

**[G 1] Maintain Safe and Healthy Students**

For the 2023-24 SY students will have equal access to a safe and healthy learning environment and maximize instruction time for all students and student groups grades K-12.

**\*\*School Level\*\***

**\*\*School-wide discipline/ behavior/ attendance- decrease % of chronic absenteeism through behavior supports school wide and tiered truancy meetings starting at the school level.\*\***

**\*\*Goals:\*\***

**\*\*Decrease Office Discipline Referrals by 10% in all grades\*\***

**\*\*Decrease Out of School Suspensions by 10% in all grades\*\***

**\*\*Increase Positive Office Referrals by 10% in all grades\*\***

**Performance Measure**

Close gaps in out of school suspensions for all students to reduce overall out of school suspensions and decrease missed instruction from 4.5 to 3%.

Data pulled from Student Information System will show an increase in RTI-B placement indicating the implementation of strategies used that promote restorative practices to increased in-class and out-of-class interventions pertaining to major behaviors requiring the school level disposition given by administration pertaining to out of school suspensions; additional data from RTI-B (Response to Intervention) meetings showing positive Tier movement across all grades and subgroups.

**\*\*School Level discipline/ behavior- decrease % of student out of school suspensions for infractions related to disruptions, fights, rude and disrespectful behavior.\*\***

Goals:

Decrease Office Discipline Referrals by 10% in all grades

Decrease Out of School Suspensions by 10% in all grades

Increase Positive Office Referrals by 10% in all grades

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
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<p><b>[S 1.1] Behavioral Interventions and supports</b>  The RTI2-B (Response to Intervention) Framework fits within a larger system of student supports. Researchers and practitioners call this a multi-tiered system of supports (MTSS), which is “the practice of providing high-quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals, and applying child response data to important educational decisions” (Batsche et. al 2005). Tennessee’s MTSS is a framework for seeing how all the practices, programs, and interventions fit together in order to meet students’ needs both within an individual classroom and across the school building.</p> <p>In an effort to reduce lost instructional time and/or disparate impact due to student discipline, the district has implemented a new discipline policy starting in the 22-23 SY. This new discipline policy is designed to include RTI2B practices and interventions.</p> <p>As part of this the district has started a renewed partnership with the Tennessee Tiered Supports Center via Vanderbilt University. As a result, the district has developed and implemented its Response to Instruction and Intervention for Academics and Behavior (RTI2 - A + RTI2 - B) Plan.</p> <p>Current year successes include the identification of a district leadership team to include both A &amp; B components.</p> <p>The inclusion of 7 school teams for initial Tier I training.</p> <p>This includes our targeted schools.</p> <p>Tier I Training will focus on the following:</p>	<p><b>[A 1.1.1] Behavior Supports for Students</b>  Continued use and implementation of positive behavior supports and interventions to address individual student need in an effort to allow teaching and learning time to be maximized including check in check out, break are better, dean of student modeling classroom management strategies for teachers, etc.</p>	Leadership Team, Individual Classroom Teachers, Administrative Team	01/13/2024		
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<p>Developing school procedures and data</p> <p>Including all key collaborator groups</p> <p>Using screening data</p> <p>Identifying trends</p> <p>Reviewing how students are doing</p> <p>Tier II Training will focus on the following:</p> <p>Reviewing progress monitoring data</p> <p>Making decisions about interventions</p> <p>Matching interventions to student needs</p> <p>Determining if more intensive support is needed</p> <p>Tier III Training will focus on the following:</p> <p>Review progress monitoring data</p> <p>Make decisions about intervention</p> <p>Match interventions to student need</p> <p>Determine if more intensive or individualized support is needed</p> <p>This training combined with the new discipline policy should allow opportunities for more behavioral interventions before suspending students out of school thus reducing lost instructional time.</p> <p><b>Benchmark Indicator</b>  SIS reports that show the number of students placed in RTI-B (increase by 5%) and the number of students receiving out-of-school suspensions</p>					
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<p>(decrease by 5%). The number of students receiving out-of-school suspensions should go down as more students are placed in RTI-B Tier II and Tier III. These reports will be ran monthly and shared with school level administrators after which administrators will share and discuss during school level PLC's.</p> <p><b>**School Level:</b> Maintenance of Tier I and Tier II strategies while implementing Tier III strategies including functional behavior assessments for students. Evidence of strategy effectiveness collected in monthly meetings and through fidelity checks.**</p>					
	<p><b>[A 1.1.2] Review of Data Quarterly</b>  Leadership team will review all student data quarterly to determine trends in office discipline referrals, suspensions, and truancy. As data are monitored, adjustments will be made to provide support as needed.</p>	<p>Leadership Team,  Administrative Team</p>	<p>05/19/2024</p>		
<p><b>[S 1.2] Social Emotional Learning</b>  The district will provide supports to address individualized Social Emotional Learning needs for identified students in the JDC and those assigned to the Alternative Learning Program.</p> <p><b>**School Level:</b> RHESS will provide support to address individualized SEL needs.**</p> <p><b>Benchmark Indicator</b>  Juvenile Detention Center - reduction of students refusing to attend class by 5% . Alternative Learning Program and Juvenile Detention Center - reduction in disruptions in the learning environment and time out of the classroom by 5%</p> <p><b>**School Level:</b> 100% of classrooms will participate in social emotional learning time daily with teachers participating in training throughout the school year to ensure time is maximized for relevant strategies.**</p>	<p><b>[A 1.2.1] Dedicated SEL Time for Students</b>  All classrooms will have a dedicated SEL time at the start of the school day that will allow for intentional checks on emotional stability in their classrooms. Informal administrative walks will be conducted to ensure this time is being used specifically for SEL work.</p>	<p>Classroom Teachers,  Administrative Team, School Counselor</p>	<p>08/31/2023</p>		

	<p><b>[A 1.2.2] Teacher Learning</b>  Training will be provided to classroom teachers by September 7 to ensure best practices around the dedicated SEL time are understood and can be implemented.</p>	Beth Hamilton, Kristen Morjal	09/07/2023		
<p><b>[S 1.3] Mental Health Supports</b>  Continue external partnerships and provide necessary student supports for identified mental health needs.</p> <p><b>**School Level**</b> Services from external partnerships will be monitored and supported as needed by school counselor and administrative team.</p> <p><b>Benchmark Indicator</b>  Increase in RTI-B tier placement by 5 %. Increase partnerships with various mental health providers to not just include interventions but training as well.</p> <p><b>**School Level:</b> Opportunity for contracted consultants to speak with staff or teams at least twice during the school year around best practices, service opportunities, etc. including school counselor working with classes at least one time each quarter.**</p>	<p><b>[A 1.3.1] Professional Learning</b>  Partner agencies will provide professional learning to teachers or teams as requested to support classroom management strategies.</p>	Michael Ford	02/15/2024		
	<p><b>[A 1.3.2] Family Support</b>  Contracted agencies will communicate with students, parents, and families expectations, schedules, availability, etc. to provide ongoing support outside of school as needed.</p>	Michael Ford	09/02/2023		

**[G 2] Increase Academic Achievement: Mathematics**  
For the 2023-2024 school year, the district will improve the TNReady percentage of all students (K-12) and student groups who meet or exceed expectations across all grade bands.

**#### \*\*School Level: Math-Increase % of students on track or mastery to support district goals.\*\***

**\*\*School Level: Increase Success Rate of B/AA subgroup to meet or exceed 12%\*\***

**Performance Measure**

#### **\*\*Performance Measure\*\***

For grades K-2, increase the percentage of students above the 75th percentile in the national norms on the universal screener.

For grades 3-8 TNReady, increase the percentage of students who meet and exceed expectations from 25.7% to 35%.

For SWD 3- 8 TNReady, increase the percentage of students who meet and exceed expectations from from 6.2% to 18%.

For ED 3- 8 TNReady, increase the percentage of students who meet and exceed expectations from 11.9% to 23%.

For EL 3- 8 TNReady, increase the percentage of students who meet and exceed expectations from 9.2% to 20.6%.

For BHN 3- 8 TNReady, increase the percentage of students who meet and exceed expectations from 11.4% to 22.5%.

For EOC 9-12 HS Math, increase the percentage of students who meet and exceed expectations from 13.6% to 24.4%.

For BHN EOC 9-12 HS Math, increase the percentage of students who meet and exceed expectations from 4.6% to 16.5%.

For ED EOC 9-12 HS Math, increase the percentage of students who meet and exceed expectations from 6% to 17.8%.

For EL EOC 9-12 HS Math, increase the percentage from 1.3% to 13.64%.

For SWD EOC 9-12 Math, increase the percentage from 3.8% to 15.8%.

**\*\*School Level:\*\***

**\*\*3rd Grade increase from 20% to 30%, \*\*\*\*B/AA subgroup 50% or 18 students\*\***

**\*\*4th Grade increase from 14% to 25%, \*\*\*\*B/AA subgroup 50% or 14 students \*\***

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p><b>[S 2.1] Math Instruction on Grade Level</b>                      High-Quality Instructional Material Implementation: Maximizing Curriculum and Assessment Resources with fidelity.                       School Level: Teachers will utilize appropriate</p>	<p><b>[A 2.1.1] School Level Coaches</b>                      School Level Coaches will work with classroom teacher teams at minimum 4 times per year, 1 time per quarter, to talk through adopted curriculum, instructional competency, and core actions.                      Specific focus on core actions 1-3: Standard Rigor,</p>	<p>Tina Neese,                      Courtney Presley, Tessa Ashworth, Cliff Nelson, Ashley Tucker</p>	<p>05/19/2024</p>		

<p>components of curriculum to develop small group rotations as part of Tier I instruction to support the B/AA subgroup based on individual student need.</p> <p><b>Benchmark Indicator</b>  If the adopted curriculum is implemented with fidelity, then, Maury County expects to see standards-aligned lessons, questions and tasks 85% of the time during instructional walks conducted by building-level and district-level administrators which will impact student achievement.</p> <p>iReady Math Diagnostic data is reviewed 3 times each year.</p> <p>iReady Growth-monitoring data is reviewed monthly.</p> <p>CASE benchmark data after each administration.</p> <p>Quarterly data will be reviewed for ATSI (Additional Targeted Support and Improvement) and Priority schools.</p> <p>Math Walkthroughs monthly by the district team to determine the implementation of the curriculum.</p> <p>Coaching logs from the district-level content coaches.</p> <p><b>**School Level**</b></p> <p><b>**To Support district goals, school admin team will work with school level teacher coaches to support classroom teachers in successful implementation of math curriculum and components. Additional time will be spent sharing school level data that reflects best practice related to IPG indicators designed to increase student success.</b></p> <p>Professional learning and support is available for</p>	<p>Questioning, and Student Engagement will be focused on.</p>				
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<p>leaders and teachers on use of the Math IPG for the collection of evidence for HQIM implementation in mathematics.</p> <p>Math learning walks with the school leaders will provide feedback to teachers that can support planning and best practices.</p> <p>Additional focus will be given to the B/AA subgroup during weekly collaborative meetings to ensure that students in this subgroup are performing at a comparable rate to their peers based on CFA data.</p>					
	<p><b>[A 2.1.2] Math Walks</b>  Data from instructional walks will be gathered to determine trends in core action numbers 1-3, standard rigor, questioning, and student engagement. Data will be shared with teachers quarterly to determine trends across school and within grade spans.</p>	<p>Michael Ford,  Beth Hamilton,  Kristen Morjal</p>	<p>10/10/2023</p>		
	<p><b>[A 2.1.3] Collaborative Teams</b>  Teacher Teams will meet weekly in collaborative sessions to discuss progress towards grade level SMART goals tied to academic expectations.</p> <p>Subgroup performance will be included in data discussed for all grade levels.</p>	<p>Classroom Teachers,  Michael Ford</p>	<p>08/26/2023</p>		
	<p><b>[A 2.1.4] RTI</b>  We will implement RTI2 with fidelity, following TN State recommendations for scheduling. Provide RTI2 Intervention Curriculum, Resources, and Training with fidelity at the school level.</p> <p>Universal Screener Data will be analyzed to compare the B/AA subgroup performance as compared to all students and other subgroups using results from fall, winter, and spring testing as well as growth monitoring testing. Results will be shared during weekly collaborative meetings to address success and opportunities for continued growth.</p>	<p>Beth Hamilton,  Linda Padron</p>	<p>06/30/2024</p>		



<p><b>[S 2.2] Additional Student Support</b> The district will provide additional support through tutoring and summer school opportunities to close gaps and impact student achievement in math.</p> <p><b>**School Level**</b></p> <p>The school will provide additional support through Tier I intervention groups, tutoring, and summer school opportunities provided by the district.</p> <p><b>Benchmark Indicator</b> Attendance reports will be reviewed monthly.</p> <p>iReady growth-monitoring data is reviewed monthly to track student growth and progress.</p> <p>Weekly data discussed during collaborative teams, student individual SMART goals, and iReady screener data.</p>	<p><b>[A 2.2.1] Summer Learning Camps</b> Students will participate in available summer learning camps based on academic needs and nuances with State legislation.</p>	<p>Summer Camp Site Coordinator, Michael Ford</p>	<p>06/30/2024</p>		
	<p><b>[A 2.2.2] Tier I Attendance Awareness Campaign</b> School will participate in district attendance awareness campaign in an effort to decrease chronic absenteeism across all subgroups to meet a maximum of 15%.</p>	<p>Beth Hamilton, Shelley Czarnik, School Counselor</p>	<p>04/14/2024</p>		
	<p><b>[A 2.2.3] Use Data as a Driving Force</b> All grade levels will give iReady growth monitoring assessments every 4 weeks to determine trends in student progression. Additionally, 3rd and 4th grade classes will give at least two assessments aligned to TNReady to determine student progress towards mastery of assessed standards.</p> <p>Data will be discussed as part of collaborative team meetings.</p> <p>ATSI support will also provide additional measures of progress.</p>	<p>Team Leaders, Michael Ford</p>	<p>05/19/2024</p>		

	<p><b>[A 2.2.4] Small Group Instruction</b>  All classrooms include small group instruction as part of their Tier I instructional model. Administration completes informal walks bi weekly on classes and shares trend data from these walks during collaborative meetings. Trend data helps all teachers understand best practices occurring throughout the building.</p>	Michael Ford	11/22/2024		
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**[G 3] Increase Academic Achievement: ELA**

For the 2023-2024 school year, the district will improve TCAP Reading and Language Arts percentage of all students (K-12) and student groups who meet or exceed expectations across all grade bands.

\*\*\*\*School Level: Math-Increase % of students on track or mastery to support district goals. \*\*\*\*

\*\*School Level: Increase Success Rate of B/AA subgroup to meet or exceed 12%\*\*

**Performance Measure**

For grades K-2, increase the percentage of students above the 75th percentile in the national norms on the universal screener.

For grades 3-8 TN Ready, increase the percentage of students who meet and exceed expectations from 26.3% to 36%

For SWD 3- 8 TN Ready, increase the percentage of students who meet and exceed expectations from 3.4% to 16%

For ED 3- 8 TN Ready, increase the percentage of students who meet and exceed expectations from 13.7% to 25%

For EL 3- 8 TN Ready, increase the percentage of students who meet and exceed expectations from 2.9% to 15%

For BHN 3- 8 TN Ready, increase the percentage of students who meet and exceed expectations from 15.4% to 26%

For EOC English I, increase the percentage of on-track or mastered from 20.6% to 31%

For EOC English II, increase the percentage of on-track or mastered from 32.1% to 41%

For BHN EOC English I, increase the percentage of students who meet and exceed expectations from 9.4% to 21%

For BHN EOC English II, increase the percentage of students who meet and exceed expectations from 21.2% to 31%

For SWD EOC English I, increase the percentage of students who meet and exceed expectations from 3.6% to 16%

For SWD EOC English II, increase the percentage of students who meet and exceed expectations from 4.6% to 17%

For ED EOC English I, increase the percentage of students who meet and exceed expectations from 8.5% to 20%

For ED EOC English II, increase the percentage of students who meet and exceed expectations from 14.1% to 25%

EL had a small n count. The district will review data for adequate progress.

**\*\*School Level:\*\***

**\*\*3rd Grade increase from 20% to 29%, \*\*\*\*B/AA subgroup 50% or 18 students\*\***

**\*\*4th Grade increase from 28% to 37%, \*\*\*\*B/AA subgroup 50% or 14 students \*\***

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p><b>[S 3.1] High Quality Instructional Material Implementation</b>                      High-Quality Instructional Material Implementation: Maximizing Curriculum and Assessment Resources and implementing with fidelity.</p> <p>MCPS Vision for Learning: Using high-quality instructional materials, teachers will prepare learning experiences that include standards-aligned questions and tasks to create rigorous learning opportunities. Students build knowledge that is transferable to experiences outside the classroom through ownership of their reading, writing, thinking, problem solving and collaboration, with support as needed, to ensure access for all. Leadership will support these expectations through a reflective culture of improvement and accountability. In pursuing student mastery of new and prior content, sound assessment practices and the scaffolding of remediation are utilized to address standards gaps.</p>	<p><b>[A 3.1.1] School Level Coaches</b>                      School Level Coaches will work with classroom teacher teams at minimum 4 times per year, 1 time per quarter, to talk through adopted curriculum, instructional competency, and core actions. Specific focus on core actions 1-3: Standard Rigor, Questioning, and Student Engagement will be focused on.</p>	Tina Neese, Ashley Tucker, Cliff Nelson, Tessa Ashworth, Courtney Presley	05/19/2024		

**\*\*School-Level\*\*** School will participate in district led classroom walks to provide ongoing feedback to classroom teacher in support of a high quality instructional cycle for ELA.

**Benchmark Indicator**

**\*\*IPG Walkthrough Cycle:\*\***

If the adopted curriculum is implemented with fidelity, then, Maury County expects to see the following: standards-aligned lessons grounded in grade appropriate, complex texts, evidence of students lifting the cognitive load, intentional use of questions, and tasks 80% of the time during instructional walks conducted by building level and district level administrators which will impact the student achievement;

Classroom level Curriculum Assessments; CASE benchmark data; Quarterly data will be reviewed for ATSI schools; ELA walkthroughs monthly (Core Actions 1-3: Standard Rigor, Questioning, and Student Engagement); Coaching logs from Content coaches.

**\*\*District Data Review Cycle: \*\***

On a quarterly basis, the district team (TLA, Federal) will review and analyze data collected from monthly walkthroughs; these data are shared with district coaches and building administrators, who, then, share the results, prompting appropriate actions to support teacher prep.

**\*\*School Level\*\***

**\*\*To Support district goals, school admin team will work with school level teacher coaches to support classroom teachers in successful implementation of math curriculum and components. Additional time will be spent sharing school level data that**

<p>reflects best practice related to IPG indicators designed to increase student success.</p> <p>Additional focus will be given to the B/AA subgroup during weekly collaborative meetings to ensure that students in this subgroup are performing at a comparable rate to their peers based on CFA data.</p>					
	<p><b>[A 3.1.2] ELA Walks</b>  Data from instructional walks will be gathered to determine trends in core action numbers 1-3, standard rigor, questioning, and student engagement. Data will be shared with teachers quarterly to determine trends across school and within grade spans.</p> <p>Professional learning and support is available for the IPG for ELA, ELA knowledge building, and foundational skills.</p>	<p>Michael Ford,  Beth Hamilton,  Kristen Morjal</p>	<p>10/10/2023</p>		
	<p><b>[A 3.1.3] Collaborative Teams</b>  Teacher Teams will meet weekly in collaborative sessions to discuss progress towards grade level SMART goals tied to academic expectations.</p> <p>Subgroup performance will be included in data discussed for all grade levels.</p>	<p>Michael Ford,  Classroom  Teachers</p>	<p>08/26/2024</p>		
	<p><b>[A 3.1.4] RTI</b>  We will implement RTI2 with fidelity, following TN State recommendations for scheduling. Provide RTI2 Intervention Curriculum, Resources, and Training with fidelity at the school level.</p> <p>Universal Screener Data will be analyzed to compare the B/AA subgroup performance as compared to all students and other subgroups using results from fall, winter, and spring testing as well as growth monitoring testing. Results will be shared during weekly collaborative meetings to address success and opportunities for continued growth.</p>	<p>Beth Hamilton,  Linda Padron</p>	<p>06/30/2024</p>		

<p><b>[S 3.2] Assessment Use and Purpose</b>  Maury County will administer three universal reading screening assessments in grades K-8 during the 2023-2024 school year in August, December, and May and benchmark assessment in grades 3-12 of a frequency to be determined by needs analysis and contract parameters. The results will be used for instruction decision-making and to plan for acceleration. Data analysis will include ALL subgroups including EL, ED, and SWD subgroups. Teachers will collaborate following each assessment administration.</p> <p>**School Level: RHESS will also administer growth monitoring assessments between benchmark assessments to determine if trends in data are moving in a positive, flat, or negative direction. Additional CFA assessments will be given more frequently and discussed during Tuesday collaborative meetings with 3rd and 4th grade assessments being aligned with TN Blue Prints.</p> <p><b>Benchmark Indicator</b>  District monitoring of universal reading screening and benchmark assessment completion rates across the district during the 2023-2024 school year to ensure all students participate.</p> <p>Standards analysis protocol will be utilized after each assessment administration to determine progress towards standards mastery and identify areas for targeted instruction.</p> <p>Report groups will be utilized to monitor subgroup progress after each assessment administration.</p> <p>**School Level: School will administer specified assessments following district assessment calendar to monitor progress towards student achievement goals.**</p>	<p><b>[A 3.2.1] Collaborative Teams</b>  Grade level teams will meet weekly to discuss data and trends towards academic achievement goals including district summative assessments as available.</p> <p>Subgroup performance will be included in data discussed for all grade levels.</p>	Grade Level Teams	08/23/2023		
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<p><b>[S 3.3] Professional Learning - Additional Support for ELA Implementation</b>  The district will continue to support effective practices and provide assistance and training based on needs assessment, interest inventory, administrator feedback, and walk through trends.</p> <p><b>**School Level:</b> Administration will utilize trends from informal walks to provide specific and intentional support to grade levels as needed around small group rotations and differentiated pedagogical practice for all students.**</p> <p><b>Benchmark Indicator</b>  Needs assessment/ interest inventory from teachers will be collected annually.</p> <p>Teachers will receive survey links to complete after confirming attendance in KickUp. Survey data will be analyzed by district team two times per year to determine training effectiveness and additional needs.</p> <p>Monthly walkthrough data and results from fidelity monitoring will be analyzed quarterly to determine trends, progress, and needs for additional support.</p> <p><b>**School Level:</b> Additional training for all grade levels on foundational skills and lesson organization will occur throughout the school year to ensure all teachers are prepared to provide appropriate learning environments for students to be successful in.**</p>	<p><b>[A 3.3.1] Instructional Expectations</b>  An instructional expectation guide will be created and referenced frequently throughout the year to support teachers in appropriate planning for delivery of instruction.</p>	<p>Michael Ford</p>	<p>09/02/2023</p>		
<p><b>[S 3.4] Additional Student Support</b>  The district will provide additional support through high dosage low ratio tutoring and summer learning opportunities to close gaps and accelerate student achievement in ELA. Coaching to support program site supervisors to maintain program fidelity through monitoring, staffing, and scheduling will be provided by the elementary and middle grades</p>	<p><b>[A 3.4.1] Tutoring</b>  TN All Corp Tutoring will be provided for students needing remediation based on 3rd grade retention law requirements.</p>	<p>Chelsea Abreu, Michael Ford</p>	<p>05/12/2024</p>		

<p>coordinators.</p> <p>The district will support schools in educating our students and families on the importance of regular school attendance, as well as the repercussions of truancy.</p> <p>Completion of the TN All Corps grant.</p> <p>Completion of the STAR Summer Program.</p> <p>Complete informational awareness campaign for families and stakeholders.</p> <p><b>**School Level:</b> The school will provide additional support through Tier I intervention groups, tutoring and summer school opportunities provided by the district.**</p> <p><b>Benchmark Indicator</b>  Conducting program walks (Monthly for TN All Corps and weekly for STAR Summer Program) for fidelity and needs assessments to determine that learning progress is taking place and assessing attendance.</p> <p>Progress monitoring cycle includes universal screening, growth monitoring, and benchmark data monthly on a school level and quarterly on a district level for program planning and shifts.</p> <p>Increase fidelity checks of the truancy protocols as monitored monthly via progressive attendance measures.</p> <p><b>**School Level:</b> Data discussed weekly during collaborative meetings, individual student SMART goals, iReady screeners**</p>					
	<p><b>[A 3.4.2] Summer Learning Camps</b>  Students wil participate in available summer learning camps based on academic need and nuances with state legislation.</p>	<p>Summer Site Coordinator,  Michael Ford</p>	<p>06/30/2024</p>		



	<p><b>[A 3.4.3] Tier I Attendance Awareness Campaign</b> School will participate in district attendance awareness campaign in an effort to decrease chronic absenteeism across all subgroups to a maximum of 15%.</p>	Beth Hamilton, Shelley Czarnik	04/14/2024		
	<p><b>[A 3.4.4] Use Data as a Driving Force</b> All grade levels will give iReady growth monitoring assessments every 4 weeks to determine trends in student progression. Additionally, 3rd and 4th grade classes will give at least two assessments aligned to TNReady to determine student progress towards mastery of assessed standards.</p> <p>Data will be discussed as part of collaborative team meetings.</p>	Team Leaders, Michael Ford	05/19/2024		
	<p><b>[A 3.4.5] Small Group Instruction</b> All classrooms include small group instruction as part of their Tier I instructional model. Administration completes informal walks bi weekly on classes and shares trend data from these walks during collaborative meetings. Trend data helps all teachers understand best practices occurring throughout the building.</p>	Michael Ford	11/22/2023		

**[G 4] Effective Personnel**

School leadership impacts student achievement and outcomes. In order to build and sustain instructional capacity and excellence, we must identify, grow, and support future teachers and leaders to sustain an educational system of excellence.

**Performance Measure**

Maury County Schools will maintain teacher retention rate of 90 percent.

\*\*School Level: RHESS will increase the retention rate of staff to now lower than 90%.\*\*

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p><b>[S 4.1] Provide opportunities to build capacity</b> The district will create more opportunities to identify and develop leaders within our district through the aspiring administrators, mentoring, and Grow Your</p>	<p><b>[A 4.1.1] Dean of Students</b> Principal will work with and coach Dean of Students in behavior management strategies,</p>	Michael Ford	05/19/2024	ESSER	

<p>Own opportunities.</p> <p><b>**School Level:</b> Principal will identify aspiring leaders at RHESS and given them opportunities to grow at the school level in support of the district aspiring admin academy.**</p> <p><b>Benchmark Indicator</b> Participants in Aspiring Administrators meet monthly with district coordinators in targeted sessions involving district administrators to build leadership capacity for possible future administrator candidacy. Ongoing coaching support and mentoring to continue productive outcomes and leadership capacity as candidates enter the administrative profession.</p> <p><b>**School Level:</b> Principal will identify aspiring leaders at RHESS and given them opportunities to grow at the school level in support of the district aspiring admin academy.**</p>	<p>parent interactions, organization and other actions pertinent to running a building.</p>				
	<p><b>[A 4.1.2] Mentoring Program</b> School lead mentor will support assigned mentors and mentees following district guidelines for mentor program. Administrative team will meet with mentor/ mentee group at least once each semester to provide additional support as needed.</p>	<p>Chelsea Abreu</p>	<p>05/19/2024</p>		
<p><b>[S 4.2] Recruitment/Retention</b> Recruiting, hiring, and retaining high-quality personnel will positively impact school climate and culture which will lead to an improvement in student learning and achievement.</p> <p><b>**School Level:</b> Decrease the number of teachers resigning by improving school culture/ climate based on feedback from culture/ climate surveys.**</p> <p><b>Benchmark Indicator</b> Analysis of exit interview data as collected by Recruitment/Retention Specialist to help guide supports to sustain instructional capacity. Data will</p>	<p><b>[A 4.2.1] New Teacher Induction and Support</b> New teachers to profession and/ or building will be provided ongoing support through mentor/ mentee program as well as small group time with administrative team to focus on high stress areas such as classroom management, curriculum, instruction, and evaluation.**</p>	<p>Chelsea Abreu, Michael Ford</p>	<p>09/02/2023</p>		

<p>be analyzed quarterly to be shared with Superintendent and district leadership team to shift supports and practices.</p> <p><b>**School Level: Decrease the number of teachers resigning by improving school culture/ climate based on feedback from culture/ climate surveys.**</b></p>					
	<p><b>[A 4.2.2] Celebrations</b>          Celebrations of all staff will become an integral component of daily operations with celebrations occurring prior to staff meetings, through monthly competitions, and as part of the school spirit team actions.</p>	<p>School Spirit Team</p>	<p>01/04/2024</p>		