

Germantown Elementary Annual Plan (2021 - 2022)

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[G 1] Reading/Language Arts

Germantown Elementary School will increase reading/language arts proficiency rate in grades 3-5 from 28.4% in SY21 to 32.9% in SY22 on the TNReady Assessment

Performance Measure

TNReadyDistrict Formative Assessment: 70% on track/mastery

| Strategy | Action Step | Person Responsible | Estimated Completion Date | Funding Source | Notes |
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| <p>[S 1.1] Standard Aligned Core Instruction Germantown Elementary School will provide daily access to a rigorous reading/language arts curriculum, quality core instruction and resources aligned with the state's academic standards 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. GES will also secure supplies, materials, equipment, and support for academic instruction.</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 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%</p> | <p>[A 1.1.1] Conduct Data Analysis PLC Coach, Instructional Leadership Team, Interventionist and Laureate will meet twice each month to analyze current data in all student intervention and assessment platforms (Iready, Mastery Connect, Fastbridge, curriculum standards assessments). The data will be used to determine professional development needs for instructional strategies; differentiated lesson plans; grouping of students; and daily instruction and additional intervention needs.</p> | Elizabeth Emmerson, Crystal Travis, Amy Dacus, Cheree Ray, Lori Newborn, Laura Berry, Andrea Turner, Stacy Spinosa-Johnson, Meredith Buchanan | 04/08/2022 | | |

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| <p>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. Weekly Lesson Plan Evaluations, and feedback in weekly collaborative planning Fastbridge/Illuminate Screener (Fall, Winter and Spring)</p> | | | | | |
| | <p>[A 1.1.2] Develop Effective Lesson Plans With the help of PLC Coach, teachers will develop lesson plans utilizing data to differentiate instruction in order to meet the needs of all students. Teachers will meet weekly for a 90 minute collaborative planning to address the needs of all students, including intervention groups and enrichment for Tier 1 students. Teachers will use the reading prescriptions provided by the district to address standards progression and alignment with the curriculum.</p> | <p>Elizabeth Emmerson</p> | <p>05/06/2022</p> | | |
| <p>[S 1.2] Professional Development Professional development will be provided to teachers, administrators, 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 for's, and proficient reading levels of grade supported texts. Teachers will participate in ongoing, research-based professional development in PLC meetings, collaborative planning and faculty meetings, weekly, to improve instructional practices, deepen their understanding of the state standards and curriculum, and learn how to use various instructional tools more effectively. Germantown will also secure supplies, materials, equipment, and support for academic instruction.</p> <p>Benchmark Indicator Daily classroom observations using the Educational Epiphany Classroom Walkthrough</p> | <p>[A 1.2.1] Conduct Professional Development to Support District Curriculum Initiatives PLC Coach, Optional Schools Coordinator, Interventionist, and Laureate will provide access to school level professional developments, and ensure attendance to vendor provided PD to assist teachers in learning effective instructional strategies with regard to the district Wonders curriculum. PD will also be secured to ensure teacher understanding and integration of district reading prescriptions to address standards progression and vertical alignment of standards. Topics for PDs include Standards Decomposition, Wonder's curriculum platforms, Reading prescriptions training, addressing small group and blended learning, intervention methods, good first teaching strategies.</p> | <p>Elizabeth Emmerson, Meredith Buchanan, Laura Berry, Andrea Turner, Amy Dacus</p> | <p>03/31/2022</p> | | |

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| <p>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 (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. Professional Learning Zone (PLZ) transcript data - ONGOING at 85% overall attendance rate. 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] Utilize PLC Coach, Interventionist and Laureate</p> | <p>Elizabeth Emmerson,</p> | <p>04/29/2022</p> | | |

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| | <p>PLC Coach will lead weekly PLC's and Collaborative Planning in order to assist teachers with completing planning and standards examination, analyze data and making instructional decisions based on data. PLC Coach, Interventionist, and Laureate will develop and deliver targeted ELA professional development to teachers to better equip them to teach lessons that meet the demands of the standards and meet the needs of students. PLC Coach will conduct formal and informal walk throughs, classroom observation and data analysis in order to inform best practices and educational decisions. Targeted coaching sessions will address teacher pedagogy and instructional strategies.</p> | <p>Laura Berry, Andrea Turner</p> | | | |
| <p>[S 1.3] Targeted Intervention 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. Germantown Elementary School will also secure supplies, materials, equipment, and support for academic instruction.</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 1.3.1] Provide additional instructional resources for struggling students Students will be provided with additional academic resources according to their RTI status. The purchase of TCAP Coach books will support the implementation of the alignment of content standards to improve student achievement. Other such resources include but are not limited to the purchase of ABC and MeasureUp consumable workbooks and additional online platforms, which are standards based and aid in intervention strategies and manipulatives for at home use and practice with classroom strategies.</p> | <p>Elizabeth Emmerson</p> | <p>11/30/2021</p> | | |

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| | <p>[A 1.3.2] Utilize Educational Assistants and Support Specialists Educational assistants and school Support Specialists will be utilized to plan and implement targeted intervention lessons during the RTI2 block for all tiered students</p> | Cheryl Swint, Julia Sanders, Lisa Oliver, Randall Cousar, Gwen Bruno, Mycal Smith, Patricia Lockhart, Bethany Mayahi, Terrie Watts, Julie Knowles | 05/13/2022 | | |
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[G 2] Mathematics
Germantown Elementary School will increase mathematics proficiency rate in grades 3-5 from 21.3% in SY21 to 26.3% in SY22 on the TNReady Assessment

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 |
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| <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 District with data to</p> | <p>[A 2.1.1] Develop Differentiated Lesson Plans PLC Coach and Instructional Leadership Team Math Content lead will guide teachers in using data to make informed decisions on how best to differentiate lesson plans to provide instruction that is learner focused. Teachers will include interventions and supplemental instruction through i-Ready RTI time.</p> | Elizabeth Emmerson, Crystal Travis, Lori Newborn | 04/29/2022 | | |

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| <p>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>[S 2.2] Professional Development Provide ongoing, high quality professional development 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 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,</p> | <p>[A 2.2.1] Conduct Professional Development in Weekly PLC meetings PLC Coach and Instructional Leadership Team Math Lead will ensure teachers are provided school level professional developments, and ensure attendance to vendor provided PD to assist teachers in learning effective instructional strategies with regard to the district adopted Eureka curriculum. Topics for PDs include Standards Decomposition, Diving into the Eureka curriculum platforms, math prescriptions to address learning loss.</p> | <p>Elizabeth Emmerson, Crystal Travis, Lori Newborn</p> | <p>03/31/2022</p> | | |

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| <p>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>[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] Provide additional resources for struggling students Students will be provided with additional resources as a result of RTI. Materials and technology will give students the support needed to improve academic achievement. Such resources include but are not limited to the purchase of ABC and Measure-Up consumable workbooks which are standards based and aid in intervention strategies, manipulatives for at home use and practice with classroom strategies.</p> | <p>Elizabeth Emmerson</p> | <p>12/31/2021</p> | | |
| <p>[G 3] Safe and Healthy Students Germantown Elementary School will reduce chronically out of school students from 7.6% in SY21 to 6% in SY22.</p> | | | | | |

Performance Measure

Power BI PowerSchool dataSART documentation for at-risk students

| Strategy | Action Step | Person Responsible | Estimated Completion Date | Funding Source | Notes |
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| <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 absenteeismMonitor 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] Implement Perfect Attendance Awards and Recognition GES will continue to recognize students and classes with perfect attendance. Attendance Logs for each classroom posted around the school document student and class perfect attendance. Announce students and classes achieving perfect attendance on morning announcements and present rewards/incentives to classes and individuals. Spotlight students and classes achieving perfect attendance on the GES website and social media.</p> | Christal Tharp | 04/15/2022 | | |
| | <p>[A 3.1.2] Monitor and Track Attendance General Office Staff and School Counselor will monitor attendance on a daily basis to promote student attendance rate. Reflect student and class attendance to highlight individuals and classes with perfect attendance to include being present every day and on time. Collect and review documentation regarding student absences and communicate with parents and guardians to proactively reduce and combat absenteeism. Inform Administrative team of trends in attendance for intervention means.</p> | Kaadia Thompson, Christal Tharp | 05/27/2022 | | |
| <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</p> | <p>[A 3.2.1] Implement RTI2B with Fidelity School Counselor and RTI2B team will meet regularly with faculty and staff to ensure understanding of and implementation of RTI2B at</p> | Christal Tharp, Crystal Travis, Laura Berry | 05/27/2022 | | |

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| <p>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>the school level. Discuss and address topics in reference to RTI2B best practices and expectations. Provide resources and supports to faculty and staff to promote consistency and efficiency in RTI2B implementation. Clarify and reinforce expectations in faculty and staff meetings and PLCs.</p> | | | | |
| | <p>[A 3.2.2] Provide ongoing SEL Training for all Faculty and Staff School Counselor and RTI2B team will provide appropriate and ongoing socio-emotional training to all faculty and staff at the school level. Support faculty in staff in ongoing training to support students by increasing awareness of socio-emotional needs.</p> | <p>Christal Tharp, Crystal Travis, Laura Berry</p> | <p>04/08/2022</p> | | |
| <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. Germantown will also secure supplies, materials, equipment, and support for parental and community engagement.</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. Parent Sign in Sheets monthly Home-School Connection</p> | <p>[A 3.3.1] Offer a Variety of Family Engagement Opportunities Invite parents, guardians and students to school to participate in a variety of activities encouraging school involvement and promoting attendance, and developing parent knowledge about student data. Host Family Literacy night, Family Math night, family engagement events, GES Fun Run, Holidays Around the World, International Festival, Clean our Campus days, and encourage families, district personnel, and community leaders to attend.</p> | <p>Elizabeth Emmerson, Meredith Buchanan, Crystl Travis, Stacy Spinosa-Johnson</p> | <p>05/20/2022</p> | | |

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| Calendar Optional Parent Newsletter Social Media Updates | | | | | |
| | <p>[A 3.3.2] Involve Community Stakeholders in School Activities</p> <p>GES will offer community stakeholders opportunities to be a part of school activities and instructional programs. Such opportunities include; proctoring during state assessments, presenting at Career Day and Careers on Wheels, Kiwanis Terrific Kids and K-Kids, classroom presentations/speakers, volunteer tutoring and the development of the School Improvement Plan.</p> | Meredith Buchanan, Crystal Travis, Stacy Spinosa Johnson, Elizabeth Emmerson | 04/29/2022 | | |

[G 4] Early Literacy

Germantown Elementary School will increase K-2 student percentage in Tier 1 from 58% in SY21 to 68% in SY22.

Performance Measure

By June 2022, 85% of KK-2 students will achieve Success criteria relative to the grade by the following: KK - Students must master 80% Literacy Skills per quarter on Report Card grades; 1st grade - Students must earn 70 or higher in Reading per quarter on Report Card grades; 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 TNReady (2 points) which total 12 points.

| Strategy | Action Step | Person Responsible | Estimated Completion Date | Funding Source | Notes |
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| <p>[S 4.1] Early Literacy Opportunities</p> <p>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</p> <p>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</p> | <p>[A 4.1.1] Provide Effective Tiered Instruction</p> <p>All K-2 students will receive daily opportunities for success with effective foundational skills and comprehension instruction providing students with phonemic awareness, phonics, reading fluency, word recognition, and word composition. K-2 students will participate in teacher-led small group and computer-based instruction during the RTI2 block determined by the performance on the benchmark in order to target the individual needs of each learner. K-2 students will have daily writing opportunities that align with TN state standards to meet 3rd grade requirements</p> | Stephanie Banks, Kristen Sizemore, Amanda Lynch, Andrea Turner, Laura Berry, Charlotte Griffiths, Jen Parr, Melanie Beach, Courtney Lewis, Michelle Puhek, Jeri Flowers | 05/13/2022 | | |

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| <p>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>[A 4.1.2] Utilize Highly Specialized Paraprofessionals, and Interventionist k-2 highly specialized paraprofessionals, will aid in delivering instruction within small groups to ensure that students are continuing to meet individual academic goals, by addressing specific foundational needs in a small group setting. k-2 reading interventionist will provide targeted intervention and instruction to RTI2 identified students</p> | <p>Laura Berry, T. Bowden, S.Brown, R. Calhoun, L Lamkin, T. Anderson, J. Forbes, L. Smith, L. Morgan, I Gates, C Walker, E Hicks</p> | <p>05/13/2022</p> | | |
| | <p>[A 4.1.3] Provide additional resources for struggling students Students will be provided with additional resources as a result of RTI status. Materials will support the implementation of the alignment of content standards to improve student achievement. Such resources include but are not limited to the purchase of consumable workbooks which are standards based and aid in intervention strategies, docucams to allow teachers to better meet the virtual needs of students, manipulatives for at home use and practice with classroom strategies, and flash cards to support vocabulary and math fact acquisition.</p> | <p>Elizabeth Emmerson</p> | <p>12/31/2021</p> | | |
| <p>[S 4.2] Professional Learning Build and strengthen the foundational literacy knowledge of instructional leaders, classroom teachers, and educational assistants through</p> | <p>[A 4.2.1] Provide Targeted Foundations Professional Learning to K-2 Teachers K-2 teachers will receive professional development opportunities in foundational skills pedagogy in PLC</p> | <p>Elizabeth Emmerson, Andrea Turner, Laura Berry</p> | <p>03/31/2022</p> | | |

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| <p>engagement in professional learning experiences anchored in the science of reading.</p> <p>Benchmark Indicator ON-GOING 80% attendance and completion of PD focused on foundational literacy for K-2 to gauge the transfer of knowledge into classroom instruction and inform future professional learning opportunities; MONTHLY monitoring of Laureates knowledge building as measured by the pre- and post-module assessments to measure the increase content and pedagogical knowledge around foundational literacy and inform future professional learning opportunities; QUARTERLY Foundational Literacy Quality Reviews (FLQRs) from district instructional literacy advisors will monitor the academic gap and root cause analysis to support continued professional development opportunities; QUARTERLY observations of educational assistants support in K-2 classrooms to inform professional learning and resources needed to improve instruction and student achievement; MONTHLY attendance and completion review of specialized PD focused on foundational literacy and to inform future professional learning opportunities; Once a semester DECHS will review the Fall pre-post teacher survey supporting the cohort session to provide feedback, additional PD opportunities, and individualized coaching to K-2 sped teachers.</p> | <p>and district sessions. Topics will include analyzing student benchmark and progress monitoring data and small group instruction. K-2 teachers will receive ongoing, school-based and district support from the K-2 Literacy Laureate in instructional strategies. Teachers will continue to receive resources in order to support diverse learners.</p> | | | | |
| <p>[S 4.3] Foundational Literacy Laureates Designate one Laureate to 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</p> | <p>[A 4.3.1] Provide Targeted Foundations Professional Learning to K-2 Teachers K-2 teachers will receive professional development opportunities in foundational skills pedagogy from the school Laureate. Topics will include small group instruction and foundations instructional strategies.</p> | <p>Andrea Turner</p> | <p>04/15/2022</p> | | |

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| <p>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>[A 4.3.2] Provide targeted coaching to struggling k-2 teachers Laureate will provide targeted observation and coaching to identified teachers in grades k-2. Laureate will informally observe k-2 teachers to provide support for foundational instruction and teaching strategies.</p> | <p>Andrea Turner</p> | <p>05/20/2022</p> | | |