

Willow Oaks Elementary Annual Plan (2021 - 2022)

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[G 1] Reading/Language Arts

Willow Oaks Elementary will increase ELA on-track and mastery proficiency rates for grades 3-5 from 14.9% in 2021 to 30% in 2022.

Performance Measure

TNReady Assessment District Formative Assessment: 70% is needed to score on track/mastery

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[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.</p> <p>Benchmark Indicator Benchmark Indicator Students should perform at or above the 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter. Daily classroom observations using the Educational Epiphany Classroom Walkthrough Protocol and Debriefing Document will provide Willow Oaks 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. Quarterly review of TEM observation data to monitor educators delivery of standard aligned lessons to the TN Standards.</p>	<p>[A 1.1.1] Standards Based Learning Using the Reading Prescription model as a guide, teachers at Willow Oaks will focus on one standard at a time and will teach the standards in order. Although more than one standard may be taught throughout the course of a week, students and teachers will focus on one primary standard. Teachers will be given support and a guide which will include a timeline, content pacing, and the focus standard. All students in all subgroups will participate in standards based instruction as it is good first teaching.</p>	<p>Kandra Jackson, Principal; Monica Owens, AP; Etta Gentry, PLC Coach; Sherri Williams, PLC Coach</p>	<p>05/23/2022</p>		
	<p>[A 1.1.2] Performance Based Objectives In order to teach to the standards, teachers will use performance based objectives to guide their lessons. The objectives will be written in a</p>	<p>Kandra Jackson, Principal; Monica</p>	<p>05/23/2022</p>		

	<p>"students will be able to ... in order to..." format. Teachers will have access to Educational Epiphany resources which include the explanation of the standard, the performance based objectives related to the standard, as well as the appropriate texts and graphic organizers. Teachers will annotate the objective with students, ensuring students understand all of the academic language within the standard and objective.</p>	<p>Owens, AP; Etta Gentry, PLC Coach; Sherri Williams, PLC Coach</p>			
	<p>[A 1.1.3] Instructional Resources Teachers will have access to standards based instructional resources. These resources include: SCS Reading Prescriptions Educational Epiphany Wonders iReady TN Performance Coach TN Ready Test Prep Books Teachers will begin with the focus standard and incorporate any or all of the available resources to teach the standard effectively. Teachers will receive professional development around how to best use each resource. Teachers will receive extended planning time to work collaboratively to plan lessons using their knowledge of the standard and the available resources. A member of the admin team will be available during their planning to support teachers.</p>	<p>Kandra Jackson, Principal; Etta Gentry, PLC Coach</p>	05/23/2022		
<p>[S 1.2] Professional Development Professional development will be provided to teachers and instructional leaders on how to articulate the instructional practice shifts that will improve students' skill set, teachers' pedagogy of the content, mastery of standard look fors, and proficient reading levels of grade supported texts.</p> <p>Benchmark Indicator Daily classroom observations using the Educational Epiphany Classroom Walkthrough Protocol and Debriefing Document will provide school leaders with data to determine trends in teachers' ability to effectively implement the</p>	<p>[A 1.2.1] Mondays at Willow Willow Oaks will have ongoing professional development after school each Monday. The professional development will be based on teacher PD needs surveys, district roll outs of new information and practices, standards based teaching and learning, and needs observed by the admin team during observations. Wednesday's at Willow professional development sessions will be submitted to PLZ for course credit. Teachers will receive professional development hours for their attendance.</p>	<p>Kandra Jackson, Principal; Monica Owens, Assistant Principal; Etta Gentry, PLC Coach; Sherri Williams, PLC Coach</p>	05/23/2022		

<p>identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction in order to plan professional development support. District Walkthrough data will be monitored through the district's PD management system (Professional Learning Zone/PLZ) and Zoho for 80% standard aligned core instructional implementation with fidelity at 2 per teacher per semester in order to provide individualized professional learning support. 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 school-level educators. Zone meetings and small-group ILT sessions are facilitated monthly by Instructional Leadership Directors at 85% attendance to support content lead teachers, PLC Coaches, and administrators with feedback and targeted training that should result in more effective daily instructional practices that should be observed during district walk throughs. New teacher professional learning supports are offered at various times throughout each semester for new hires. Mentor rosters are submitted at the beginning of each semester to ensure collegial support is assigned to each new hire.</p>					
	<p>[A 1.2.2] Cycle of Professional Learning The Cycle of Professional Learning will be implemented at Willow Oaks. ILT members will conduct frequent walkthrough observations. The ILT will meet to discuss trends they observed. Based on the trends, the ILT will provide professional development and support to struggling teachers. These teachers will be allowed "safe practice" to implement a new practice or strategy. The ILT member will provide real time feedback</p>	<p>Kandra Jackson, Principal; Monica Owens, AP; Etta Gentry, PLC Coach; Sherri Williams, PLC Coach; Robbie</p>	<p>05/23/2022</p>		

	and later discuss instructional practices with the teacher.	Daily-Williams, ILT Math Lead; Constance Brooks, ILT ELA Lead			
	<p>[A 1.2.3] New Teacher Support</p> <p>Each new teacher will receive a mentor who will meet with them at least once every two weeks. The teacher and mentor will discuss informal observation feedback, instructional planning, and classroom management. Based on the needs of the new teacher, the mentor will recommend district level PD.</p>	Anita Irons, New Teacher Mentor; Sherri Williams, New Teacher Mentor	05/23/2022		
<p>[S 1.3] Targeted Intervention and Personalized Learning</p> <p>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.</p> <p>Benchmark Indicator</p> <p>Students should perform at or above 70% on District 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 (Illuminate Fastbridge) 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.</p>	<p>[A 1.3.1] RTI2</p> <p>Willow Oaks will implement the RTI2 plan with fidelity as dictated by the state. Tier 1, Tier 2, and Tier 3 students will receive individualized instruction during the RTI block each day. The RTI lead and the admin team will conduct fidelity checks as outlined by the state. All students will take benchmark assessments. Students who score in the bottom 10% of the benchmark assessment, will receive further "drill down" testing to determine their area of specific need.</p>	Sharon Montgomery, RTI lead; Sherri Williams, PLC Coach	05/23/2022		
	<p>[A 1.3.2] Small Group Instruction</p> <p>Based on current data, teachers will implement small group instruction. Students that need extra instruction around a particular skill will receive</p>	Kandra Jackson, Principal; Monica	05/23/2022		

	further in depth instruction from the classroom teacher and/or teacher assistant. Students with the same area of need will be grouped together in a small group.	Owens, AP; Etta Gentry, PLC Coach; Sherri Williams, PLC Coach			
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[G 2] Mathematics
Willow Oaks will improve TCAP on-track/mastery percentage for 3-5 math from 8.8% in 2021 to 30% in 2022

Performance Measure
TNReady Assessment District Formative Assessment (Mastery Connect) - 70% on track/mastery for all students grades K-5

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 2.1] Standard Aligned Core Instruction Teachers will plan and execute standard aligned lessons with intentionality and focus (data-informed instruction) to provide daily access to a rigorous math curriculum that will develop students' engagement in important content, build on prior knowledge (pre-requisite skills), and promote mastery of TN Standards to ensure students are career and college ready.</p> <p>Benchmark Indicator Students should perform at or above the 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter. Daily classroom observations using the Educational Epiphany Classroom Walkthrough Protocol and Debriefing Document will provide the Willow Admin team 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. Walkthrough data will be entered into Professional Learning Zone/PLZ. Data will be used</p>	<p>[A 2.1.1] Standards Based Instruction Using Eureka Math and the SCS Curriculum Guides, teachers will provide quality core instruction, teach performance based objectives, and administer assessments aligned with the Tennessee Academic Standards for Mathematics. Math teachers will teach the TN Standards as outlined in the Eureka curriculum. They will use Educational Epiphany standards materials as a resource.</p>	<p>Kandra Jackson, Principal; Monica Owens, AP; Etta Gentry, PLC Coach; Sherri Williams, PLC Coach; Robbie Daily-Williams, ILT Math Content Lead</p>	05/23/2022		

<p>to determine trends and implementation of the instructional practices using the form in Zoho. Data should show teachers implementing the practices at or above 70% per visit. Quarterly review of TEM observation data to monitor educators delivery of standard aligned lessons to the TN Standards.</p>					
	<p>[A 2.1.2] Performance Based Objectives In order address the rigor of the standards, teachers will use performance based objectives to guide their lessons. The objectives will be written in a "students will be able to ... in order to..." format. Teachers will have access to Educational Epiphany resources which include the explanation of the standard, the performance based objectives related to the standard, as well as the appropriate texts and graphic organizers. Teachers will annotate the objective with students, ensuring students understand what they should know and be able to do. Teachers will highlight and explain the academic language within the standard.</p>	<p>Kandra Jackson, Principal; Monica Owens, AP; Etta Gentry, PLC Coach; Sherri Williams, PLC Coach; Robbie Daily Williams, ILT math content lead</p>	<p>05/23/2022</p>		
	<p>[A 2.1.3] Standards Based Instructional Resources Teachers will have access to standards based instructional resources. These resources include: Eureka Math Educational Epiphany iReady TN Performance Coach. Teachers will begin with the focus standard and incorporate any or all of the available resources to teach the standard effectively. Teachers will receive professional development around how to best use each resource. Teachers will receive extended planning time to work collaboratively to plan lessons using their knowledge of the standard and the available resources. A member of the admin team will be available during their planning to support teachers, as well as the math ILT lead.</p>	<p>Kandra Jackson, Principal; Monica Owens, AP; Etta Gentry, PLC Coach; Sherri Williams, PLC Coach; Robbie Daily-Williams, ILT Math Content Lead</p>	<p>05/23/2022</p>		
<p>[S 2.2] Professional Development Provide ongoing, high quality professional</p>	<p>[A 2.2.1] Mondays at Willow Willow Oaks will have ongoing professional</p>	<p>Kandra Jackson,</p>	<p>05/23/2022</p>		

<p>development at the for school leaders, teachers, and other instructional staff that focuses on instructional shifts and strategies that result in improved student performance.</p> <p>Benchmark Indicator</p> <p>Daily classroom observations using the Educational Epiphany Classroom Walkthrough Protocol and Debriefing Document will provide the District 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 in order to plan professional development support. District Walkthrough data will be monitored weekly through the district's PD management system (Professional Learning Zone/PLZ) and Zoho for 80% standard 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 ensure district and school leaders are gaining and sharing knowledge of content, obtaining content support and resources through collaboration, and effectively communicating new information with school-level educators. Zone meetings and small-group ILT sessions are facilitated monthly by Instructional Leadership Directors at 85% attendance to support content lead teachers, PLC Coaches, and administrators with feedback and targeted training that should result in more effective daily instructional practices that should be observed during district walk throughs. New teacher professional learning supports are offered at various times throughout each semester for new hires. Mentor rosters are submitted at the beginning of each semester to ensure collegial support is assigned to each new hire.</p>	<p>development after school each Monday. The professional development will be based on teacher PD needs surveys, district roll outs of new information and practices, standards based teaching and learning, and needs observed by the admin team during observations. Mondays at Willow professional development sessions will be submitted to PLZ for course credit. Teachers will receive professional development hours for their attendance.</p>	<p>Principal; Monica Owens, AP; Etta Gentry, PLC Coach; Sherri Williams, PLC Coach</p>			
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	<p>[A 2.2.2] Cycle of Professional Learning The Cycle of Professional Learning will be implemented at Willow Oaks. ILT members will conduct frequent walkthrough observations. The ILT will meet to discuss trends they observed. Based on the trends, the ILT will provide professional development and support to struggling teachers. These teachers will be allowed "safe practice" to implement a new practice or strategy. The ILT members will provide real time feedback and later discuss instructional practices with the teacher.</p>	Kandra Jackson, Principal; Monica Owens, AP; Etta Gentry, PLC Coach; Sherri Williams, PLC Coach; Robbie Daily-Williams, ILT math lead; Constance Brooks, ILT ELA lead	05/23/2022		
<p>[S 2.3] Targeted Interventions and Personalized Learning, Provide academic interventions, personalized learning activities, an individualized learning pace, and various instructional approaches designed to meet the needs of specific learners to improve student achievement.</p> <p>Benchmark Indicator Students should perform at or above 70% on District 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 (Illuminate Fastbridge) 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.</p>	<p>[A 2.3.1] RTI2 Willow Oaks will implement the RTI2 plan with fidelity as dictated by the state. Tier 1, Tier 2, and Tier 3 students will receive individualized instruction during the RTI block each day. The RTI lead and the admin team will conduct fidelity checks as outlined by the state. All students will take benchmark assessments. Students who score in the bottom 10% of the benchmark assessment, will receive further "drill down" testing to determine their area of specific need.</p>	Sharon Montgomery, RTI Lead; Sherri Williams, PLC Coach	05/23/2022		
	<p>[A 2.3.2] Small Group Instruction Based on current data, teachers will implement</p>	Kandra Jackson,	05/23/2022		

	small group instruction. Students that need extra instruction around a particular skill will receive further in depth instruction from the classroom teacher or teacher assistant. Students with the same area of need will be grouped together in a small group.	Principal; Monica Owens, AP; Etta Gentry, PLC Coach; Sherri Williams, PLC Coach			
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[G 3] Safe and Healthy Students

Willow Oaks will reduce the percentage of chronically absent students from 22.5% in 2021 to 15% in 2022.

Performance Measure

Power BI dataPowerSchool dataSART documentation for at-risk students

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 3.1] Attendance and Behavior Interventions and Supports Implement targeted interventions, initiatives and support programs that address chronic absenteeism and behavioral needs for all students.</p> <p>Benchmark Indicator Monitor 20 day reports for behavior outputs, effectiveness of behavioral interventions and supports aimed at reducing student discipline incidents.. Monitor 20 day reports to identify students at risk of high chronic absenteeism Monitor 20 day reports to assess the impact of suspensions on daily attendance. Monitor students every 20 days who have been identified as needing additional support (i.e. homeless, foster care, student involved in RTIB programs).</p>	<p>[A 3.1.1] School Wide Discipline System Willow Oaks will develop a School Wide Discipline plan -- the Tally System. Within the plan, students will receive tallys for disruptive behavior. The consequences for their behavior is based on their number of tallys. For example, if a student has 3 tallys, he may be denied a classroom privilege. If a student has 8 tallys, they may receive a disciplinary referral and be sent to the AP or principal. If a student displays positive behavior, therefore the student has no tallys or very few tallys, they will receive an incentive. Incentives include homework passes, out of uniform passes, participating in a game truck, etc.</p>	Monica Owens, AP; Veronica Aldridge, School Counselor	05/23/2022		
	<p>[A 3.1.2] Attendance Incentives Each 20 day period students with perfect attendance will receive an invention to the "attend-dance". Students will also receive an out of uniform pass on the day of the dance. After each</p>	Veronica Aldridge, School Counselor; Talisha	05/23/2022		

	<p>report card period, students with perfect attendance will receive recognition and a certificate and ribbon at the awards day ceremony. Students with perfect attendance for the year will receive a new bicycle.</p>	<p>Burnett, School Counselor</p>			
	<p>[A 3.1.3] Class Dojo Willow Oaks will use Class Dojo as a school wide method for keeping track of student behavior. Students will receive/lose Class Dojo points based on behavior. All parents sign up for Class Dojo notifications, so they are aware of their child's behavior. Parents also receive class and school information, announcements, and events via Class Dojo.</p>	<p>Kara Kreitlein, Class Dojo Lead Teacher; Etta Gentry, PLC Coach</p>	<p>05/23/2022</p>		
<p>[S 3.2] Professional Development Provide ongoing, high quality professional development for school leaders, teachers, and staff that focuses on classroom/behavior management and social emotional learning to improve student behavior and attendance.</p> <p>Benchmark Indicator Monitor the number of student referrals to the office and ISS quarterly and/or prior to professional development session. Monitor behavior plans per semester to determine the implementation and effectiveness of the strategies and resources shared during PD</p>	<p>[A 3.2.1] Creating a Positive Classroom Environment In a Mondays at Willow session, teachers will participate in PD that focuses on strategies to create a positive classroom climate. Teachers will use role play and deliberate practice to use classroom management techniques. Teachers will use strategies in "Teach Like A Champion" to limit behavioral disruptions and stay focused on the content. Teachers will discuss and share with colleagues positive incentives that have worked well in their classrooms.</p>	<p>Veronica Aldridge, School Counselor; Etta Gentry, PLC Coach</p>	<p>10/11/2021</p>		
	<p>[A 3.2.2] Incentives for Chronically Absent Students A professional development session for Wednesday's at Willow will focus on encouraging student attendance by providing classroom attendance incentives. Members of the admin team will contact parents of student who are chronically absent. Teachers and leaders will collaborate to develop individual incentives for students who are chronically absent. Incentives may include</p>	<p>Veronica Aldridge, School Counselor; Monica Owens, AP</p>	<p>10/25/2021</p>		

	classroom celebrations and incentives for individual students.				
<p>[S 3.3] Parent, Family, and Community Engagement Promote effective parent, family, and community engagement activities that support safe schools which will improve student attendance and behavior.</p> <p>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 and discipline 20 day report 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 school topics through monthly parent surveys.</p>	<p>[A 3.3.1] Celebrating Heritage Willow Oaks will honor our student's heritage through various activities during Hispanic Heritage Month (September 15 - October 15) and Black History Month (February). Famous Hispanic Americans will be shared daily during morning announcements and students will dress up as their favorite Hispanic person. We will also host a salsa night for students, parents, and staff. Willow Oaks will also participate in the Day of the Dead parade. Families will be able dress in traditional garb and walk in the parade or ride on the float. The parade will end at the Pink Palace, which will also have Hispanic art displays and activities. Parents will bring authentic Mexican dishes for students to sample on Cinco de Mayo. Parents will also provide lunch for faculty and staff to sample authentic Mexican dishes. During African American History Month, Willow Oaks will have a "Living Museum". Students will dress up as their favorite historical African American and give an oral report about their life. Parents and community members will be invited to the museum. A museum schedule will be created so students can visit other grade level "museums". Famous African Americans will be shared daily during morning announcements. Students will be given the opportunity to participate in the African American History Program.</p>	Margarita Sotelo, Bilingual Mentor; Sherri Williams, PLC Coach	02/28/2022		
	<p>[A 3.3.2] Family Reading Night; Family Math and Science Night Parents will be invited to come to Family Reading Night in the Fall and Family Math and Science Night in the Spring. Parents and students will participate in learning stations geared toward literacy and math/science. Teachers will prepare station activities for students and parents. Students</p>	Kimberley Folsom, STEM lab teacher; Etta Gentry, PLC Coach	02/28/2022		

	and parents will receive books and science kits as door prizes.				
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[G 4] Early Literacy
 Willow Oaks K-2 students will be in literacy-rich classrooms that offer meaningful and authentic opportunities to develop the reading, writing, speaking and listening skills. As a result, 90% of second graders will meet the success criteria for advancing to third grade at the end of the 2021-22 school year.

Performance Measure
 85% of all K-2 students will meet the success criteria for Early Literacy by the end of the 2021-2022 school year. *The Success Criteria potential point system: report card (4 points), DFA (3 points), screener (3 points), and TNReady (2 points) which total 12 points. (TNReady isn't included in grade one and kindergarten success criteria)

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 4.1] 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.</p> <p>Benchmark Indicator 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 Quarterly review of student success criteria to measure progress toward 3rd grade proficiency to inform needed instructional changes and professional development Quarterly analysis of common assessment data (Mastery Connect)</p>	<p>[A 4.1.1] Academic Support Plans Students in grades K-2 who score below on track or mastery on the first criteria for success (fall benchmark) will receive an academic support plan. Students who are at risk will have an intervention plan in EdPlan and will receive targeted small group instruction to ensure student improvement in order to meet criteria for success.</p>	Sharon Montgomery, RTI lead teacher	04/08/2022		
	<p>[A 4.1.2] Specialized Educational Assistants Students in grades K-2 will receive a Specialized Educational Assistant (SEA). The SEAs will analyze student data (Fastbridge, iReady, Mastery Connect, weekly classroom assessments) and will provide additional small group instruction to students based on area of need. SEAs will also</p>	Etta Gentry, PLC Coach; Sherri Williams, PLC Coach; Sharon Montgomery, RTI Lead Teacher	05/23/2022		

	conduct tier 2 and tier 3 RTI intervention groups within their classroom placement				
<p>[S 4.2] Professional Learning Build and strengthen the foundational literacy knowledge of instructional leaders, classroom teachers, and specialized educational assistants through engagement in professional learning about phonemic awareness, phonics, early writing strategies, and the TN Foundational Literacy Standards.</p> <p>Benchmark Indicator Teacher feedback after Professional Development sessions Data from informal walk-through observations of K-2 teachers Observations of specialized educational assistants support in K-2 classrooms to inform professional learning and resources needed to improve instruction and student achievement Student assessment data</p>	<p>[A 4.2.1] K-2 Early Literacy PD for classroom teachers During PLCs in August and September K-2 teachers will receive a checklist of the criteria for success and discuss each one. Teachers will be made aware of resources that are available for students who don't meet the first criteria. Teachers will go over the TN State Foundational Literacy Standards, and annotate each standard. Teachers will review the SCS resources for Early Literacy Standards; discussing which activities will be useful with students who are at risk. Teacher will review the Early Literacy Newsletters and use them as a basis for planning.</p>	Etta Gentry, PLC Coach; Sherri Williams, PLC Coach	09/28/2021		
	<p>[A 4.2.2] Training for Specialized Educational Assistants SEAs will go to required SCS trainings. SEAs will integrate knowledge and strategies gained in to classroom instruction. SEAs will meet twice monthly with PLC Coach to review student data, discuss small group lesson plans, and get any needed resources or support.</p>	Etta Gentry, PLC Coach; Sherri Williams, PLC Coach; Sharon Montgomery, RTI Lead Teacher	05/17/2022		
<p>[S 4.3] Foundational Literacy Laureates Willow Oaks Foundational Literacy Laureate will assist K-2 teachers with implementing high quality foundational literacy instruction and strategies.</p> <p>Benchmark Indicator Laureate support logs to measure the frequency and level of school-based support to K-2 teachers in the priority coaching areas Feedback from K-2 teachers Student assessment data</p>	<p>[A 4.3.1] Peer Coaching Willow Oaks Foundational Literacy Laureate will conduct informal observations of the foundational literacy block in grades K-2. Based on observation data from the Literacy Laureate, the ILT, and the admin team, the Literacy Laureate will provide coaching to K-2 teachers who extra support.</p>	Katrina Moore, Foundational Literacy Laureate	05/13/2022		