

## Promising Practice Capture Sheet

**School:** \_\_ Halls High School and Ripley High School

Rural  Suburban  Urban

**District:** \_\_Lauderdale\_\_\_\_\_

Region: Southwest

**Practice:** Collaborative development of literacy strategies

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### Connection to Strategic Plan:

<b>Goals:</b>	<b>State Average of 21 Composite ACT</b>		<b>55% of the class of 2020 obtains postsecondary credential</b>	
<b>How best practice addresses:</b>	Through professional learning communities, provide CTE teachers the tools and resources to support literacy in developing college and career readiness. Implement literacy strategies in CTE course content to strengthen performance as measured by TVAAS CTE literacy indicators/ACT/TNReady/EOC. Increase CTE Literacy as measured by TVAAS to exceed a growth score of 3. Increase % P/A (achievement) as measured by TNReady/EOC. Increase ACT scores to meet or exceed state average.			
<b>Priority Areas:</b>	<b>Empower Districts</b>	<b>Support Educators</b>	<b>High School Bridge to Postsecondary</b>	<b>All Means All</b>
<b>How best practice applies:</b>		Collaborative time allows CTE teachers to explore and refine literacy strategies for implementation into course content.		



**Practices:**

X Training/PD

**Project Specific Indicators:**

X Increased student readiness results (non-academic)

**Anticipated Results:**

X Increased student achievement results

X ACT X TNReady/EOC/TVAAS

**The Challenge:**

To develop literacy strategies that can be incorporated into CTE instruction to support content attainment and to support school-wide literacy as measured by TVAAS.

**The Vision:**

Students graduating from Lauderdale County Schools will have the literacy skills for college and career success that will impact the economic and educational future of the greater community of Lauderdale County.

**Summary of To-Do's:**

- \*Become better consumers of research
- \*Develop tiered vocabulary
- \*Build literacy strategies with bridge to practice and peer presentations
- \*Monitor class room implementation of literacy practices
- \*Encourage teachers to become leaders of their own learning
- \*Implement action research in the CTE classroom
- \* Increase occupationally licensed teachers' knowledge of pedagogical best practices

**Lessons Learned:** *Include advice on start-up and sustainability*

- \*Collaborative time is essential.
- \*Used Perkins Funds to provide stipends for after school countywide CTE PLC – a reward and an incentive.
- \*Teacher commitment is critical.
- \*Minimum of monthly meetings – cannot be just pd days.

**Communications:**

- \*Flow of information to teachers via emails, classroom visits, informal conversation, teacher-to-teacher communication
- \*Inform Advisory Council quarterly

**Stakeholder Management:**

CTE teachers, district and building administration, industry advisory council members

**Metrics & Measurements:**

Baseline Data	Progress to Date	Goals
School-wide Literacy - 3 School-wide Concentrator Literacy – 3 School-wide CTE Literacy - 3	Increased use of literacy strategies in the CTE classrooms per lesson plans, formal/informal observations and teacher self-reporting.	To increase School-wide Literacy to 4 or 5 To increase School-wide Concentrator Literacy and School-wide CTE Literacy to 4 or 5

**Resources:**

- Forget, M. (2004). *MAX Teaching with Reading and Writing*
- Herreid, C. F., Schiller, N.A., & Herreid, K.F. (2012) *Science stories: Using case studies to teach critical thinking*. Arlington, VA:NSTAPress.
- Career and Technical Education Research (journal)
- Anderson County Schools, Tim Parrott
- <https://www.newsela.com/> (Recommended by CTE teacher)
- TNCore.org