

Westside Elementary Annual Plan (2020 - 2021)

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[G 1] Reading/Language Arts

The 2020-2021 Westside Elementary AMO is 35.4% , with a double AMO of 39.7%. TN Ready Assessment - Annual (3-5 26%) & Fall/Spring Common Formative Assessment to be determined by currently active RFP (on-track/mastery at 70%).

Performance Measure

TN Ready Assessment DataMastery ConnectReport Card TrackingIlluminate FastbridgeWIDA

| Strategy | Action Step | Person Responsible | Estimated Completion Date | Funding Source | Notes |
|--|---|---|---------------------------|----------------|-------|
| <p>[S 1.1] Standards-Aligned Core Instruction Provide access to rigorous curriculum, quality core instruction, and assessments aligned with the State's academic content standards.</p> <p>Benchmark Indicator Weekly Collaborative PlanningInformal Walkthroughs with feedbackUnannounced Formal Observation using TEM (range of 1 to 3) observations per teacher based on TEM ratingAnnounced Formal Observation using TEMILT Walkthroughs using IPGsPeer Observations</p> | <p>[A 1.1.1] Conduct Bi-Weekly Data Meetings We will conduct bi-weekly data meetings in grades K-5. Feedback from these meetings will be used to plan for reteaching and intervention. The ILT team will also meet to discuss the findings and include this information in the school's CPL. We will analyze the following on a bi-weekly basis:Student workSchool-wide dataGrade-Level DataTeacher dataTrends and gapsBi-Weekly Common Formative Assessments</p> | <p>Kimberly Adams, Kesha McKinney, Cassandra Taylor</p> | <p>06/16/2021</p> | | |
| | <p>[A 1.1.2] Collaborative Planning and Weekly PLC meetings Teachers will meet on grade-level and with the admin team to analyze standards and assessments for the upcoming week. Teachers will engage in deliberate practice to receive feedback around enhancing instructional practice to provide high-quality instruction for all students. We will use the collaborative planning protocol to address strategies, and weekly standards. The district has also implemented a new PLC format for each content area that will be used in planning instruction. They will also engage in vertical planning.</p> | <p>Kesha McKinney, District-level contact support</p> | <p>06/16/2021</p> | | |

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| | <p>[A 1.1.3] Additional Instructional Resources Equipment, materials and supplies will be purchased to support and increase student achievement in reading.</p> | Kesha McKinney | 06/16/2021 | | |
| <p>[S 1.2] Professional Development Provide ongoing, high quality professional development at the District and school level for school leaders, teachers, and other instructional staff that focuses on changing instructional practices that result in improved student performance.</p> <p>Benchmark Indicator Instructional Leadership Team (ILT) meetings – MONTHLY to ensure district and school leaders are attending and obtaining the knowledge shared during meetings. TEM Evaluation ScoresTN Ready ResultsDistrict AssessmentsInsight Survey ResultsNew hire rosters and mentor list to ensure new teachers are assigned and attending new teacher professional support.</p> | <p>[A 1.2.1] Attend District-Required Professional Development Training The district will Provide teachers with the opportunity to study, practice, and receive critical feedback requires prioritizing professional learning. All classroom teachers throughout the district are required to earn professional 2019-2020 school year. These hours are broken down into four components: District Learning Days, school-based, zone and choice. These PD opportunities can include, but are not limited to.Training on understanding and ELA standardsWonders curriculum supportDifferentiated InstructionZone specific planningVirtual training</p> | District level personnel | 06/16/2021 | | |
| | <p>[A 1.2.2] Provide RTI2A , Intervention and Assessment Training Using informal and formal observations, new assessment data and student needs, the ILT team will decide on school-based professional development and other trainings. The professional development sessions will include, but are not limited to:Differentiated Instruction: Teachers will gain insight on how to use resources and technology to meet the needs of diverse learners .Reteaching Strategies: Student work will be assessed to identify areas to be retaught for mastery. This will also be discussed during collaborative planningIncorporating Technology - Teachers will receive training on how to use various online resources and tools to assess and engage all students. Professional Development will include:Mastery Connect - This will be used for teacher and district common assessmentsFastBridge - This online platform will</p> | Kesha McKinney, Cassandra Taylor | 06/16/2021 | | |

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| | <p>be used as our Universal Screener to identify students in need of RTI2 Intervention- Kindergarten portfolio assessments will be uploaded to this siteContent specific conferences both in and out of townTeacher Lead PD on best-practices and resources</p> | | | | |
| | <p>[A 1.2.3] Plan, Attend and/or Conduct School-Based Professional Development The district will Provide teachers with the opportunity to study, practice, and receive critical feedback requires prioritizing professional learning. All classroom teachers throughout the district are required earn professional development hours throughout the school year. Teachers will need 64 professional learning hours for the 19-20 school year. These hours are broken down into four components: District Learning Days, school-based, zone and choice. These PD opportunities can include, but are not limited to.Training on understanding and ELA standardsWonders curriculum supportDifferentiated InstructionZone specific planningVirtual training</p> | <p>Kimberly Adams, Kesha McKinney, April Harris, Treneka Jones, Delissa Haylsett, Tiffanie McCraven , Allie Nolen, Tracy Fox, Monique Eason, Cathey Wise</p> | 06/16/2021 | | |
| <p>[S 1.3] Targeted Intervention and Personalized Learning Provide academic interventions and personalized learning activities that are designed to meet the individual needs of the student and provide a learning pace and instructional approaches to meet the needs of each learner.</p> <p>Benchmark Indicator Illuminate/ FastBridge Progress MonitoringRTI2 Progress MonitoringFidelity ChecksiReady DataDistrict Formative Assessments</p> | <p>[A 1.3.1] RTI2 Implementation Daily RTI2 has proven to be an effective model for improving student achievement. Response to Instruction and Intervention, or RTI2, is a teaching system that uses a data to identify students' specific needs and match those needs with appropriate instructional strategies. We will use FastBridge to identify Tier II and Tier III students by ranking the bottom 15% of students to receive intervention. Monitoring is ongoing, and student progress is benchmarked as prescribed. Student interventions will be adjusted based on student mastery. Implementation will include:Provided daily targeted intervention for Tier 1, 2 and 3 students on the students instructional levelConduct monthly RTI@ meetings to discuss newly identified RTI2 studentsCopiers and computers needed to print assessment, progress monitoring probes, parent letters, individual data</p> | <p>Kimberly Adams, Kesha McKinney, April Harris, Treneka Jones, Delissa Haylsett, Tiffani McCraven , Allie Nolen, Tracy Fox, Monique Eason, Cathey Wise</p> | 06/16/2021 | | |

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| | reports for students. Master scheduling to allot teachers 30-45 minutes a day as required for RTI2 Teachers, Administration, and School Psychologist monthly meeting to discuss data intervention process Progress monitoring tools Direct and Indirect Fidelity checks Uninterrupted intervention time | | | | |
| | <p>[A 1.3.2] Differentiated Instruction In order to meet the individual needs of all students, differentiated learning will take place in all classes. Classroom teachers, the ILT team and Admin team, will use student data to determine areas of strength and areas in need of improvement. Teachers will then be able to make informed decisions as to how to reteach skills and determine strategies/resources best suited for all students. This may include reteaching, one-on-one instruction, small group, manipulatives, and online resources. In order to determine needs, we will analyze :Student work School-wide data Grade-Level Data Teacher data Trends and gaps Weekly Common Formative Assessments</p> | Kimberly Adams, Keshia McKinney, April Harris, Treneka Jones, Delissa Haylsett, Tiffani McCraven, Allie Nolen, Tracy Fox, Monique Eason, Cathey Wise | 06/16/2021 | | |

[G 2] Mathematics

The 2020-2021 Westside Elementary AMO is 35.4, with a double AMO of 39.7. TN Ready Assessment (3-5 30.8%) & Fall/Winter/Spring Formative Assessment to be determined by currently active assessment RFP (on-track/mastery at 70%).

Performance Measure

TN Ready Assessment Data Mastery Connect Report Card Tracking Illuminate Fastbridge WIDA

| Strategy | Action Step | Person Responsible | Estimated Completion Date | Funding Source | Notes |
|--|--|---|---------------------------|----------------|-------|
| <p>[S 2.1] Standards-Aligned Core Instruction Provide access to rigorous curriculum, quality core instruction, and assessments aligned with the State's academic content standards.</p> <p>Benchmark Indicator Performance levels at 70% on-track/mastery on District Formative Assessments (Fall, Winter and Spring) will demonstrate the alignment of core</p> | <p>[A 2.1.1] Conduct Bi-Weekly Data Meetings In order to differentiate classroom instruction to meet the instructional needs of students, we will analyze the following on a weekly basis: Student work School-wide data Grade-Level Data Teacher data Trends and gaps Weekly Common Formative Assessments</p> | Kimberly Adams, Keshia McKinney, Cassandra Taylor | 06/16/2021 | | |

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| <p>instruction being taught to standards for the specific quarter. School Equity Walks conducted monthly by District Cross-functional teams. Weekly Collaborative Planning Informal Walkthroughs with feedback (daily basis) Announced Formal Observation using the TEM rubric LT Walkthroughs using IPGs Peer Observations</p> | | | | | |
| | <p>[A 2.1.2] Conduct Weekly Collaborative Planning Meetings Teachers will meet on grade-level and with the admin team to analyze standards and assessments for the upcoming week. Teachers will engage in deliberate practice to receive feedback around enhancing instructional practice to provide high-quality instruction for all students.</p> | <p>Kesha McKinney</p> | <p>06/16/2021</p> | | |
| | <p>[A 2.1.3] Additional Instructional Resources Equipment, materials and supplies will be purchased to support and increase student achievement in reading.</p> | <p>Kesha McKinney</p> | <p>06/16/2021</p> | | |
| <p>[S 2.2] Professional Development Participate in ongoing, high quality professional development at the District and school level for school leaders, teachers, and other instructional staff that focuses on changing instructional practices that result in improved student performance in math.</p> <p>Benchmark Indicator Instructional Leadership Team (ILT) meetings IPG and walk-through observation data District Formative Assessment data Professional Learning Zone (PLZ) coursework School Equity Walks conducted MONTHLY by District cross-functional teams. TEM Evaluation Scores TN Ready Results District Assessments Insight Survey Results</p> | <p>[A 2.2.1] Complete District-Required Professional Development Training The district will Provide teachers with the opportunity to study, practice, and receive critical feedback requires prioritizing professional learning. All classroom teachers throughout the district are required earn professional development hours throughout the school year. Teachers will need 64 professional learning hours for the 19-20 school year. These hours are broken down into four components: District Learning Days, school-based, zone and choice. These PD opportunities can include, but are not limited to. Training on understanding, interpreting and delivering math standards Eureka curriculum support Differentiated Instruction Zone specific planning Virtual training</p> | <p>Kesha McKinney, Kimberly Turner, District Math Coach</p> | <p>06/16/2021</p> | | |
| <p>[S 2.3] Targeted Interventions and Personalized Learning, Provide academic interventions and personalized learning activities that are designed to meet the individual needs of the student and to provide a</p> | <p>[A 2.3.1] RTI2 Implementation RTI2 has proven to be an effective model for improving student achievement. Response to Instruction and Intervention, or RTI2, is a teaching system that uses a data to identify students'</p> | <p>Kimberly Adams, Kesha McKinney, Carmen Henderson,</p> | <p>06/16/2021</p> | | |

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| <p>learning pace and instructional approaches that meet the needs of each learner.</p> <p>Benchmark Indicator District Formative Assessment data review to show effectiveness of targeted intervention and personalized learning in alignment of standards and performance measure. Progress monitoring from the universal screener/ Illuminate/Fast Bridge and iReady will provide feedback data on the impact of targeted intervention and personalized learning. RTI2 instructional tool data review</p> | <p>specific needs and match those needs with appropriate instructional strategies. We will use FastBridge to identify Tier II and Tier III students by ranking the bottom 15% of students to receive intervention. Monitoring is ongoing, and student progress is benchmarked as prescribed. Student interventions will be adjusted based on student mastery. Implementation will include: Provided daily targeted intervention for Tier 1, 2 and 3 students on the students instructional level Conduct monthly RTI@ meetings to discuss newly identified RTI2 students Copiers and computers needed to print assessment, progress monitoring probes, parent letters, individual data reports for students. Master scheduling to allot teachers 30-45 minutes a day as required for RTI2 Teachers, Administration, and School Psychologist monthly meeting to discuss data intervention process Progress monitoring tools Direct and Indirect Fidelity checks Uninterrupted intervention time</p> | <p>Vickie Hatfield, Kenneth Robinson, Kimberly Turner, Kimberly Berg, Bobby Roberts</p> | | | |
| | <p>[A 2.3.2] Differentiated Instruction In order to meet the individual needs of all students, differentiated learning will take place in all classes. Classroom teachers, the ILT team and Admin team, will use student data to determine areas of strength and areas in need of improvement. Teachers will then be able to make informed decisions as to how to reteach skills and determine strategies/resources best suited for all students. This may include reteaching, one-on-one instruction, small group, manipulatives, and online resources. In order to determine needs, we will analyze : Student work School-wide data Grade-Level Data Teacher data Trends and gaps Weekly Common Formative Assessments</p> | <p>Kesha McKinney, Kimberly Turner</p> | <p>06/16/2021</p> | | |

[G 3] Safe and Healthy Students

The student attendance rate and chronic absenteeism rate evidenced will be used to measure gains. Our AMO Target for 2020-2021 is 5.3% with a Double AMO Target of 5.0%.

Performance Measure

Daily Attendance Reports PowerBi data Chronic Absenteeism Data

| Strategy | Action Step | Person Responsible | Estimated Completion Date | Funding Source | Notes |
|---|---|---|---------------------------|----------------|-------|
| <p>[S 3.1] Behavioral Interventions and Supports Implement targeted interventions and support programs and initiatives that address identified behavior needs and provide appropriate student supports.</p> <p>Benchmark Indicator 20-Day Reports Attendance and suspension data - 20 day reporting period, will assist in monitoring students attendance and the effectiveness of behavioral interventions and supports measures aimed at improved student attendance. Monitoring students who have been identified as needing additional support (i.e. homeless, foster care, student involved in RTIB programs).</p> | <p>[A 3.1.1] RTI2B Implementation Our school-wide RTI2B behavior plan will support both behavior and reduce absenteeism. This plan focuses on promoting positive behavior while developing relationships between students and school staff, creating a culture where all students and teachers are respected and included in their community. There is also a component that encourages and recognizes regular attendance. The plan incorporates: Online resources Lesson Plans for expected behaviors Monthly committee meetings to discuss challenges and successes Incentives for exemplary behavior Parent workshops/training</p> | <p>Kimberly Adams, Latrina Walker, Kesha McKinney</p> | <p>06/16/2021</p> | | |
| | <p>[A 3.1.2] Social and Emotional Learning Social Emotional Learning (SEL) will be incorporated in all grades throughout the school year. The major principle is to provide a nurturing and supportive environment for our students, teachers, parents and staff. SEL encompasses Adverse Childhood Experience (ACEs) training, RTI2B initiatives, trauma-informed schools, and progressive and restorative disciplinary practices. SEL provides the opportunity for children and adults to acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. As part of this initiative, the district has provided us with a three-tier approach that manages behaviors and school-wide expectations. It is measured based on the number and/ nature of offenses a student receive</p> | <p>Latrina Walker</p> | <p>06/16/2021</p> | | |

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| <p>[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.</p> <p>Benchmark Indicator Student discipline and 20-day attendance reports will be used to measure impact of changed practices as a result of professional development. RTI2B Fidelity checks PLZ transcripts</p> | <p>[A 3.2.1] RTI2B Training The RTI2B team will provide training to all staff members on the components of RTI2B. Initial training will take place at the beginning of the school year. A calendar of scheduled training is provided during in-service and is included in the school-wide plan. The RTI2B team will use PowerPoint presentations, posters, school-wide matrices and lesson plans to deliver the plan Teachers and staff will be trained on :School-wide behavioral matrixSchool-wide expectationsRTI2B lesson plans and implementationMonthly meetingsMid-year refresherRe-teaching Expectation Lesson Plans to Students in All SettingsThe RTI2B team will attend additional training provided by the district.</p> | <p>Kimberly Adams, Kesha McKinney, Latrina Walker</p> | <p>06/16/2021</p> | | |
| <p>[S 3.3] Parent, Family, and Community Engagement Promote effective parent, family, and community engagement activities that support safe schools with increasing student attendance positively impacting the overall academic success of students.</p> <p>Benchmark Indicator Discipline reports - reviewed 20 day reporting cycle; attendance reports - reviewed 20 day reporting cycle; number of school adopters surveyed annually; number of parent ambassadors named each semester.</p> | <p>[A 3.3.1] Family Engagement Specialist Westside Elementary's Family Engagement Specialist will develop school-based family engagement and activities that create strong supports for teaching, learning and student achievement within the school. She will facilitate parent group meetings, establishing collaborative school support groups and serving as conduits to strengthen communication links between SCS Family and Community Engagement, school administrators, school staff, school partners, and families. This includes organizing, recruiting and conducting the school's P.T.O. and providing a monthly family/ community newsletter. The specialist will participate and facilitate professional development opportunities for families and peers. She will support efforts around student recruitment and develop outreach programs for families.</p> | <p>Tisha Baker , Kesha McKinney</p> | <p>06/16/2021</p> | | |
| | <p>[A 3.3.2] Westside Parent Resource Center Westside Elementary houses a Parent Resource Center. It is equipped with computers, printer, and Smart Board . Parents may use these resources to access websites and resources to use with their students. In addition, trainings are held throughout</p> | <p>Tisha Baker, Kesha McKinney ,</p> | <p>06/16/2021</p> | | |

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| | <p>the year for all parents . The center also has free supplies, community information and resources that parents are encouraged to take. The a resource center also provides:RTI2B Parent Training: Core features and expectations of the school-wide planned will be discussedP.T.O. meetingsReading and math strategies to use at homeJob training and placementDealing with behavior issuesVarious parent training classes throughout the year</p> | | | | |
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[G 4] Early Literacy

3rd Grade TN Ready data from the 2018-2019 school year, indicated that students increased from 3.3% to 18.9%. Our goal is to increase current year 3rd grade students by 10% on TN Ready.

Performance Measure

Kindergarten Entry TestMastery Connect DataReport Card TrackingiReady Datailluminate FastBridgeWIDARTI2 Data

| Strategy | Action Step | Person Responsible | Estimated Completion Date | Funding Source | Notes |
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| <p>[S 4.1] Early Learning 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 Mastery Connect DataKindergarten Readiness InventoryReport Card TrackingRTI2 Datailluminate FastBridgeWeekly AssessmentsOngoing Professional Development</p> | <p>[A 4.1.1] 2nd Grade Paraprofessional TN Ready data has indicated a gap as students leave 2nd grade. This trend was also recognized throughout the district. In order to bridge the gap between 2nd and 3rd grade, our 2nd grade paraprofessional primarily supports second grade students in Tier 2 and/or Tier 3. However, a paraprofessional may also support students in Tier 1 (as needed)— particularly during whole group and station rotations. The Paraprofessional will also assist with online testing and progress monitoring. The Paraprofessional adheres to the framework for small group instruction. The admin team, ILT members, and Laureate will monitor the instructional support rendered by second grade paraprofessionals. They will also support the work by offering feedback and ensure the paraprofessional has a schedule that details which teachers and students are supported, including the day and time of support. In addition, provide a space for the paraprofessional to provide pull-out support to small groups of students.</p> | <p>Kimberly Adams, Kesha McKinney, Allie Nole, Tiffany Lewis, April Harris</p> | <p>06/16/2021</p> | | |

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| | <p>[A 4.1.2] Incorporate Social Emotional Learning This year we incorporated character education and Social Emotional Learning into our school-wide curriculum. These skills are built into the daily schedule. By introducing these concepts in Kindergarten, we are building a strong foundation for teaching learning and respect. A new character trait will be introduced weekly. In addition, grades K-2 will also incorporate morning meetings to set the tone for the day. This is an extension of the Responsive Classroom model. SEL provides the opportunity for children and adults to acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. Our 1st 9 weeks CPL focuses on a different character trait per month. Teachers will also engage in professional reading and collaborative planning around these traits. Walkthroughs should provide insight on how learning is being implemented. Evidence such as character trait posters should be visible throughout the building. Social Emotional Learning will extend beyond the first nine weeks and throughout the school year. Expeditionary Learning modules will also introduce and emphasize concepts of SEL. They are identified in curriculum maps and embedded in K-2 ELA lessons.</p> | <p>Kesha McKinney, Latrina Walker</p> | <p>06/16/2021</p> | | |
| <p>[S 4.2] Effective Transitions into Kindergarten Provide programs and initiatives designed to prepare students and teachers for the smooth and positive transition between specific grade levels and educational placements.</p> <p>Benchmark Indicator Kindergarten Entry Test Parent Survey Classroom Observations Parent Meeting Sign-In sheet</p> | <p>[A 4.2.1] Conduct Kindergarten Orientation In order to prepare students for kindergarten, parents will be invited to an informational session. Kindergarten teachers will host a kindergarten orientation to inform parents of what to expect as students enter kindergarten. They will outline skills to be mastered by the end of the year. In addition, they will discuss procedures and expectations of kindergarten classes. Orientation will include: District Kindergarten Curriculum School</p> | <p>Kesha McKinney, April Harris</p> | <p>09/30/2020</p> | | |

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| | rules and proceduresStrategiesDistrict InitiativesPortfolio requirements | | | | |
| | <p>[A 4.2.2] Kindergarten Preview Day Students who be entering kindergarten will have a chance to tour the school and kindergarten classes prior to the beginning of the school year. This will allow students and parents a chance to take a look at their new environment, become acclimated to the school and ease fears students may be having . Kindergarten teachers and the guidance counselor will be on hand to discuss the new transition and what to expect . The counselor will discuss emotions and concerns they may be having in kid-friendly language New kindergarteners will have a chance to explore the rooms and building while asking questions .</p> | Kesha McKinney, April Harris | 06/16/2021 | | |
| <p>[S 4.3] Professional Development Provide support to K-2 all teachers through job-embedded professional development activities.</p> <p>Benchmark Indicator Insight Survey FeedbackTEM observationsCycle of Professional LearningPLZ hours/Survey responses</p> | <p>[A 4.3.1] PLC and Collaborative Planning Meeting K-2 teachers will receive in-house training and support throughout the school year. Teachers will meet weekly in PLC or Exploratory meetings to discuss reading and math best practices for grades K-2. These sessions will be lead by the PLC coach, admin team, ILT team district personnel and teachers. All sessions will be data-driven and will be specific to the needs of K-2 students. These meeting will focus on :Student assessment and analyzing dataVertical PlanningDifferentiated Instruction and small-group instructionIntervention strategies and supportTechnology integration and technology demonstrationsProfessional ReadingsLooking at Student WorkClassroom ManagementParental Involvement</p> | Kesha McKinney, April Harris, Tracy Fox | 06/16/2021 | | |
| | <p>[A 4.3.2] Literacy Laureate Our school has identified a Literacy Laureate. This individual is responsible for helping to provided ongoing support and feedback to ELA teachers in grades K-2 . The role of the foundational literacy laureate is to operate a "model classroom" for foundational skills instruction and support K-2 colleagues with instruction, strategies, and quality,</p> | April Harris | 06/16/2021 | | |

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| | <p>aligned resources around foundational literacy. The Literacy Laureate will : Facilitate and/or manage school-based PD in foundational skills Participate in Learning Walks with the school's Instructional Leadership Team (ILT) Serve as a resource to school admin/ILT in the area of Foundational Literacy/Skills Participate in Learning Walking with the District Early Literacy Advisor at your school site Model and/or co-teach effective best practices in foundational skills instruction in a variety of settings (whole & small group) Assist teachers with understanding and implementing TN Academic Standards for Reading Foundational Literacy Assist teachers with continued implementation of the District's Foundational Literacy curriculum, Wonders Capture and share quality foundational literacy lessons</p> | | | | |
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