

Idlewild Elementary Annual Plan (2021 - 2022)

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[G 1] English Language Arts

Idlewild will improve literacy across grades 3 through 5 from 33.5% On-Track/Mastery to 43.5% on-track/mastery by June 2022. Idlewild will accomplish this through the implementation of English Language Arts curriculum, Wonders, and will continue to improve developing students' deep understanding of the content and mastery of the standards to ensure students are career and college ready.

Performance Measure

Idlewild Elementary will work toward increasing the following percentage of students who are on track or mastered in grades 3-5 from 2020-2021 on track or mastered of 33.5% to 43.5% for 2021-2022 on the TCAP assessment. All students will demonstrate 70% on-track/mastery on: Mastery Connect Assessments iReady Diagnostic

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 1.1] Standard Aligned Core Instruction Provide access to rigorous curriculum, quality core instruction, and assessments aligned with the State's academic content standards. A 1.1.1 PLC Collaborative Planning All teachers will participate in collaborative planning once a week. Both as a grade level team and vertically across grades, they will interpret and unpack standards using Dr. Dickeys Performance Based Objective & PLC Guides. Teachers will use the resources to determine what students need to know and show in each lesson, anticipate student misconceptions and practice implementing instruction that is engaging and impactful. Teachers will create action plans using formative and summative assessment data. A 1.1.2 Online Common Assessments (Mastery Connect) Teachers in grades K-5 will work together, both vertically and horizontally, to create and implement school-wide common assessments in Reading and Mathematics using Mastery Connect and necessary technology. School-wide common assessments will be standards-aligned and will be administered three times per year. A 1.1.3 Virtual Learning - Foundational Skills</p>	<p>[A 1.1.1] Weekly Collaborative Planning/PLCs All teachers will participate in collaborative planning once a week. Both as a grade level team and vertically across grades, they will interpret and unpack standards using Dr. Dickeys 4 Instructional Practices & PLC Guides. Teachers will use the resources to determine performance based objectives, academic vocabulary, what students need to know and show in each lesson, anticipate student misconceptions and practice implementing instruction that is engaging and impactful. Teachers will create action plans using formative and summative assessment data.</p>	William Shuman, Kiersten Schnacke, Grade Level Chairs	05/27/2022	Site Based	

<p>Professional DevelopmentOur Literacy Laureate, Instructional Leadership Teacher ELA Lead, and Zone Instructional Support Advisor for Literacy will provide professional development to assist teachers in planning and delivering engaging learning experiences that strategically build reading fluency, accuracy and comprehension across all content areas.The focus will be providing virtual instruction in small groups through the use of break-out rooms/virtual literacy stations</p> <p>Benchmark Indicator Benchmark IndicatorStudents 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 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.District Walkthrough data will be monitored through the district's PD management system (Professional Learning Zone/PLZ) for 80% standard aligned core instructional implementation with fidelity at 2 per teacher per semester.Quarterly review of TEM observation data to monitor educators delivery of standard aligned lessons to the TN Standards.</p>					
	<p>[A 1.1.2] Common Formative Assessments Teachers in grades K-5 will work together, both vertically and horizontally, to create and implement school-wide common assessments in Reading using Mastery Connect and necessary technology via Mastery Connect. School-wide common assessments will be standards-aligned and will be administered three times per year.</p>	<p>William Shuman, Kiersten Schnacke, Brent Michael, Grade Level Chairs</p>	<p>05/27/2022</p>	<p>Site Based</p>	

	<p>[A 1.1.3] Literacy Rich Environment, Blending Learning, and Foundational Skills Our Literacy Laureate and Instructional Support Advisor for Literacy will provide professional development to assist teachers in planning and delivering engaging learning experiences that strategically build reading fluency, accuracy and comprehension across all content areas.</p>	Lori Parsley, Wanda Gillard-Phifer	05/27/2022	Site Based	
<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.A 1.2.1 Literacy Focused Professional DevelopmentOur Literacy Laureate and Instructional Support Advisor for Literacy will provide professional development to assist teachers in planning and delivering engaging learning experiences that strategically build reading fluency, accuracy and comprehension across all content areas.A 1.2.2 ILT Led Coaching and PDThe members of the Instructional Leadership Team, teachers who attended institutes, and other teacher leaders will provide virtual peer-to-peer coaching and support for all teachers in their content areas.</p> <p>Benchmark Indicator 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 through the district's PD management system</p>	<p>[A 1.2.1] Literacy Focused Professional Development Our Literacy Laureate, ILT ELA Lead, Instructional Support Advisor for Literacy will provide professional development to assist teachers in planning and delivering engaging learning experiences that strategically build reading fluency, accuracy and comprehension across all content areas using the 4 instructional practices through the use of PLC Guides.</p>	Lori Parsley, Brent Michael, Wanda Gillard-Phifer	05/27/2022	Site Based [\$1500.00]	

<p>(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 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. Quarterly district-level PD sessions for volunteers and parents to learn effective strategies to help students reach the district's ELA goal. 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] New Teacher Mentor Training Our New Teacher Mentors will provide guidance and collegial support to assist new teachers at Idlewild in learning curriculum, building best practices, and understanding the routines/procedures of the building that will strategically build capacity to serve all students within their classrooms.</p>	<p>Sarah Rager, Patricia Bone</p>	<p>05/27/2022</p>	<p>District Funded [\$1000.00] Site Based [\$500.00]</p>	
<p>[S 1.3] Targeted Intervention and Personalized Learning Provide academic interventions and personalized learning activities that are designed to meet the</p>	<p>[A 1.3.1] Daily Academic Intervention The school schedule includes a designated time for Response To Intervention each day for 30-45 minutes in each grade level (Kindergarten through</p>	<p>Christopher Wicks, Tracy Parker, Terry Thornton,</p>	<p>05/27/2022</p>	<p>Site Based</p>	

<p>individual needs of the student and provide a learning pace and instructional approaches to meet the needs of each learner.</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>5). We will use Specialized Educational Assistants in grades Kindergarten through 2 to help provide more targeted instruction. In grades 3-5, Educational Assistants will be utilized to deliver targeted interventions. In addition, iReady will be used for tier 2 and 3 intervention.</p>	<p>Elbert Jones, Stephen McIntosh, Patricia Jaimez, Lemetria Faulkner, Specialized Educational Assistants (to be hired)</p>			
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[G 2] Mathematics
Idlewild will improve Mathematics across grades 3 through 5 from 32.6% On-Track/Mastery to 42.6% on-track/mastery by June 2022. Idlewild will accomplish this through the implementation of Mathematics curriculum, Eureka, and will continue to improve developing students' deep understanding of the content and mastery of the standards to ensure students are career and college ready.

Performance Measure
Idlewild will work toward increasing the percent of students who are on track or mastered in Mathematics for grades 3-5 from 32.6% in 2018-2019 to 42.6% for 2021 - 2022 on the TCAP assessment. All students will demonstrate 70% on-track/mastery on Mastery Connect/iReady Diagnostics

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>[A 2.1.1] Weekly Collaborative Planning/PLCs All teachers will participate in collaborative planning once a week. Both as a grade level team and vertically across grades, they will interpret and unpack standards using Dr. Dickeys 4 Instructional Practices & PLC Guides. Teachers will use the resources to determine performance based objectives, academic vocabulary, what students need to know and show in each lesson, anticipate student misconceptions and practice implementing</p>	<p>William Shuman, Kiersten Schnacke, Grade Level Chairs</p>	<p>05/27/2022</p>	<p>Site Based</p>	

<p>Benchmark Indicator</p> <p>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 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. District Walkthrough data will be monitored through the district's management system (Professional Learning Zone/PLZ). Data will be collected and segregated to observe trends and implementation of the instructional practices using 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>instruction that is engaging and impactful. Teachers will create action plans using formative and summative assessment data.</p>				
	<p>[A 2.1.2] Standards Aligned Assessments</p> <p>Teachers in grades K-5 will work together, both vertically and horizontally, to create and implement school-wide common assessments in Mathematics using Mastery Connect and necessary technology via Mastery Connect. School-wide common assessments will be standards-aligned and will be administered three times per year.</p>	<p>William Shuman, Kiersten Schnacke, Rebecca Taylor, Grade Level Chairs</p>	<p>05/27/2022</p>	<p>Site Based</p>	
	<p>[A 2.1.3] Supplemental Online Learning</p> <p>All students will have access to 1:1 devices and will utilize supplemental online learning tools such as Zearn and Embarc Online to reinforce math skills</p>	<p>Content Teachers</p>	<p>05/27/2022</p>	<p>Site Based [\$500.00]</p>	
<p>[S 2.2] Professional Development</p> <p>Provide ongoing, high quality professional development at the District and school level for school leaders, teachers, and other instructional staff that focuses on instructional shifts and</p>	<p>[A 2.2.1] Professional Development</p> <p>Our ILT Math Lead and Instructional Support Advisor for Literacy will provide professional development to assist teachers in planning and delivering engaging learning experiences that</p>	<p>Rebecca Taylor, Deborah Atkins</p>	<p>05/27/2022</p>	<p>Site Based [\$1500.00]</p>	

<p>strategies that result in improved student performance.</p> <p>Benchmark Indicator 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. Quarterly district-level PD sessions for volunteers and parents to learn effective strategies to help students reach the district's mathematics goal. 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</p>	<p>strategically build reading fluency, accuracy and comprehension across all content areas.</p>				
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ensure collegial support is assigned to each new hire.					
	<p>[A 2.2.2] New Teacher Mentor Our New Teacher Mentors will provide guidance and collegial support to assist new teachers at Idlewild in learning curriculum, building best practices, and understanding the routines/procedures of the building that will strategically build capacity to serve all students within their classrooms.</p>	Sarah Rager, Patricia Bone	05/27/2022	District Funded [\$1000.00]	
<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] Daily Academic Intervention The school schedule includes a designated time for Response To Intervention each day for 30-45 minutes in each grade level (Kindergarten through 5). We will use Specialized Educational Assistants in grades Kindergarten through 2 to help provide more targeted instruction. In grades 3-5, Educational Assistants will be utilized to deliver targeted interventions. In addition, iReady will be used for tier 2 and 3 intervention.</p>	Christopher Wicks, Tracy Parker, Terry Thornton, Elbert Jones, Stephen McIntosh, Patricia Jaimez, Lemetria Faulkner, Specialized Educational Assistants (to be hired)	05/27/2022	Site Based	

[G 3] Safe and Healthy Students
Idlewild will maintain the percentage of chronically out of school students at 2.7% from the 2020 – 2021 academic school year. In addition, Idlewild will decrease the Economically Disadvantaged subgroup absenteeism rate from 21% in the 2020-2021 school year to 10% in the 2021-2022 school year. Students will have equal access to a safe learning environment. Based on gains made by the District in the area of discipline and attendance that continued focus on attendance will continue to move us towards our goal.

Performance Measure

Idlewild use the following to monitor progress towards meeting the goal: Power School Daily Attendance/Consecutive Absences Power BI - Monitor subgroups and special populations SART 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] RTI2B Support System Teachers will use ClassDojo to support a culture positive behavior by incentivizing students to demonstrate desired behaviors outlined by the Eagle Way (SOARS). Each student will have the opportunity to earn 5 points each day for demonstrating the desired behaviors. The accumulated points can then be spent in their homerooms at the "Dojo Store"/Treasure box.</p>	Franklin Collins	05/27/2022	Site Based [\$1500.00]	
	<p>[A 3.1.2] Identification and Tracking of Chronically Absent Students Student absences will be tracked via Daily Student Absentee Reports and in the BrightBytes system to identify chronically absent students. Data will then be cross-referenced with PowerBI data to specifically identify student that fall into the Economically Disadvantaged sub-group.</p>	Franklin Collins, Germia Griffin	05/27/2022	Site Based	
	<p>[A 3.1.3] Live Gradebook Auditing for Failing Students The administrative team and ILT team will work to identify students who are chronically absent and within the ED subgroup that are missing assignments and have a grade averages of 75 or below. More targeted academic Interventions will be provided for students that have been identified</p>	Kiersten Schnacke, William Shuman, Franklin Collins, Brent Michael, Rebecca	05/27/2022	Site Based	

	in the ED subgroup, chronically absent, and failing in one or more content areas.	Taylor, Kecia Branch			
<p>[S 3.2] Professional Development Provide ongoing, high quality professional development for school leaders and other 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 reset room 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] Response to Intervention Behavior All faculty and staff will engage in ongoing professional development to understand and implement all components of Response To Intervention for Behavior (RTI2-B) with fidelity (i.e. behavior flow charts, school-wide incentives, shared lesson plans for school-wide routines and procedures, relationship-building). The RTI2-B team will support the teachers throughout the year in implementation.</p>	Franklin Collins, Shashelia King, Kiersten Schnacke	05/27/2022	Site Based	
	<p>[A 3.2.2] Ongoing Trainings All faculty and staff will engage in ongoing professional development on ACES, Restorative Practice and Regulating to Deescalate in order to equip them with tools and strategies to address the social-emotional needs of all learners in the building.</p>	Franklin Collins, Shashelia King	05/27/2022	Site Based [\$1000.00]	
	<p>[A 3.2.3] Brightbytes District Specialists will provide schoolwide training on Brightbytes input and tracking. Follow up trainings will be conducted as needed to ensure that all teachers have support to be able to track student data in Brightbytes. This will enable checks using the student absentee lists, particularly with sibling groups in economically disadvantaged families, to be conducted weekly to ensure accuracy.</p>	Franklin Collins, Shashelia King	09/14/2021	Site Based	
<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</p>	<p>[A 3.3.1] Chronic Absenteeism School administration will proactively monitor for chronic absenteeism and alert parents prior to a child becoming chronically absent. School administration will assist families to ensure that</p>	Franklin Collins, Kiersten Schnacke, William	05/27/2022	Site Based	

<p>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 for schools that have a trained parent ambassador to determine the impact on their attendance rates. Evidence of parent participation in decisions relating to the education of their children and collaboration efforts on district level topics through monthly parent surveys. Conduct a semi-annual adopter surveys to monitor their impact on students' success by way of their contributions of resources and time.</p>	<p>students, particularly within the economically disadvantaged subgroup, are able to attend school with consistency.</p>	<p>Shuman, Germia Griffin</p>			
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[G 4] Early Literacy
Idlewild's early learners will be engaged in high quality instruction in a literacy rich environment that offers meaningful, authentic opportunities to develop the reading, writing, speaking and listening skills essential to becoming college and career ready. Idlewild K-2 will demonstrate literacy readiness by scoring on-track or mastery on 2021-2022 TCAP assessment to attain a grade level ELA goal of 55.2%. By June, 85% of KK-2 students will achieve success criteria relative to the grade by the performance indicators below.

Performance Measure
KK - Students must master 80% Literacy Skills per quarter on Report Card grades, along with the universal screener (Illuminate Fastbridge) with a 34 in the fall and 66 in the spring (Norm 50%); 1st grade - Students must earn 70 or higher in Reading per quarter on Report Card grades, along with the universal screener (Illuminate Fastbridge) with a 37 in the fall and 72 in the spring (Norm 50%); 2nd grade - Students must earn 8 of 12 Success Criteria* in report card grading, district formative assessment (Mastery Connect), and universal screener (Illuminate Fastbridge) with a Lexile level of 350 in the fall to 485 by spring. *Success Criteria potential point system: report card (4 points), DFA (3 points), screener (3 points), and TCAP (2 points) which total 12 points.

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>[A 4.1.1] Early Literacy Collaboration Teachers in grades K-2 will participate in collaborative vertical planning monthly. Teachers will interpret and unpack standards using Dr. Dickey's 4 Instructional Practices & PLC Guides. Teachers will use the resources to determine what students need to know and show in each lesson,</p>	<p>Lori Parsley, Patricia Knight, Constance Nathan, Joanna Byrnes, William</p>	<p>05/27/2022</p>	<p>Site Based</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 District formative assessment (Mastery Connect); QUARTERLY Foundational Literacy Quality Reviews (FLQRs) from district instructional literacy advisors on academic gap and root cause analysis to support professional development opportunities based on measured needs</p>	<p>anticipate student misconceptions and practice implementing instruction that is engaging and impactful. Teachers will create action plans using formative and summative assessment data.</p>	<p>Shuman, Kiersten Schnacke</p>			
	<p>[A 4.1.2] Early Literacy Professional Development Our Literacy Laureate and Instructional Support Advisor for ELA will provide professional development to assist teachers in planning and delivering engaging learning experiences that strategically build reading fluency, accuracy and comprehension across all content areas. Support will be provided in Foundation Skills, Blending Learning, and Small Group Workstations</p>	<p>Lori Parsley, Wanda Gillard-Phifer, William Shuman, Kiersten Schnacke</p>	<p>05/27/2022</p>	<p>Site Based [\$1000.00]</p>	
<p>[S 4.2] Effective Transition to Kindergarten Provide programs and initiatives designed to prepare Kindergarten students and teachers for the smooth and positive transition to the school environment.</p> <p>Benchmark Indicator At least 85% of Kindergarten students will be able to earn at least a 3 point daily average in the SOARS RT12-B Class Dojo tracking system.</p>	<p>[A 4.2.1] Flexible Schedule Kindergarten students will participate in staggered entry. Teachers will assess students one-on-one to determine instructional levels. Teachers will teach KK students instructional routines and procedures that follow the RT12-B (SOARS) model.</p>	<p>Jada Turner, Patricia Knight, Brittany White, Carly Morgan</p>	<p>10/01/2021</p>	<p>Site Based</p>	
<p>[S 4.3] Foundational Literacy Laureates Idlewild will designate one Literacy Laureate to</p>	<p>[A 4.3.1] Peer Coaching The Literacy Laureate will provide peer-to-peer</p>	<p>Lori Parsley</p>	<p>05/27/2022</p>	<p>Site Based</p>	

<p>support K-2 teachers with implementing high quality foundational literacy instruction and strategies.</p> <p>Benchmark Indicator MONTHLY review of Laureate support logs to measure the frequency and level of school-based support to K-2 teachers in the priority coaching areas to inform specific areas of support needed for Laureates; BI-ANNUAL Foundational Literacy Quality Reviews (FLQRs) from district instructional literacy advisors to determine Laureate's implementation of the 3 major components of a comprehensive literacy block and inform the support needs of individual Laureates</p>	<p>coaching and targeted support for all K-2 teachers in the area of ELA to support whole group instruction, small group instruction (3 phases), and foundational skills.</p>				
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