

Newberry Elementary Annual Plan (2022 - 2023)

Last Modified at Aug 29, 2022 08:39 PM CDT

[G 1] Reading/Language Arts

By Spring 2023, Newberry Elementary School will increase ELA on-track and mastery proficiency rates in grades 3-5 from 15.3% in 2022 to 25% in 2023.

We will improve K-5 literacy, with a particular emphasis on early grades (KK - 2nd) literacy. We believe improvement in this area can continue based on work done in the prior year including the implementation of the instructional practices, foundations and meaning based reading curriculum material , the placement of new paraprofessionals and Reading Laureate to support reading in grades K -2nd grade, ELA response to intervention and the development of rigorous professional development to support reading.

Our goal is to level up:

2nd Grade from 12.7% OTM to 25% On Track Mastery

3rd Grade from 28.3% OTM to 35% OnTrack Mastery

4th Grade from 4.2% OTM to 20% On Track Mastery

5th Grade from 16.9% to 30% On Track Mastery

Our AMO for 2022 - 2023 is 31.4%

Performance Measure

Performance will be measured using the following tools:

TCAP 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 Teachers at Newberry will 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 achieving at least 2 grade levels above their average.</p>	<p>[A 1.1.1] Differentiated Instruction Teachers will use differentiated instructional strategies using TN State standards aligned to the instructional practices and the Direct Teaching Model during core instruction, blended learning work stations, and small group instruction.</p>	Sharon Swims, PLC Coach Joyce Dickerson, Reading Laureate Dinah Taylor, Principal	04/15/2023		

<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 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.</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] Building Teacher Capacity to Improve Student Achievement Newberry's Instructional Leadership Team, PLC Coach, Literacy Coach, will provide multiple opportunities to assist teachers in planning and delivering engaging learning experiences that strategically build fluency and comprehension skills. Teacher will participate in vertical team planning sessions led by the ILT to discuss questions and academic vocabulary needed for student mastery .</p>	<p>Sharon Swims, PLC Coach Sharlese James, Instructional Facilitator</p>	<p>03/31/2023</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</p>	<p>[A 1.2.1] Provide researched Based PD for Early Literacy in Grades K-2 Teachers in grades K-2 will attend weekly PLCs to strengthen foundational skills planning and meaning based planning. Teachers and</p>	<p>Sharon Swims, PLC Coach Joyce Dickerson,</p>	<p>04/15/2023</p>		

<p>of the content, master of standard look fors, students' skill set, and students' proficient reading level of grade supported texts.</p> <p>Benchmark Indicator Daily classroom observations using the Instructional Practices Walkthrough Tool and Debriefing Document will provide Newberry 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>School level Walkthrough data will be monitored through Power BI 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.</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 our school level ELA goal.</p>	<p>paraprofessionals will participate in vertical team planning sessions. Reading Laureate and new teacher mentors will provide one to one coaching for teachers in grades K - 2. Teachers will participate in deliberate practice sessions to strengthen instructional practices 1, 2, 3, and 4.</p>	<p>Reading Laureate</p>			
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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] High-quality, continuous professional development Administration and ELA ILT Lead staff will provide ongoing, research-based professional development for teachers and staff through various activities including modeling effective instructional practices (including implementing Performance Based Objectives), assessment techniques, and directed teaching methods; acting as a coach and support to teachers; and, modeling effective intervention strategies for all leveled learners.</p>	<p>Dinah Taylor-Principal, Sharon Swims- PLC Coach, Tyiesha Lewis - ELA ILT Lead</p>	<p>03/31/2023</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.</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 (Illuminate Fastbridge) 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 1.3.1] Differentiated Instruction Newberry teachers and staff will target specific academic deficits of students using disaggregated results from the Spring 2022 TCAP Assessment, Mastery Connect, i-Ready and Common Assessments. Teachers will use data templates and charts to track all current data with set goals to monitor student progress. Progress towards individual student goals will be tracked through data templates in PLCs and quarterly data share outs. Identified students will be assigned to weekly or bi-weekly progress monitoring for data points toward their academic growth and achievement.</p>	<p>Sharlese James- Instructional Facilitator, Sharon Swims - PLC Coach, Dinah Taylor - Principal</p>	<p>05/31/2023</p>		

	<p>[A 1.3.2] Response to Intervention Teachers will be used to provide small group intervention for students identified as Tier II and Tier III during the designated RTI2 Instructional Block. Students and teachers will use iReady to promote higher order thinking skills and inquiry based learning in their daily instructional routines. Teachers will integrate content area materials and resources embedded in the curriculum, to support differentiation of student work while meeting the needs of all students in regards to their current level of academic performance.</p>	Sharlese James - Instructional Facilitator, Sharon Swims - PLC Coach	06/02/2023		
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[G 2] Mathematics

Newberry Elementary will improve on-track/mastery percentages in grades 3 - 5 from 14.9% in 2022 to 25.6% in 2023.

Newberry Elementary will improve K-5 mathematics with a continued instructional shift that will align with an increase focus on content, coherence of student understanding, and rigorous instruction that requires students to apply all shifts to real world applications.

Performance Measure

Performance will be measured using the following tools:

TCAP 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.</p> <p>Benchmark Indicator Students should perform at or above 70% on District Formative Assessments (Fall, Winter and</p>	<p>[A 2.1.1] Improving Student Achievement Newberry Administrative staff, the PLC Coach, Instructional Facilitator, Instructional Leadership Team will provide weekly planning sessions to assist teachers in developing and delivering engaging learning experiences that strategically build fluency and problem solving skills. Parents will also be trained in the Fall, Winter, and Spring on research-based strategies that they can use at home to help their children with improve their fluency and problems solving skills.</p>	Sharon Swims- PLC Coach, Sharlese James - Instructional Facilitator, Stacie Harris - Math ILT Lead	04/15/2023		

<p>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 Zoho. 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 2.1.2] Resources Alignment Provide teachers with resources for Tier 1 instruction aligned to the TN Academic Standards. The following are examples of resources teachers have access to on a daily basis: Professional Learning Communities Guides (PLC Guides), Math Prescriptions, Re-Teach Calendars, Performance Based Objectives, curriculum maps, curriculum toolkits, supplementary texts (Ready Math), pacing guides, performance-based objectives crosswalks, Florida Virtual School crosswalks, classroom protocols and instructional technology.</p>	<p>Sharon Swims - PLC Coach, Dinah Taylor - Principal</p>	<p>06/01/2023</p>		
<p>[S 2.2] Professional Development Newberry Admin and Teachers will engage in 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.</p>	<p>[A 2.2.1] Need Based Professional Development Teachers will be provided with professional development to assist in planning and delivering engaging learning experiences that strategically build fluency and problem solving skills. Provide high-quality professional learning and instructional resources for direct support to improve math</p>	<p>Stacie Harris - Math ILT Lead, Sharlese James - Instructional Facilitator</p>	<p>05/12/2023</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.</p> <p>District and School Level 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.</p> <p>Instructional Leadership Team (ILT) meetings will be 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 will be 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 mathematics goal.</p> <p>New teacher professional learning supports are offered at various times throughout each semester</p>	<p>practices for grades 2 - 5 through Math Content Lead, Instructional Facilitator, and PLC Coach.</p>				
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<p>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] High Quality Continous Professional Development Administration and Math ILT Lead staff will provide ongoing, research-based professional development for teachers and staff through various activities including modeling effective instructional practices (including implementing Performance Based Objectives), assessment techniques, and directed teaching methods; acting as a coach and support to teachers; and, modeling effective intervention strategies for all level of learners.</p>	<p>Stacie Harris - Math ILT Lead</p>	<p>05/31/2023</p>		
<p>[S 2.3] Targeted Interventions and Personalized Learning, Instructional Leaders at Newberry will 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>** **</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 (iReady and AimsWeb) 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</p>	<p>[A 2.3.1] Differentiated Instruction Newberry teachers and staff will target specific academic deficits of students using disaggregated results from the Spring 2022 TCAP Assessment, Mastery Connect, i-Ready and Common Assessments. Teachers will use data templates and charts to track all current data with set goals to monitor student progress. Progress towards individual student goals will be tracked through data templates in PLCs and quarterly data share outs. Identified students will be assigned to weekly or bi-weekly progress monitoring for data points toward their academic growth and achievement.</p>	<p>Sharlese James - Instructional Facilitator, Sharon Swims - PLC Coach, Dinah Taylor - Principal</p>	<p>05/19/2023</p>		

monitor and adjust the effectiveness of the learning opportunity and the impact on student learning and content delivery.					
	<p>[A 2.3.2] Response To Intervention Teachers will be used to provide small group intervention for students identified as Tier II and Tier III during the designated RTI2 Instructional Block. Students and teachers will use iReady to promote higher order thinking skills and inquiry based learning in their daily instructional routines. Teachers will integrate content area materials and resources embedded in the curriculum, to support differentiation of student work while meeting the needs of all students in regards to their current level of academic performance.</p>	Sharlese James - Instructional Facilitator, Sharon Swims - PLC Coach, Dinah Taylor - Principal	06/02/2023		

[G 3] Safe and Healthy Students

The number of student who were Chronically Out of school at Newberry decreased from 14.5% in 2021 to 5.4% in 2022. Newberry Elementary School will decrease the number of high risk Chronic Absenteeism rate from 5.4.% to 3% by the end of the 2022-2023 school year. The number of scholars in the subgroups of EDD, SWD, and B/H/N, decreased from 7.0% to 1.6% in 2021 – 2022 SY.

Performance Measure

Interventions and supports will be measured using the following:

- * Monthly Chronic Absenteeism Reports by GOS
- * Counselor Truancy logs/Early Intervention logs (Every 20 days)
- * Monthly SART/SARB meeting documentation
- * Power BI data
- * Power School data
- * SART documentation for at-risk students
- * 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</p>	<p>[A 3.1.1] Positive Behavior Intervention and Support Implement targeted interventions and support programs and initiatives that address identified behavior needs and provide appropriate student</p>	Stephanie Bernard - Professional School Counselor	06/02/2023		

<p>supports.</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 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>supports.</p> <p>Following the districts RTI2B Plan.</p> <p>Providing incentives to scholars who follow the rules and display good character.</p>				
	<p>[A 3.1.2] Targeted Training * Schoolwide training provided principals, teachers, school counselors, attendance secretaries and PBIS coaches professional development to address student discipline, attendance, data entry and chronic absenteeism. * McKinney Vinto Training * RTI2 - B * ReThink Ed Training</p>	<p>Stephanie Bernard - Guidance Counselor , Sharon Swims - PLC Coach</p>	<p>06/02/2023</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.</p> <p>Benchmark Indicator</p>	<p>[A 3.2.1] Professional Development Ensure all staff at Newberry Elementary receives the training on Displaced Students.</p>	<p>Sharon Swims - PLC Coach</p>	<p>09/16/2022</p>		

<p>Student discipline and attendance reports 20-day reporting cycle will be used to measure impact of 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>					
	<p>[A 3.2.2] Targeted Training * Schoolwide training provided principals, teachers, school counselors, attendance secretaries and PBIS coaches professional development to address student discipline, attendance, data entry and chronic absenteeism. * McKinney Vinto Training * RTI2 - B * ReThink Ed Training</p>	<p>Sharon Swims - PLC Coach</p>	<p>10/14/2022</p>		
<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.</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>[A 3.3.1] Parent , Family and Community Engagement Monthly meetings with parents, families and community members to discuss data and offer support with how to help the students with at home learning.</p> <p>Annual Meetings, Parent Trainings, Workshops, and Data Meetings</p>	<p>Sharon Swims - PLC Coach</p>	<p>04/14/2023</p>		

Conduct a semi-annual adopter surveys to monitor their impact on students' success by way of their contributions of resources and time.					
	<p>[A 3.3.2] Community Partnerships Partner with multiple community entities (Damlier, Resurrection Catholic Church, Team Read) to support schools with high chronic absenteeism rates. This strategy will also be used to focus on parental supports for all students who exhibit severe behavior challenges.</p>	Stephanie Bernard - Guidance Counselor	06/02/2023		

[G 4] Early Literacy

Newberry Elementary Schools' early learners will be engaged for the 2022-23 year in literacy-rich environments that offer meaningful and authentic opportunities to develop the reading, writing, speaking and listening skills essential to becoming proficient readers by the end of grade 3.

Performance Measure

By June 2023, 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
<p>[S 4.1] Early Literacy Opportunities Provide opportunities for students to access early learning opportunities that appropriately support their academic, social, and emotional development and create a continuum of learning through third grade.</p> <p>Benchmark Indicator **WEEKLY **student assessment data to monitor daily task alignment with standards; Analysis of Benchmark assessment results **3 times per</p>	<p>[A 4.1.1] Early Literacy 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. Benchmark indicators are iReady, Mastery Connect, and AimsWeb.</p>	Joyce Dickerson - Reading Laureate	06/02/2023		

<p>year** will inform the alignment of core instruction to Kindergarten 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>[A 4.1.2] Summer Learning Academy Engage rising Kindergarten through 3rd Grade students with the basic early literacy skills needed to help ensure readiness for the rigor and demands of their promoting grade level standards and curriculum. The TN Foundational Skills Curriculum Supplement and iReady Reading and will be utilized to provide quality instruction.</p>	<p>Sharon Swims - PLC Coach, Dinah Taylor - Principal</p>	<p>06/02/2023</p>		
<p>[S 4.2] 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.</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</p>	<p>[A 4.2.1] On Going Professional Development The PLC Coach and Reading Laureate provide support to K-2 all teachers through job-embedded professional development activities and instructional needs of the students.</p> <p>Newberry has hired a Reading Laureate to support foundational skills for grades K-2. The Reading Laureate provides strategic planning sessions to teachers in grades K-2 to ensure a strong foundational block.</p>	<p>Sharon Swims - PLC Coach, Joyce Dickerson - Reading Laureate</p>	<p>05/31/2023</p>		

<p>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;</p> <p>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 4.2.2] Early Literacy Professional Learning for Specialized Educational Assistants</p> <p>Design and customize weekly professional learning experiences for K-2 Specialized Education assistants aligned to the ELA curriculum's scope and sequence for literacy instruction to provide students with additional instructional support during whole group instruction, small group instruction, literacy workstations, one-on-one, and RTI2.</p>	<p>Dinah Taylor - Principal</p>	<p>06/02/2023</p>		
<p>[S 4.3] Foundational Literacy Laureates</p> <p>Designate one Laureate in every elementary and K-8 school to support K-2 teachers with implementing high quality foundational literacy instruction and strategies.</p> <p>Benchmark Indicator</p> <p>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</p>	<p>[A 4.3.1] Classroom Walkthroughs and Deliberate Practice</p> <p>The Reading Laureate will conduct instructional support classroom walk-throughs with teachers in grades KK - 2nd to monitor the effectiveness of classroom instructional practices as it relates to Foundational Skills.</p>	<p>Joyce Dickerson - Reading Laureate</p>	<p>06/02/2023</p>		

comprehensive literacy block and inform the support needs of individual Laureates					
	<p>[A 4.3.2] School Based Support for K-2 Newberry Elementary school's Foundational Literacy Laureate facilitates school-based professional development and/or individualized coaching sessions for K-2 literacy aligned to the specific needs of each school; Observe literacy instruction in K-2 classrooms and offer actionable feedback for improvement; Model literacy best practices for K-2 teachers and assist with planning.</p>	Dinah Taylor - Principal	06/02/2023		