES:Provide mental health supports/opportunities for 100% of those who indicate that need.</p>	<p>address specific needs.Teachers will use the program "In Focus" by Thomas Mc Sheehy until a program is provided by the District.</p>				
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**[G 2] Improve Math Achievement and Growth by 2022**  
District: We believe that student achievement levels and yearly growth will increase as schools continue to implement the research-based Ready Math curriculum in grades K-8. With ongoing district teacher training in grade level standards, common formative assessments, and supports for effective planning student performance will improve in all grade bands.HPES will continue implementing the research-based Ready Math curriculum.HPES will continue to be a PLC and have collaborative team meetings weekly. Essential standards and SMART goals will be discussed and progress noted weekly.

**Performance Measure**  
District: Increase of 10% on track or mastered in all grade bands, 3rd-5th, 6th-8th, and 9th-12th on TN Ready and End of Course math assessments.HPES:TN Ready-Increase of 10% on track or mastery in all subgroupsAimweb Plus: Increase of 10% in all tested areas of those students considered low-risk

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p><b>[S 2.1] Math Instruction on Grade Level</b> DISTRICT LEVEL: We purchased and implemented Ready Math in K-8, a high quality math curriculum, during the 2021 - 2022 school</p>	<p><b>[A 2.1.1] High-Quality Math Instruction</b> HPES teachers will use District purchased Ready Math curriculum.HPES teachers will administer the iReady Math assessment as requested by the</p>	<p>Kelly Myers, Alice Hardison, Julie Deffenbaugh</p>	<p>10/29/2021</p>		

<p>year. We developed an implementation plan using the Learning Loss Tools on behalf of the South Central CORE office. Walkthroughs will continue to be conducted with the support of CORE ELA, Math, and RTI Consultants and SREB consultants. In reviewing walk through data via Kick Up and diagnostic benchmark data provided by Ready Math (20-21 school year), we have discovered instruction is not occurring on grade level; therefore, we need to continue to work on teachers' understanding of the standards, the effective implementation of the Ready Math curriculum, and using assessment data that will inform teachers of student progress and guide instruction. We will support teachers through training, collaborative planning, and principal feedback. Even though Ready Math is not available in grades 9-12, we will use the same strategies to increase student growth and achievement. Carnegie Math is the adopted curriculum for Algebra I, II, and Geometry.HPES:Continued implementation of Ready MathTeachers will follow district mandated pacing guides.Use of assessment data to inform instructionHPES will continue to be a PLC and have collaborative team meetings weekly. Essential standards and SMART goals will be discussed and progress noted weekly.</p> <p><b>Benchmark Indicator</b>  DISTRICT LEVEL: The district will conduct math walk-throughs quarterly to determine implementation of adopted math curriculum and alignment of standards. The walk through data will be collected through Kick Up.In following the Ready Math Implementation Plan, students and teachers will complete surveys at the end of each semester.Ready Math Diagnostic will be conducted and reviewed three times a year in grades K-8. Growth monitoring will be reviewed as available by individual schools.The district will review CASE</p>	<p>District.HPES teachers will follow Maury County's pacing guides.9 Week plans will be submitted and uploaded for coordination purposes.Common Formative Assessments will be aligned to grade-level standards.HPES is a PLC. Each collaborative team will use the rubric to determine essential standards and develop SMART goals. Essential Standards and SMART goals will be shared across all grade levels.</p>				
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<p>Benchmark data alongside school teams. Quarterly data will be evaluated for ATSI schools. HPES: TN Ready: 10% (On-Track and Mastery) gain in all subgroups. Aimsweb Plus: Increase of 10% in all tested areas of those students considered low-risk. Progress and/or mastery of essential standards. Meeting SMART goals. CASE benchmark data-tracking of students</p>					
	<p><b>[A 2.1.2] Response to Instruction and Intervention</b>          HPES has a master schedule that allows time for T2/T3 instruction. T2 students receive an extra 30 minutes of targeted intervention. T3 students receive an extra 45 minutes of targeted intervention. HPES will use state approved intervention materials. Benchmark assessments will be given to all students in grades K-4. Survey Level assessments will also be given to determine specific skill level needs. HPES will use a "Walk to Learn" model to ensure that students are receiving appropriate and targeted interventions. State and District approved intervention materials and programs will be used with fidelity. HPES will have quarterly RTI meetings to discuss current progress and/or concerns. RTI groups will be fluid as data points determine appropriate. Fidelity checks will be completed by school administration and school psychologist. Intervention logs will be completed for each student receiving T2/T3 interventions. Intervention progress reports will be sent home every 4.5 weeks.</p>	<p>Alice Hardison,          Karen Grice,          Laura Holley,          Julie Deffenbaugh,          Paula Belew</p>	<p>01/07/2022</p>		
	<p><b>[A 2.1.3] PLC/Collaborative Team Meetings</b>          HPES is a PLC. We will continue to follow the PLC model and meet weekly as collaborative teams. For each collaborative team meeting, we will have the following: Agenda, Sign-In Sheet, Norms, Data Analysis (BHN subgroup focus area), Essential Standards Discussion/Update, SMART Goal(s), 21CCLC Coordination</p>	<p>Kelly Myers,          Alice Hardison,          ALL Faculty</p>	<p>11/19/2021</p>		

	<p><b>[A 2.1.4] 21CCLC Tutoring Program</b>          HPES received a 21CCLC grant that allows us to offer tutoring to students. The math focus for 2021-2022 will be the following: Continue to coordinate with grade level teachers to ensure needs of students are being met. Each 21CCLC teacher will have access to current data for each student. They will use this information to plan for differentiated instruction. Teachers will use Ready Math as the main curriculum. Moving with Math will be used as a supplement. Lesson plans will be submitted. Number Talks will be used to help address Vocabulary needs.</p>	<p>Laura Holley</p>	<p>03/25/2022</p>		
	<p><b>[A 2.1.5] Technology That Impacts Teaching and Learning</b>          Technology will be used to impact the quality, content, and structure of teaching and learning that is focused on results. HPES will use a variety of digital tools to provide supplemental instructional resources. HPES will be one to one for the 2021-2022 school year. Interactive Boards will be purchased.</p>	<p>Kelly Myers,          Laura Holley,          KC Brock</p>	<p>12/16/2021</p>	<p>Interactive Boards</p>	
	<p><b>[A 2.1.6] Educator Support</b>          Professional Development and Educator Support          Support Goal 2: Math (See PD plan under documents)          Train teachers with best mathematical strategies and interpret iReady growth measurement data to inform instruction.          Implement Monday Chapter Chats-a professional book study within a literature circle format. (See supporting article under documents)          Support teachers with implementing best instructional practices with differentiated instruction.          PIE Conference to support School Counselor, Administration, Title I Teachers, SPED Teachers with the implementation of best practices for RTI-B, Title I, Parent Engagement, and Instruction.          LEAD Conference to support</p>	<p>Kelly Myers,          Alice Hardison,          Julie Deffenbaugh,          Laura Holley</p>	<p>03/25/2022</p>		

	administration with instructional leadership training and TDOE guidance.				
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**[G 3] By spring 2022, we will improve k-12 literacy.**

DISTRICT: We believe if we raise the expectations for all students through the use of high quality instructional materials we will see improvement in (1) teacher practice, (2) student daily work expectations, and (3) student literacy outcomes. Also, we believe if we focus additional efforts in K-2 literacy this year regarding explicit and systematic foundational skills instruction, we will see increased performance from those students more rapidly. SCHOOL: HPES will continue implementing the research-based Wonders curriculum. HPES will continue to be a PLC and have collaborative team meetings weekly. Essential standards and SMART goals will be discussed and progress noted weekly.

**Performance Measure**

DISTRICT: Decrease percentage of students in grades k-2 who are below the 90th percentile in the national norms on Aimsweb: Kindergarten-phoneme segmentation from 20% (spring benchmark 2019) to 90% and non-sense words from 6% (spring benchmark 2019) to 90% 1st grade-ORF from 4.4% (winter benchmark 2021) to 90% 2nd grade-ORF from 5.4% (winter benchmark 2021) to 90% Increase the percentage of students who are on track or mastered from 25.7% (2018-19) to 30% on TCAP for grades 3-5 ELA in 2022. Increase the percentage of students who are on track or mastered from 22% (2018-19) to 26% on TCAP for grades 6-8 ELA in 2022. Increase the percentage of students who are on track or mastered from 28.4% (2018-19) to 32% on TCAP for grades 9-12 ELA in 2022. HPES: TN Ready-Increase of 10% on track or mastery in all subgroups Aimsweb Plus: Increase of 10% in all tested areas of those students considered low-risk Progress and/or mastery of essential standards Meeting SMART goals

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p><b>[S 3.1] ELA Instruction on Grade Level</b>            HPES: Continued implementation of Wonders Teachers will follow district mandated pacing guides. Use of assessment data to inform instruction HPES will continue to be a PLC and have collaborative team meetings weekly. Essential standards and SMART goals will be discussed and progress noted weekly.</p> <p><b>Benchmark Indicator</b>            Benchmark Indicator: DISTRICT LEVEL: The district will conduct ELA walk-throughs quarterly to determine implementation of adopted math curriculum and alignment of standards. The walk through data will be collected through Kick Up. In following the Wonders Implementation Plan, students and teachers will complete surveys at the end of each semester. Wonders Diagnostic will be conducted and reviewed three times a year in grades K-8. Growth monitoring will be reviewed as</p>	<p><b>[A 3.1.1] High-Quality ELA Instruction</b>            HPES teachers will use District purchased Wonders curriculum. HPES teachers will administer the Wonders assessment as requested by the District. HPES teachers will follow Maury County's pacing guides. 9 Week plans will be submitted and uploaded for coordination purposes. Common Formative Assessments will be aligned to grade-level standards. HPES is a PLC. Each collaborative team will use the rubric to determine essential standards and develop SMART goals. Essential Standards and SMART goals will be shared across all grade levels. Foundational Skills will be taught in all grade levels and a designated time will be noted in the master schedule. Library Books will be purchased.</p>	Kelly Myers, Alice Hardison, Julie Deffenbaugh	10/29/2021		

<p>available by individual schools. The district will review CASE Benchmark data alongside school teams. Quarterly data will be evaluated for ATSI schools. HPES: TN Ready: 10% (On-Track and Mastery) gain in all subgroups. Aimsweb Plus: Increase of 10% in all tested areas of those students considered low-risk. Progress and/or mastery of essential standards. Meeting SMART goals. CASE benchmark data analysis</p>					
	<p><b>[A 3.1.2] Response to Instruction and Intervention</b>          HPES has a master schedule that allows time for T2/T3 instruction. T2 students receive an extra 30 minutes of targeted intervention. T3 students receive an extra 45 minutes of targeted intervention. HPES will use state approved intervention materials. Benchmark assessments will be given to all students in grades K-4. Survey Level assessments will also be given to determine specific skill level needs. HPES will use a "Walk to Learn" model to ensure that students are receiving appropriate and targeted interventions. State and District approved intervention materials and programs will be used with fidelity. HPES will have quarterly RTI meetings to discuss current progress and/or concerns. RTI groups will be fluid as data points determine appropriate. Fidelity checks will be completed by school administration and school psychologist. Intervention logs will be completed for each student receiving T2/T3 interventions. Intervention progress reports will be sent home every 4.5 weeks.</p>	<p>Alice Hardison,          Karen Grice,          Laura Holley,          Julie Deffenbaugh,          Paula Belew</p>	<p>01/07/2022</p>		
	<p><b>[A 3.1.3] PLC/Collaborative Team Meetings</b>          HPES is a PLC. We will continue to follow the PLC model and meet weekly as collaborative teams. For each collaborative team meeting, we will have the following: Agenda, Sign-In Sheet, Norms, Data Analysis-All subgroups, Essential Standards</p>	<p>Kelly Myers,          Alice Hardison,          ALL Faculty</p>	<p>11/19/2021</p>		

	Discussion/UpdateSMART Goal(s)21CCLC Coordination				
	<p><b>[A 3.1.4] 21CCLC Tutoring Program</b>  HPES received a 21CCLC grant that allows us to offer tutoring to students. The ELA focus for 2021-2022 will be the following:Continue to coordinate with grade level teachers to ensure needs of students are being met.Each 21CCLC teacher will have access to current data for each student. They will use this information to plan for differentiated instruction.Teachers will use Wonders as the primary curriculum.Foundational Skills will be addressed daily.Text Talk will be used to address Vocabulary needs.Lesson plans will be submitted.</p>	Laura Holley	03/25/2022		
	<p><b>[A 3.1.5] Technology That Impacts Teaching and Learning</b>  Technology will be used to impact the quality, content, and structure of teaching and learning that is focused on results.HPES will use a variety of digital tools to provide supplemental instructional resources.HPES will be one to one for the 2021-2022 school year.Interactive Boards will be purchased.</p>	Kelly Myers, Laura Holley, KC Brock	12/16/2021	Interactive Boards	
	<p><b>[A 3.1.6] Professional Development and Educator Support</b>  Professional Development and Educator SupportSupport Goal 3: ELA (See PD plan under documents)Implement Monday Chapter Chats-a professional book study within a literature circle format.Train teachers on appropriate execution on Running Records and how the data collected can be used to inform instruction.Support teachers with implementing best instructional practices with differentiated instruction.PIE Conference to support school counselor, administration, Title I teachers, SPED teachers with implementation of best practices for RTI-B, Title I, Parent Engagement and</p>	Kelly Myers, Alice Hardison, Julie Deffenbaugh, Laura Holley	03/25/2022		

	InstructionLEAD Conference to support administration with instructional leadership training and TDOE Guidance				
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