# JACKSON EARLY CHILDHOOD CENTER

517 N 15th St

Schoolwide Title 1 School Plan | 2021 - 2022

# Steering Committee

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# Vision for Learning

Each and every student, with the active support of the entire community, will be provided with individualized and diverse learning opportunities to prepare them for successes in first grade and beyond.

# Summary Of Strengths and Challenges

## Strengths

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| **Strength** | **Consideration In Plan** |
| Student subgroups black and 2 or more races performed as well or better that student population as a whole regarding ELA performance. | Yes |
| EL students consistently showed growth using WIDA as a measurement tool. | Yes |
| Science Fusion curriculum and ASD pacing guide ensures consistency in delivery of Science instruction across ASD. | No |
| Fostered a positive school environment that lessened the focus on student behaviors (only two (2) Level 2 infractions and zero (0) Level 3 infractions in 19-20 and 0 OSS) and increased the focus on teaching and learning. | Yes |
| Go Math curriculum and ASD pacing guide ensures consistency in delivery of Math instruction across ASD. | No |
| Implementation of Dreambox Math provided staff and students with an individualized online math program to which teachers can draw upon students reports to inform their individual/ small group math instruction. | Yes |
| Collaboration among school counselors, teachers and the Office of Students Services has led to consistent and cohesive outcomes for college and career ready instructional practices. | No |
| Teacher leaders within the Related Arts fields have allowed for continued content specific PD and sharing of best practices to strengthen elementary related arts instruction across ASD. | No |
| Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically | Yes |
| Foster a culture of high expectations for success for all students, educators, families, and community members | Yes |
| 76.2% of students met or exceeded the Student Growth Percentile for 2nd STAR Early Literacy Benchmark. | No |
| Due to a virtual and hybrid model, ASD used a new curriculum, Edgenuity, this school year. This program offered consistent science instruction throughout the school year. | No |
| 69% of students met weekly usage minutes in Lexia (up till 4/15/21). | No |

## Challenges

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| **Challenge** | **Consideration In Plan** |
| 63.6% of students had regular school attendance | Yes |
| 58.6% of students met the proficiency cut score on the mid-year STAR math benchmark. | No |
| A cohesive and consistent partnership with our Pre-K providers and a stable transition plan would allow us to better prepare our incoming students for Kindergarten and thus leading to greater gains. | Yes |
| Budgetary restraints prohibit consistent and formalized instruction in regards to related arts content areas. | No |
| Without concrete data to support the impact of related arts classes, little emphasis is placed to develop high quality programs of instruction. | No |
| Students that enroll in ASD after October will miss out on career readiness specific lessons. Students need to make up these lessons. | No |
| Implementation of Dreambox Mathprovided staff and students with an individualized online math program to which teachers can draw upon students reports to inform their individual/ small group math instruction. Due to COVID, PD was halted and teachers were left with only a basic understanding of the advantages within the program. | Yes |
| Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community | No |
| Continuously monitor implementation of the school improvement plan and adjust as needed | No |
| A cohesive and consistent partnership with our Pre-K providers and a stable transition plan would allow us to better prepare our incoming students for Kindergarten and thus leading to greater gains. | Yes |
| Consistent job embedded coaching and Professional Development would provide teachers with the needed skills and strategies to best meet the needs of individual learners. | Yes |
| Regular school attendance for all groups continues to be a challenge for Jackson ECC Kindergarten students. | Yes |
| Students with IEP did not attain the same growth percentile as students without IEPs on the STAR Early Literacy Benchmark. | Yes |
| EL students did not attain the same growth percentile as regular education students on the STAR Early Literacy Benchmark. | Yes |
| A quarterly or beginning and end of year benchmark could show growth in regard to science instruction and student comprehension. | No |
| 59.6% of students met the proficiency cut score on the EOY STAR math benchmark. | No |
| 59.6% of students met the proficiency cut score on the EOY STAR math benchmark. | No |
| 59.6% of students met the proficiency cut score on the EOY STAR math benchmark. | No |
|  | No |
| Due to a virtual and hybrid model, ASD used a new curriculum, Edgenuity, this school year. This program was not consistent with the pacing guides and curriculum the district usually utilizes. | No |
| The impact of COVID 19 resulted in our students being educated in our Virtual Campus through April. In April, hybrid learning began. Students struggled with Early Literacy proficiency as indicated by 33% of students proficient in the EOY Star benchmark. Ample professional development was provided to teachers around the how to teach in a virtual and hybrid setting versus foundational skills. | No |
| Due to a virtual and hybrid model, ASD used a new curriculum, Edgenuity, this school year. This program was not consistent with the pacing guides and curriculum the district usually utilizes. | No |
| With using a hybrid learning model this year only a 1/3 of our students were proficient | Yes |
| Professional development in areas of phonemic and phonological awareness has impacted student achievement in the past few years in regards to ELA achievement. About 2/3 of Jackson students come to school unprepared or under prepared in regards to phonemic and phonological awareness according to the PDE Kindergarten Entry Inventory. | Yes |

## Most Notable Observations/Patterns

As in years past, Jackson ECC consistently struggles with regular school attendance for all students. The nature of our students population (age), educational experience and proximity to the school leads to a higher absentee rate that is not solely the responsibility of the child. While focus on individualized ELA, Math and Science instruction is crucial, they are moot if the child is not in school consistently. Concentrating our support for our families needs in regards to regular school attendance will lead to gains in other areas of school performance.

# Analyzing Strengths and Challenges

## Strengths

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| **Strength** | **Discussion Points** |
| Student subgroups black and 2 or more races performed as well or better that student population as a whole regarding ELA performance. | Differentiated and individualized instruction to meet every child where they are at. |
| EL students consistently showed growth using WIDA as a measurement tool. | Differentiated and individualized instruction to meet every child where they are at. |
| Fostered a positive school environment that lessened the focus on student behaviors (only two (2) Level 2 infractions and zero (0) Level 3 infractions in 19-20 and 0 OSS) and increased the focus on teaching and learning. | Transition from teacher centered to student/family centered practices has increased school satisfaction and decreased behaviors. |
| Implementation of Dreambox Math provided staff and students with an individualized online math program to which teachers can draw upon students reports to inform their individual/ small group math instruction. | Individualized online instruction along with math reports to guide teacher practices will increase student performance. |
| Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically | Transition from school/teacher centered to student/family centered practices has increased school satisfaction. |
| Foster a culture of high expectations for success for all students, educators, families, and community members | Continued staff PD on trauma informed practices, equitable classrooms, mindfulness and dispersed leadership throughout the school. |

## Challenges

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| **Challenge** | **Discussion Points** | **Priority For Planning** | **Priority Statement** |
| 63.6% of students had regular school attendance | Jackson continues to struggle with regular school attendance. Factors include: Bussing (not being neighborhood school), younger students tend to get sick easier/more frequently, parental perception of importance of Kindergarten. | Yes | If we provide students with more individualized and relevant social-emotional and instructional activities , then students will attend school more regularly and academic achievement will increase due to increased exposure to instruction. |
| A cohesive and consistent partnership with our Pre-K providers and a stable transition plan would allow us to better prepare our incoming students for Kindergarten and thus leading to greater gains. |  | No |  |
| Implementation of Dreambox Mathprovided staff and students with an individualized online math program to which teachers can draw upon students reports to inform their individual/ small group math instruction. Due to COVID, PD was halted and teachers were left with only a basic understanding of the advantages within the program. | With greater knowledge of the program, teachers will be able make more informed teacher decisions. | Yes | If we provide resources and effective professional learning supports aligned to standards based Math instruction, then teachers will implement effective Math instruction using a variety of aligned resources, and students will meet their Math growth targets. |
| A cohesive and consistent partnership with our Pre-K providers and a stable transition plan would allow us to better prepare our incoming students for Kindergarten and thus leading to greater gains. |  | No |  |
| Consistent job embedded coaching and Professional Development would provide teachers with the needed skills and strategies to best meet the needs of individual learners. | Job embedded coaching will individualize PD for each teacher. | Yes | If we provide resources and effective professional learning supports aligned to standards based ELA instruction, then teachers will implement effective ELA instruction using a variety of aligned resources, and students will meet their ELA growth targets. |
| Regular school attendance for all groups continues to be a challenge for Jackson ECC Kindergarten students. |  | No |  |
| Students with IEP did not attain the same growth percentile as students without IEPs on the STAR Early Literacy Benchmark. |  | No |  |
| EL students did not attain the same growth percentile as regular education students on the STAR Early Literacy Benchmark. | EL learners (especially level 1) have a challenge with vocabulary and English comprehension. | Yes | we expose our teachers to professional development in the areas beginning reading skills and basic mathematics, and teachers implement the strategies learned during their ELA and Math professional development, then student achievement and growth, of all student groups, will increase at a greater percentage and EL students will attain comparable growth to other student subgroups. |
| With using a hybrid learning model this year only a 1/3 of our students were proficient |  | No |  |
| Professional development in areas of phonemic and phonological awareness has impacted student achievement in the past few years in regards to ELA achievement. About 2/3 of Jackson students come to school unprepared or under prepared in regards to phonemic and phonological awareness according to the PDE Kindergarten Entry Inventory. |  | No |  |

# Goal Setting

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| **Priority:** If we provide students with more individualized and relevant social-emotional and instructional activities , then students will attend school more regularly and academic achievement will increase due to increased exposure to instruction. | | | | | | |
| **Outcome Category** | **Measurable Goal Statement** | **Measurable Goal Nickname** | **Target 1st Quarter** | **Target 2nd Quarter** | **Target 3rd Quarter** | **Target 4th Quarter** |
| Regular Attendance | Our goal is to meet the Future Ready target of 94.1% of students having regular school attendance by 2030 (less than 18 absences). This will require a 3.05% improvement each year starting from our baseline of 63.6% during the 2019-20 school year. Using this rate of improvement, 69.6% of Jackson ECC Kindergarten students will attend school regularly (less than 18 absences) during the 2021-22 school year. | Attendance | 4.25 absences or less | 8.5 absences or less | 12.75 absences or less | 17 absences or less |
| Essential Practices 3: Provide Student-Centered Support Systems | All administrators and teachers at Jackson Early Childhood Center will attend both the Introduction to Restorative Practices and Restorative Practices Professional Learning. | Restorative Practices | Review restorative practices and ensure the Restorative Practice Leadership Team and 25% of staff are trained in RP. | Review restorative practices and ensure the Restorative Practice Leadership Team and 50% of staff are trained in RP. | Review restorative practices and ensure the Restorative Practice Leadership Team and 75% of staff are trained in RP. | Review restorative practices and ensure the Restorative Practice Leadership Team and 100% of staff are trained in RP. |
| Early Literacy |  |  |  |  |  |  |

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| **Priority:** If we provide resources and effective professional learning supports aligned to standards based Math instruction, then teachers will implement effective Math instruction using a variety of aligned resources, and students will meet their Math growth targets. | | | | | | |
| **Outcome Category** | **Measurable Goal Statement** | **Measurable Goal Nickname** | **Target 1st Quarter** | **Target 2nd Quarter** | **Target 3rd Quarter** | **Target 4th Quarter** |
| Mathematics | To provide differentiated math instruction, 100% of teachers will participate in a minimum of 3 professional development sessions through Dreambox. | Dreambox | 100% of teachers will participate in review of Dreambox fundamentals | All teachers will participate in one Dreambox/Math PD | All teachers will participate in two Dreambox/Math PD | All teachers will participate in three Dreambox/Math PD |

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| --- | --- | --- | --- | --- | --- | --- |
| **Priority:** If we provide resources and effective professional learning supports aligned to standards based ELA instruction, then teachers will implement effective ELA instruction using a variety of aligned resources, and students will meet their ELA growth targets. | | | | | | |
| **Outcome Category** | **Measurable Goal Statement** | **Measurable Goal Nickname** | **Target 1st Quarter** | **Target 2nd Quarter** | **Target 3rd Quarter** | **Target 4th Quarter** |
| English Language Arts | Effective professional learning is content specific and allows for opportunities for modeling, reflection and feedback. With a focus on reading by grade 3, all kindergarten teachers, including EL and IEP teachers, will participate in all LETRS professional development. | Early Literacy | 92 % of teachers will participate in unit 1 of LETRS training | 92 % of teachers will participate in unit 2 of LETRS training | 92 % of teachers will participate in unit 3 of LETRS training | 92 % of teachers will participate in unit 4 of LETRS training |
| Early Literacy | Effective professional learning is content specific and allows for opportunities for modeling, reflection and feedback. With a focus on reading by grade 3, all kindergarten teachers, including EL and IEP teachers, will participate in all Heggerty professional development. | Heggerty | 92 % of teachers will participate in one trainings, PD, or coaching sessions for Heggerty. | 92 % of teachers will participate in two trainings, PD, or coaching sessions for Heggerty. | 92 % of teachers will participate in three trainings, PD, or coaching sessions for Heggerty. | 92 % of teachers will participate in four trainings, PD, or coaching sessions for Heggerty. |

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| **Priority:** we expose our teachers to professional development in the areas beginning reading skills and basic mathematics, and teachers implement the strategies learned during their ELA and Math professional development, then student achievement and growth, of all student groups, will increase at a greater percentage and EL students will attain comparable growth to other student subgroups. | | | | | | |
| **Outcome Category** | **Measurable Goal Statement** | **Measurable Goal Nickname** | **Target 1st Quarter** | **Target 2nd Quarter** | **Target 3rd Quarter** | **Target 4th Quarter** |
| Early Literacy | Our goal is to have 80% of students attaining a level of proficiency or above when measured using the STAR Early Literacy benchmark by the year 2030. With a baseline of 68% of students meeting that proficiency mark during the 2019-20 school year, we must grow our proficiency percentage by 1.2% each year. During the 2021-22 school year, 70.4% of Jackson students will attain a level of proficiency or above of the end of year STAR Early Literacy Benchmark. | STAR Early Lit | 31% of students attained proficiency or above on the first benchmark. | 45% of student attain proficiency or above on STAR Early Literacy Benchmark | 57.4% of student attain proficiency or above on STAR Early Literacy Benchmark | 70.4% of student attain proficiency or above on STAR Early Literacy Benchmark |
| Mathematics | Our goal is to have 75% of students attaining a level of proficiency or above when measured using the STAR math benchmark by the year 2030. With a baseline of 58.6% of students meeting that proficiency mark during the 2019-20 school year, we must grow our proficiency percentage by 1.64% each year. During the 2021-22 school year, 61.88% of Jackson students will attain a level of proficiency or above of the end of year STAR Math Benchmark. | STAR Math | 42.6% of students score proficient or above on the first math benchmark. | 48.4% of students attain a score of proficiency or above. | 55.8.% of students attain a score of proficiency or above. | 61.88% of students attain a score of proficiency or above. |

# Action Plan

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| **Action Plan for:** Restorative Practices | | | | | |
| **Measurable Goals** | | **Anticipated Output** | | **Monitoring/Evaluation** | |
| * Attendance * Restorative Practices | | 100% of Jackson staff trained in Restorative Practices and Circles by year's end. Using these practices will create a form student-centered classroom environment. | | Attendance and discipline data will inform school staff of effective inclusionary classroom environments. | |
| **Action Step** | **Anticipated Start Date** | **Anticipated Completion Date** | **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |
| Teachers will attend Introduction to Restorative Practices Professional Development. | 08/31/2021 | 06/30/2022 | Lindsay Perkins/Principal | District provided PD sessions open to Jackson staff | Yes |
| Teachers will attend training for Restorative Practice | 08/31/2021 | 06/30/2022 | Lindsay Perkins, Principal | District provided PD sessions open to Jackson staff | Yes |
| Teachers will attend the Restorative Circles Professional Development | 08/31/2021 | 06/30/2022 | Lindsay Perkins/Principal | District provided PD sessions open to Jackson staff | Yes |

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| **Action Plan for:** Effective PD is content focused, supports collaboration in job embedded contexts, provides modeling of effective coaching through coaching/expert support, offers opportunities for feedback and reflection and is of sustained duration. | | | | | |
| **Measurable Goals** | | **Anticipated Output** | | **Monitoring/Evaluation** | |
| * Restorative Practices * Early Literacy * STAR Early Lit | | If we provide a reading specialist to provide professional development to teachers and teachers implement the strategies learned during their LETRS and Heggery PD and instruction, then student achievement and growth will increase at a greater percentage and rate than a school without a reading specialist. | | Bi-weekly monitoring of student data. Development of PD plans. Individualized student improvement plans using CST process. Documentation of interventions. | |
| **Action Step** | **Anticipated Start Date** | **Anticipated Completion Date** | **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |
| All professional staff will attend several module trainings in LETRS to gain the essential skills to master the fundamentals of literacy instruction to apply and transform student learning. | 08/31/2021 | 06/30/2022 | Lindsay Perkins |  | Yes |
| The Reading Specialist will design and deliver content focused professional learning opportunities based on staff and data needs that is followed up by with modeling and opportunities for feedback and reflection. | 08/31/2021 | 08/30/2022 | Reading Specialist |  | Yes |
| Professional Development for utilization of the Dreambox Math learning platform |  |  | Lindsay Perkins | Dreambox platform, Dreambox PD | Yes |

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| **Action Plan for:** Mix traditional classroom instruction with online delivery of instruction and content | | | | | |
| **Measurable Goals** | | **Anticipated Output** | | **Monitoring/Evaluation** | |
| * Dreambox * Early Literacy * STAR Early Lit | | Increase the number of student's working at or above proficiency on the end of year STAR Early Literacy Benchmark. | | Bi-weekly monitoring of Lexia CORE5 report and quarterly data review meetings | |
| **Action Step** | **Anticipated Start Date** | **Anticipated Completion Date** | **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |
| Lexia will be utilized as part of literacy instruction. Teachers will provide personalized instruction to students based on needs identified in the struggling tab. | 08/31/2021 | 06/30/2022 | Lindsay Perkins/Principal | Lexia Platform | Yes |
| Dreambox will be utilized as part of math instruction. Teachers will provide personalized instruction to students based on needs identified by analyzing data. |  |  | Lindsay Perkins | Dreambox platform | Yes |

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| **Action Plan for:** Extend learning opportunities for students | | | | | |
| **Measurable Goals** | | **Anticipated Output** | | **Monitoring/Evaluation** | |
| * Early Literacy | | the number of students scoring proficient or above in STAR, Lexia and/or Dreambox. | | STAR, Lexia CORE5, Dreambox reports | |
| **Action Step** | **Anticipated Start Date** | **Anticipated Completion Date** | **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |

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| **Action Plan for:** Explain and communicate the purpose and practices of the school community | | | | | |
| **Measurable Goals** | | **Anticipated Output** | | **Monitoring/Evaluation** | |
| * Attendance * Early Literacy * STAR Early Lit * STAR Math | | We will host at least 4 parent involvement activities ( virtual or in person) through the school year | | Title I sign in sheets, parent surveys | |
| **Action Step** | **Anticipated Start Date** | **Anticipated Completion Date** | **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |
| Plan, schedule, and communicate virtual and or in person parent involvement activities that educate and provide supports for Jackson families | 08/31/2021 | 06/30/2022 | L. Perkins | class dojo, school messenger, social media, needed supplies | Yes |

# Professional Development Action Steps

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| **Evidence-based Strategy** | **Action Steps** |
| Restorative Practices | * Teachers will attend Introduction to Restorative Practices Professional Development. * Teachers will attend training for Restorative Practice * Teachers will attend the Restorative Circles Professional Development |
| Effective PD is content focused, supports collaboration in job embedded contexts, provides modeling of effective coaching through coaching/expert support, offers opportunities for feedback and reflection and is of sustained duration. | * All professional staff will attend several module trainings in LETRS to gain the essential skills to master the fundamentals of literacy instruction to apply and transform student learning. * The Reading Specialist will design and deliver content focused professional learning opportunities based on staff and data needs that is followed up by with modeling and opportunities for feedback and reflection. * Professional Development for utilization of the Dreambox Math learning platform |
| Mix traditional classroom instruction with online delivery of instruction and content | * Lexia will be utilized as part of literacy instruction. Teachers will provide personalized instruction to students based on needs identified in the struggling tab. * Dreambox will be utilized as part of math instruction. Teachers will provide personalized instruction to students based on needs identified by analyzing data. |
| Explain and communicate the purpose and practices of the school community | * Plan, schedule, and communicate virtual and or in person parent involvement activities that educate and provide supports for Jackson families |

# Professional Development Activities

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| Restorative Practices and Restorative Circles | | | | | | | | | |
| **Action Step** | **Audience** | | **Topics to be Included** | **Evidence of Learning** | | **Lead Person/Position** | **Anticipated Timeline Start Date** | | **Anticipated Timeline Completion Date** |
|  | All Jackson professional staff | | Restorative Practices | Through building walk-through there will be evidence in teacher plans and view explicit restorative language. | | Lindsay Perkins /Principal | 08/31/2021 | | 06/30/2022 |
| **Learning Formats** | | | | | | | | | |
| **Type of Activities** | | **Frequency** | | | **Danielson Framework Component Met in this Plan** | | | **This Step Meets the Requirements of State Required Trainings** | |
| Workshop(s) | | One full day/two half days | | | * 2a: Creating and Environment of Respect and Rapport | | | Language and Literacy Acquisition for All Students | |

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| Early Literacy | | | | | | | | | |
| **Action Step** | **Audience** | | **Topics to be Included** | **Evidence of Learning** | | **Lead Person/Position** | **Anticipated Timeline Start Date** | | **Anticipated Timeline Completion Date** |
|  | Classroom Teachers | | LETRS, Heggerty, Science of Reading - Teaching teachers how to teach children how to be successful readers | Observable explicit instruction in areas of phonological and phonemic awareness. | | Doreen Gill & Lindsay Perkins / Reading Specialist & Principal | 08/31/2021 | | 06/30/2022 |
| **Learning Formats** | | | | | | | | | |
| **Type of Activities** | | **Frequency** | | | **Danielson Framework Component Met in this Plan** | | | **This Step Meets the Requirements of State Required Trainings** | |
| Workshop(s) | | Quarterly | | |  | | | Language and Literacy Acquisition for All Students | |
| Coaching (peer-to-peer; school leader-to-teacher; other coaching models) | | monthly | | |  | | | Language and Literacy Acquisition for All Students | |

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| Early Literacy | | | | | | | | | |
| **Action Step** | **Audience** | | **Topics to be Included** | **Evidence of Learning** | | **Lead Person/Position** | **Anticipated Timeline Start Date** | | **Anticipated Timeline Completion Date** |
|  | All classroom teachers | | Heggerty phonological lesson and materials | Observable explicit instruction in areas of phonological and phonemic awareness. | | Doreen Gill & Lindsay Perkins / Reading Specialist & Principal | 08/31/2021 | | 06/30/2022 |
| **Learning Formats** | | | | | | | | | |
| **Type of Activities** | | **Frequency** | | | **Danielson Framework Component Met in this Plan** | | | **This Step Meets the Requirements of State Required Trainings** | |
| Workshop(s) | | Quarterly | | |  | | | Language and Literacy Acquisition for All Students | |