

E.E. Jeter Elementary/Middle Annual Plan (2023 - 2024)

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[G 1] Reading/Language Arts

E.E. Jeter will increase ELA on-track and mastery proficiency rates in grades 3-5 from 31.9% in 2023 to 35% in 2024; 6-8 from 38.9% in 2023 to 43% in 2024 for all students, including those in the TSI identified subgroup of BHN and Black.

By spring 2024, Jeter will improve K-8 literacy, with a particular emphasis on middle school grades. We believe improvement in this area can continue based on work done in the prior year including the implementation of new reading curriculum material & the development of rigorous professional development to support reading.

Performance Measure

Performance will be measured using the following tools:

TNReady Assessment

District Formative Assessment using Mastery Connect

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 for all students, including those in the TSI identified subgroup of BHN and Black.</p> <p>Benchmark Indicator **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.</p> <p>Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document will provide the District with data to determine trends in teachers' ability to effectively</p>	<p>[A 1.1.1] Conduct Weekly PLCs and Collaborative Planning Teachers will meet each week to analyze student data, develop strategies and lesson plans, review curriculum maps, benchmark assessments, and analyze student work.</p>	<p>Kenneth Ellis, PLC Coach; Rebecca Burnett, IF; Melody Harrison, Principal; ELA Teachers</p>	<p>07/31/2024</p>		

<p>implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction.</p> <p>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.</p> <p>Quarterly review of TEM observation data to monitor educators' delivery of standard aligned lessons to the TN Standards.</p>					
	<p>[A 1.1.2] Incorporate Daily Foundational Literacy Skills Instruction Teachers will utilize McGraw-Hill Wonders curriculum for grades K-5 Foundational Skills instruction. Wonders is a comprehensive, research-based ELA program that aligns to TN Academic Reading Foundational Literacy Standards.</p>	<p>Melody Harrison, Principal; Trina Holley, Instructional Support Advisor; ELA Teachers</p>	<p>07/31/2024</p>		
	<p>[A 1.1.3] Implementation Literacy Workstations Literacy workstations will be implemented to ensure students have multiple, varied opportunities to practice and apply foundational literacy skills and strategies collaboratively and independently.</p>	<p>ELA Teachers</p>	<p>07/31/2024</p>		
	<p>[A 1.1.4] School Wide Reading Initiative/Family Reading Night Grade band author/genre studies will be held to supplement the ELA instruction throughout the school. Each grade band will have an author/genre that they study in their classrooms throughout the year. In addition there is a literacy week with a night for K-4th grade students and parents.</p>	<p>Melody Harrison, Principal; Rebecca Burnett, Instructional Facilitator</p>	<p>07/31/2024</p>		
<p>[S 1.2] Professional Development Provide professional development for teachers, administrators, instructional leaders and district advisors on how to articulate the instructional practice shifts that will improve teachers' pedagogy of the content, master of standard look fors,</p>	<p>[A 1.2.1] Conduct Weekly PLCs and Collaborative Planning Teachers will meet each week to analyze student data, develop strategies and lesson plans, review curriculum maps, benchmark assessments, and analyze student work.</p>	<p>Melody Harrison, Principal; Kenneth Ellis, PLC Coach;</p>	<p>07/31/2024</p>		

<p>students' skill set, and students' proficient reading level for all students, including those in the TSI identified subgroup of BHN and Black.</p> <p>Benchmark Indicator Daily classroom observations using the District 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.</p> <p>District Walkthrough data will be monitored through the district's PD management system (Professional Learning Zone/PLZ) and Microsoft Forms for 80% standard aligned core instructional implementation with fidelity at 2 per teacher per semester in order to provide individualized professional learning support.</p> <p>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.</p> <p>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.</p> <p>Quarterly district-level PD sessions for volunteers and parents to learn effective strategies to help students reach the district's ELA goal.</p>		Rebecca Burnett, IF			
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<p>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] Attend Ongoing, Job-Embedded Professional Development Instructional Support Coaches/Advisors will provide professional development to assist teachers with research-based experiences which include:</p> <ul style="list-style-type: none"> * thoughtfully planned and executed lessons * Attention to both skills-based and meaning-based competencies * Daily integration of reading, writing, speaking and listening to understand texts and express understanding * An environment that supports text-based discourse * Data-informed instruction 	<p>Instructional Support Advisors, ELA Teachers</p>	<p>07/31/2024</p>		
	<p>[A 1.2.3] Utilizing the CANVAS Learning Management System Teachers will be provided with flexible alternatives to professional learning and support. Through CANVAS on-line modules, teachers will learn at their own pace and on their own time.</p>	<p>Melody Harrison, Principal; ELA teachers</p>	<p>07/31/2024</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 for all students, including those in the TSI identified subgroup of BHN and Black.</p> <p>Benchmark Indicator Students should perform at or above 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional</p>	<p>[A 1.3.1] Provide Response to Instruction and Intervention The interventionist will work to decrease the percent of students who fall under the 25th percentile on MAP. The Intervention Teacher will provide direct instruction to qualified students, continually monitoring student progress to improve instructional practice.</p>	<p>Melody Harrison, Principal; Dr. Eric Williamson, RTI Teacher</p>	<p>07/31/2024</p>		

<p>standards for the specific quarter.</p> <p>Monthly progress monitoring data review of students' performance in targeted intervention (i-Ready) to determine next steps of intervention support in an effort to get them to grade level.</p> <p>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 1.3.2] Utilization of the Curriculum Associates i-Ready platform and Ready Teacher toolbox</p> <p>The i-Ready platform will provide individualized learning paths for students and skills-based small groups, targeting the following domains: Phonological Awareness, High-Frequency Words, Phonics, Vocabulary, and Comprehension.</p>	<p>Melody Harrison, Principal; Dr. Eric Williamson, RTI Teacher</p>	<p>07/31/2024</p>		
	<p>[A 1.3.3] Utilization of Teacher Assistants</p> <p>Teacher assistants will assist the teacher in the achievement of teaching objectives while working with individual students, or small groups, for the improvement of skills and for increase in student learning.</p>	<p>Melody Harrison, Principal; ELA Teachers; Teacher Assistants</p>	<p>07/31/2024</p>		

[G 2] Mathematics

E.E. Jeter will improve on-track/mastery percentages in all grades from 50.7% in 2023 to 53% in 2024, 3-5 from 37% in 2023 to 40% in 2024; 6-8 from 40.8% in 2023 to 45% in 2024 for all students, including those in the TSI identified subgroup of BHN and Black.

By spring 2024, Jeter will improve K-8 math, with a continued instructional shift that will align with an increased focus on content, coherence of student understanding, and rigorous instruction that requires students to apply all shifts to real world applications. We believe improvement in this area can continue based on work done in the prior year including the implementation of the math curriculum material & the development of rigorous professional development to support math.

Performance Measure

Performance will be measured using the following tools:

TNReady Assessment

District Formative Assessment using Mastery Connect

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 for all students, including those in the TSI identified subgroup of BHN and Black.</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.</p> <p>Daily classroom observations using the District 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.</p> <p>District Walkthrough data will be monitored through the district's management system (Professional Learning Zone/PLZ). Data will be collected and analyzed to determine trends and implementation of the instructional practices using Microsoft Teams. Data should show teachers implementing the practices at or above 80% per visit.</p> <p>Quarterly review of TEM observation data to monitor educators delivery of standard aligned lessons to the TN Standards.</p>	<p>[A 2.1.1] Conduct Weekly PLCs and Collaborative Planning Teachers will meet each week to analyze student data, develop strategies and lesson plans, review curriculum maps, benchmark assessments, and analyze student work.</p>	Melody Harrison, Principal; Math Teachers; Kenneth Ellis, PLC Coach; Rebecca Burnett, Instructional Facilitator	07/31/2024		

	<p>[A 2.1.2] Incorporate Daily High-Quality Teaching in Math Classrooms Teachers will utilize the following practices, while using the Eureka Math curriculum:</p> <ul style="list-style-type: none"> * Plan and execute standards-aligned lessons with intentionality and focus (data-informed instruction) * Promote student mathematical discourse * Utilize visual and symbolic representations and help students to make connections * Emphasize literacy skills for mathematical proficiency 	Melody Harrison, Principal; Math Teachers; Instructional Support Advisors	07/31/2024		
	<p>[A 2.1.3] Implement Family Math Night Family Math Night will be provided to students and parents, using a variety of delivery systems to support parents in helping their child improve in Math.</p>	Melody Harrison, Principal; Math Teachers, Kenneth Ellis, PLC Coach	07/31/2024		
<p>[S 2.2] 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 instructional shifts and strategies that result in improved student performance for all students, including those in the TSI identified subgroup of BHN and Black.</p> <p>Benchmark Indicator Daily classroom observations using the District 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.</p> <p>District Walkthrough data will be monitored weekly through the district's PD management system (Professional Learning Zone/PLZ) and Microsoft Teams for 80% standard aligned core instructional</p>	<p>[A 2.2.1] Conduct Weekly PLC Meetings and Collaborative Planning Sessions Teachers will meet each week to analyze student data, develop strategies and lesson plans, review curriculum maps, benchmark assessments, and analyze student work.</p>	Melody Harrison, Principal; Kenneth Ellis, PLC Coach; Rebecca Burnett, Instructional Facilitator	07/31/2024		

<p>implementation with fidelity in order to provide individualized professional learning support.</p> <p>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.</p> <p>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 walkthroughs.</p> <p>Quarterly district-level PD sessions for volunteers and parents to learn effective strategies to help students reach the district's mathematics goal.</p> <p>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 2.2.2] Attend Professional Development Sessions Provided by Instructional Support Coaches/Advisors</p> <ul style="list-style-type: none"> * ISP will provide professional development to assist teachers in planning and delivering engaging learning experiences that helps them to: * Plan and execute standards-aligned lessons with intentionality and focus (data-informed instruction) * Promote student mathematical discourse * Utilize visual and symbolic representations and help students to make connections * Emphasize literacy skills for mathematical proficiency 	<p>Melody Harrison, Principal; Math Coach</p>	<p>07/31/2024</p>		

	<p>[A 2.2.3] Utilizing the Canvas Learning Management System Teachers will be provided with flexible alternatives to professional learning and support. Through Canvas, teachers will learn at their own pace and on their own time.</p>	Melody Harrison, Principal; Math Teachers	07/31/2024		
<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 for all students, including those in the TSI identified subgroup of BHN and Black.</p> <p>** **</p> <p>** **</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.</p> <p>Monthly progress monitoring data review of students' performance in targeted intervention (i-Ready) to determine next steps of intervention support in an effort to get them to grade level.</p> <p>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] Utilization of Highly Specialized Teacher Assistants Highly specialized teacher assistants will assist the teacher in the achievement of teaching objectives while working with individual students, or small groups, for the improvement of skills and for increase in student learning.</p>	Melody Harrison; Principal; LaThres Rice, Assistant Principal	07/31/2024		
	<p>[A 2.3.2] Provide Response to Instruction and Intervention The interventionist will work to decrease the percent of students who fall under the 25th percentile on MAP. The Intervention Teacher will</p>	Melody Harrison, Principal; Dr. Eric	07/31/2024		

	provide direct instruction to qualified students, continually monitoring student progress to improve instructional practice.	Williamson, RTI Teacher			
	[A 2.3.3] Provide CLUE (Creative Learning in a Unique Environment) Creative learning experiences in a unique environment will be provided to students. These learning experiences will advance their intellect through rigorous discussion, academic pursuits, character building, and small-group instruction with their intellectual peers.	Melody Harrison, Principal; CLUE Teacher	07/31/2024		

[G 3] Attendance/Discipline

Jeter will reduce the percentage of chronically absent students from 12.2 % in 2023 to 9% in 2024 for all students, including those in the TSI identified subgroup of BHN and Black.

Performance Measure

Interventions and supports will be measured using the following:

- * PowerSchool Data
- * PowerBI Data
- * Share Point

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 3.1] Attendance and Behavior Interventions and Supports Implement targeted interventions and support programs and initiatives that address identified behavior needs and provide appropriate student supports for all students, including those in the TSI identified subgroup of BHN and Black.</p> <p>Benchmark Indicator In order to look at attendance rates and factors that cause students to be absent from school the benchmark indicators are:</p> <p>Student discipline reports - 20 day reporting period will assist in monitoring students behavior and effectiveness behavioral interventions and supports</p>	<p>[A 3.1.1] Create a RTI-B Team The RTI-B team will work to provide evidence-based, problem-solving approaches to address student behavior. RTI2-B will focus on teaching students appropriate behaviors as opposed to punishing inappropriate behaviors and also develops positive relationships between students and school staff.</p>	Lathres Rice, Asst. Principal; Vanessa Jones, Middle Guidance Counselor; Whitney Allgood, Elementary Guidance Counselor	07/31/2024		

<p>measures aimed at reducing student discipline incidents.</p> <p>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.</p> <p>Monitoring students who have been identified as needing additional support (i.e. homeless, foster care, student involved in RTIB programs, Truancy Supports and progressive discipline supports).</p>					
	<p>[A 3.1.2] Create a Crisis Team A team of twelve people will be used to manage events and ensure appropriate actions are carried out based on the current impacts of the event, as well as potential risks and impacts</p>	<p>Lathres Rice, Assistant Principal; Vanessa Jones and Whitney Allgood, Guidance Counselors</p>	<p>07/31/2024</p>		
	<p>[A 3.1.3] Provide Incentives for Perfect Attendance and Good Behavior Students will be provided with incentives for attending school daily, as well as good behavior. Students will be provided incentives with the NBA Award (Never Been Absent).</p>	<p>Melody Harrison, Principal; SART Team led by Adina Wilkinson; Counselors</p>	<p>07/31/2024</p>		
<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 for all students, including those in the TSI identified subgroup of BHN and Black.</p> <p>Benchmark Indicator Student discipline and attendance reports 20-day reporting cycle will be used to measure impact of</p>	<p>[A 3.2.1] Provide RTI-B Training The RTI-B team will receive training from the district. The RTI-B team will work to provide evidence-based, problem-solving approaches to address student behavior. RTI2-B will focus on teaching students appropriate behaviors as opposed to punishing inappropriate behaviors and also develops positive relationships between students and school staff.</p>	<p>Lathres Rice, Asst. Principal; Guidance Counselors, Shanna Courtney, SPED Assistant; Lindsey James, 5-6 Math; Tashsana</p>	<p>07/31/2024</p>		

<p>changed practices as a result of professional development.</p> <p>Fidelity checks of student data entry will be conducted during the 20-day reporting cycle to monitor the incidents of data entry errors and erroneous reporting.</p> <p>Quarterly Reports will be shared district-wide.</p>		McGlothian; 5-6 ELA			
	<p>[A 3.2.2] Provide Crises Management Training The Crises Management team will receive training from the district.</p>	Lathres Rice, Asst. Principal; Crisis Management Team	07/31/2024		
	<p>[A 3.2.3] Complete Safe School Videos/Training All SCS Staff and Personnel will watch and complete safe school videos.</p>	All Staff and Personnel	07/31/2024		
<p>[S 3.3] Parent, Family, and Community Engagement Promote effective parent, family, and community engagement activities and resources that support safe schools which will improve student attendance and behavior for all students, including those in the TSI identified subgroup of BHN and Black.</p> <p>Benchmark Indicator Review 20-day student attendance reports at the end of each semester to determine the impact after engagement events.</p> <p>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.</p> <p>Evidence of parent participation in decisions relating to the education of their children and collaboration efforts on district level topics through monthly parent surveys.</p> <p>Conduct a semi-annual adopter surveys to monitor</p>	<p>[A 3.3.1] Engage Community Partners Jeter will engage in meaningful collaboration with community partners.</p>	Kenneth Ellis, PLC Coach; Rebecca Burnett, Instructional Facilitator	07/31/2024		

their impact on students' success by way of their contributions of resources and time.					
	[A 3.3.2] Implement PTA PTA will focus on **what students need to be successful in their learning** , including nutrition, health, school safety, physical fitness and general well-being. PTA will work with Jeter to ensure that children succeed.	Kenneth Ellis, PLC Coach	07/31/2024		
	[A 3.3.3] Provide Parent Workshops Jeter will provide parent workshops and resources to give the parents suggestions on how to help their child at home.	Melody Harrison, Principal; Kenneth Ellis, PLC Coach	07/31/2024		

[G 4] Early Literacy

Jeter's K-2 learners will be engaged for the 2023-24 year in literacy-rich environments that offer meaningful and authentic opportunities to develop the reading, writing, speaking and listening skills essential to becoming college and career ready for all students, including those in the TSI identified subgroup of BHN and Black.

Performance Measure

By June 2024, 85% of KK-2 students will achieve Success criteria relative to the grade by the following:

- (a) Kindergarten students must master 80% Literacy Skills per quarter on Report Card grades.
- (b) 1st grade students must earn 70 or higher in Reading per quarter on Report Card grades.
- (c) 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
[S 4.1] Professional Learning Build and strengthen the foundational literacy knowledge of instructional leaders, classroom teachers, and educational assistants through engagement in professional learning experiences anchored in the science of reading for all students, including those in the TSI identified subgroup of BHN and Black.	[A 4.1.1] Attend The Summer Learning Intensive (SLI) The SLI will provide SEAs with the foundational literacy content and pedagogical knowledge required to appropriately support K-2 students' development of the early literacy skills needed to read proficiently by third grade.	Instructional Support Advisors; SEAs	07/31/2024		

<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;</p> <p>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;</p> <p>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>[A 4.1.2] Provide Job, Embedded Professional Development for Teachers and SEAs Teachers and SEAs will receive monthly, job embedded professional development to build intense knowledge in Phonological Awareness, Phonics/Word Recognition, and Fluency to ensure the needs of all students are met.</p>	<p>Instructional Support Advisors; K-2 ELA Teachers, SEAs</p>	<p>07/31/2024</p>		
	<p>[A 4.1.3] Attend Weekly PLCs and Collaborative Planning Teachers will meet each week to analyze student</p>	<p>Melody Harrison, Principal; K-2</p>	<p>07/31/2024</p>		

	<p>data, develop strategies and lesson plans, review curriculum maps, benchmark assessments, and analyze student work.</p>	<p>Teachers; Literacy Laureate; Rebecca Burnett, Instructional Facilitator</p>			
<p>[S 4.2] Foundational Literacy Laureates Designate one Laureate in every elementary and K-8 school to support K-2 teachers with implementing high quality foundational literacy instruction and strategies for all students, including those in the TSI identified subgroup of BHN and Black.</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 classroom observations 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 4.2.1] Utilization of Literacy Laureate</p> <ul style="list-style-type: none"> * Facilitate and/or co-facilitate school-based PD in foundational skills (submission of attendance & agenda required) * Facilitate District PD (upon request) in K-2 early literacy * Model effective best practices in early literacy skills instruction in whole & small group * Observe K-2 comprehensive literacy instruction and provide feedback/coaching conversations * Participate in Learning Walks with the school’s Instructional Leadership Team (ILT) * Assist teachers with continued implementation of the District’s Comprehensive Literacy Curriculum (Wonders) which integrates skills-based and meaning-based instruction. * Serve as a resource to School Admin/ILT in the area of early literacy * Assist teachers with understanding and implementing the TN Academic Standards for Reading Foundational Literacy and the TN Academic Standards for Reading Informational Text and Literature. 	<p>Melody Harrison, Principal; Literacy Laureate; Rebecca Burnett, Instructional Facilitator</p>	<p>07/31/2024</p>		