

J E Woody Elementary Annual Plan (2023 - 2024)

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[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.

For the 2023-2024 school year all students at MPES will have equal access to a safe and healthy learning environment and maximize instruction for all students and student groups in grades PreK-4.

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.

MPES is working towards reducing the percentage of students being placed in out of school suspension, we prefer to have students placed within our school in in-school suspension settings.

MPES is working towards Increasing our school's average daily attendance rate to meet our 95% attendance goal.

MPES is working to Increase academic achievement in reading and math in students who chronically deal with discipline issues are miss a lot of Tier I instruction.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 1.1] Behavioral Interventions and supports 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</p>	<p>[A 1.1.1] RTI2A/B Tier II Program The program is designed to serve as a behavioral intervention for students identified as needing Tier II support to help them be successful in Tier I. It will support students who engage in problematic behavior that is unresponsive to the Tier I support.</p> <p>Strategies:</p> <p>* Students will participate in a daily or weekly check-in and check-out system with a trusted adult</p>	<p>Julie Tidwell, Laura Sandrell, Jessy Hay, and RTI2A/B Team</p>	<p>05/23/2024</p>		

<p>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 & 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> <ul style="list-style-type: none"> Developing school procedures and data Including all key collaborator groups Using screening data Identifying trends Reviewing how students are doing <p>Tier II Training will focus on the following:</p> <ul style="list-style-type: none"> Reviewing progress monitoring data 	<p>in the building as needed.</p> <ul style="list-style-type: none"> * Students' progress will be monitored by the Tier II Team. * Students will participate in small sessions with the school counselor. 				
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<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>**Our school counselor along with other adults in our building will mentor our students who continuously struggle with behavior in Tier I to help them find coping strategies that will help them be successful within the classroom.**</p> <p>**Our school counselor will provide behavioral supports to help decrease the number of discipline reports, teacher referrals, and attendance reports by the end of the 2023 school year. We will also work hard to increase student achievement on academic standards by the end of the 2024 school year.**</p> <p>Benchmark Indicator 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>* **We will use discipline reports, in-school and out-of-school suspensions reported, and student attendance rates and chronic absenteeism rates.**</p> <p>* **We will use attendance reports, teacher referrals, and school level truancy meetings.**</p> <p>* **We will use smart goal tickets, student incentives, smart goals, and evaluations.**</p> <p>* **We will use a check-in and check-out system with students who struggle with behavior in Tier I. Adults throughout the building will serve as a mentor to these students.**</p> <p>* **We will pair our struggling students up with a coach to mentor them throughout the year.**</p> <p>* **They will use a check-in, check-out system to track student behavior.**</p> <p>* **Students will be rewarded throughout the year for making progress with their behavior.**</p> <p>### Action Steps</p>					
	<p>[A 1.1.2] Safety Our school will make sure that our students will have equal access to a safe learning environment that will promote academic achievement, and limit the amount of lost instructional time to ensure that all students have the opportunity to learn.</p>	<p>Julie Tidwell, Laura Sandrell, Neylan Roberts, and Officer Hickman</p>	<p>05/23/2024</p>		

	<p>Strategies:</p> <ul style="list-style-type: none"> * Our school will conduct monthly drills: lock downs, fire, and tornado drills. * Our SRO and administrative staff will have PD for our faculty and staff to go over our school crisis plan at the beginning of the year. * Our SRO and administrative staff will provide PD on safety tips for our faculty and staff throughout the school year. * Our SRO will conduct monthly building assessments (safety light checks) 				
	<p>[A 1.1.3] Incentive Program Our school will use a student incentive program to motivate and recognize student academic progress and achievement. Teachers will set differentiated goals that are attainable for all students to meet based on their individual levels.</p> <p>Strategies:</p> <ul style="list-style-type: none"> * Recognize students by announcing their names and achievements during morning announcements.. * Students will fill out shout out sheets once they meet a SMART Goal and have it posted on student an achievement board throughout the building. * Students will ring the bell and receive incentives for mastering their goals. 	Julie Tidwell, Laura Snadrell, and All K-4 Teachers	05/20/2024		
	<p>[A 1.1.4] Attendance This collaborative team will work together to increase attendance among our chronic absentee students within our school. This team will work to make sure that chronic absentee students are losing little to no instructional time.</p> <p>Strategies:</p> <ul style="list-style-type: none"> * Tier I: After 3 consecutive unexcused absences, the attendance clerk will make a phone call home to the parent. 	Julie Tidwell, Laura Sandrell, Vicky Chatman, Megan Chatman, and Kelly Lusk	05/22/2024		

	<ul style="list-style-type: none"> * Tier II: After having 5 unexcused absences a school level meeting is called with the parent. The administration, FRC, and school counselor will work with the parent to come up with strategies to help their child be at school on time. * Tier III: If truancy interventions are unsuccessful parents will have to participate in a school-based restorative justice program. * After 12 unexcused absences students will be referred to a District Truancy Review Board. 				
<p>[S 1.2] Social Emotional Learning 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>**Our school counselor will provide support to address individualized Social Emotional Learning needs for identified students within our school.**</p> <p>Benchmark Indicator 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>* **Outside resources such as Centerstone will counsel our students suffering from mental issues.**</p> <p>* **Services will be provided to connect our parents with the proper services to get their children help for mental issues.**</p> <p>* **One-on-one counseling sessions with our school counselor and students struggling with mental issues.**</p>	<p>[A 1.2.1] Social Emotional Learning Mt. Pleasant Elementary School will provide mental health services for our students.</p> <p>Strategies:</p> <ul style="list-style-type: none"> * The school counselor will provide students with services such as classroom guidance, small group counseling, and individual counseling. * Our school will use a program from Vanderbilt called the Tennessee Behavior Supports Project (RTI2B) to support students who are at-risk because of their behaviors. * MPES has a check-in/check-out system where coaches mentor students on how they can change negative behaviors to positive behaviors. * A Centerstone counselor comes into the school on a weekly basis with students who have been referred to the program. * Our guidance counselor provides in-home sessions and support to families. * We provide mental health support to our parents through organizations such as Camelot and the Mobile Crisis. 	Julie Tidwell, Laura Sandrell, and Kelly Lusk	05/23/2024		
<p>[S 1.3] Mental Health Supports Continue external partnerships and provide necessary student supports for identified mental health needs.</p>	<p>[A 1.3.1] Mental and Health Supports Mt. Pleasant Elementary School will provide mental health services for our students.</p> <p>Strategies:</p>	Julie Tidwell, Laura Sandrell, and Kelly Lusk	05/20/2024		

<p>**Our school counselor will work with mental health agencies to help provide support to our students who are struggling with mental issues to have the proper tools to be able to overcome these issues.**</p> <p>Benchmark Indicator 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>* We will use teacher reports and SRSS student surveys on every student. * We will use attendance reports and reports from school level truancy meetings. * We will use check-in and check-out reports from adults mentoring students with discipline issues.</p>	<p>* We will have outside services such as Centerstone to counsel our students. * We will refer students to the Mental Health Co-op. * We will have connect parents with the proper services to get their children the help that they need. * Our school counselor will provide one on one counseling with students struggling with mental issues.</p>				
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[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.

****For the 2023-2024 school year, MPES will improve the TNReady Mathematics percentages of students scoring proficient and exceeding expectations in 3rd and 4th grade.****

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%.

MPES percentages to increase in math by the end of the 2024 school year to meet single AMO's:

For 3rd grade to increase from 32% to 36.3% proficient or exceeding expectations (4.3% gain)

For 4th grade to increase from 38% to 41.9% proficient or exceeding expectations (3.9% gain)

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 2.1] Math Instruction on Grade Level High-Quality Instructional Material Implementation: Maximizing Curriculum and Assessment Resources with fidelity.</p> <p>**At MPES we will use high-quality instructional materials with fidelity to strengthen our Tier I instruction.**</p> <p>Benchmark Indicator 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>[A 2.1.1] Fact Fluency Teachers will implement a set block of time to address standards in a systematic and differentiated method to increase fact fluency.</p> <p>Strategies:</p> <ul style="list-style-type: none"> * Students will use XtraMath, Multiplication.Com, Ready Math, flash cards to practice facts, and fluency assessments. * Each grade level will focus on automaticity of facts throughout the year: Pre-K (counting to 30), K (0-5 addition facts/recognition symbols and values of numbers 0-20), 1st grade (0-20 addition facts), 2nd grade (0-20 subtraction facts), 3rd grade (multiplication facts 0-12), and 4th grade (division facts 0-12) 	<p>Julie Tidwell, Laura Sandrell, Linda Loyd, Stephanie Baxter, Jessy Hay, PreK-4 Teachers, Specialists</p>	<p>03/28/2024</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>**At MPES:**</p> <p>* **Teachers will follow the curriculum math pacing guides for I-Ready. At the end of each 9 weeks teachers will meet in collaborative teams to validity of what worked or didn't work during the 9 weeks.**</p> <p>* **Ready Math Diagnostic Test will be conducted and reviewed three times a year in grades K-4. Growth monitoring will be reviewed as available by individual schools.**</p> <p>* **Teachers will administer weekly fluency test to determine mastery of facts learned in grades 1-4.**</p> <p>* **Teachers will administer M-Comp Test to determine which grade level standards have been mastered in grades 2-4.**</p> <p>* **Progress monitoring will be administered and evaluated with fidelity for students who score below the 35% on benchmark assessments.**</p> <p>* **Teachers and Administration will analyze pre/post test data during weekly data teams to guide Tier I instruction.**</p> <p>* **The administrators will conduct math I-Ready fidelity checks daily to determine implementation of adopted math curriculum and alignment of standards.**</p> <p>* Administrators observed quality IPGs at MPES in math instruction as they conducted walkthroughs such as:</p> <p>+ Administrators observed classrooms with an established culture where student agency ,</p>					
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<p>mathematical identity, and belonging contributed to students' success in math.</p> <ul style="list-style-type: none"> + Administrators observed that the majority of mathematical content was grounded in materials and the delivery of the lessons met the intent of the grade level content. + Administrators observed teachers using instructional strategies to ensure all students progress toward mastery of the mathematical concepts addressed in the lessons. + Administrators observed students share mathematical thinking within the lesson developing a deeper understanding of the concepts taught in the lessons. 					
	<p>[A 2.1.2] Number Sense Teachers will implement the Try, Discuss, Connect I-Ready Routine in their Tier I instruction to enhance the development of number sense.</p> <p>Strategies:</p> <ul style="list-style-type: none"> * Teachers will practice number sense using hands-on manipulatives (dominoes, dice, numberlines, renkenreks, fraction bars, and place value kits). * Teachers will use contextual word problems to review number sense, place value, and math strategies in their daily math spiral, morning message, and calendar time. * Teachers will use Math Word Walls or anchor charts to display key words or phrases to help students solve contextual word problems. 	<p>Julie Tidwell, Laura Sandrell, Linda Loyd, Stephanie Baxter, Jessy Hay, PreK-4 Teachers, and Specialists</p>	<p>04/08/2024</p>		
	<p>[A 2.1.3] Collaborative Teams and Professional Learning Communities Collaborative Teams and Professional Learning Communities will meet throughout the school year to plan Tier I instruction. Each team will also focus on remediation and intervention strategies to help increase student achievement and close gaps.</p>	<p>Julie Tidwell, Laura Sandrell, Linda Loyd, Stephanie Baxter, Jessy Hay, PreK-4 Teachers, and Specialists</p>	<p>05/17/2024</p>		

	<p>Strategies:</p> <ul style="list-style-type: none"> * Teachers will be given release time to collaborate and plan differentiated lessons and assessments to improve fact fluency and number sense. * Teachers will be given release time to observe teachers with strong instructional practices. * The Academic Facilitator will co-teach in classrooms to help strengthen core instruction of struggling teachers. * The Academic Facilitator will provide PD to teachers and educational assistants to increase effective teaching practices. * Specialists will cover teachers to give them release time to have vertical and horizontal planning across grade levels. 				
<p>[S 2.2] Additional Student Support The district will provide additional support through tutoring and summer school opportunities to close gaps and impact student achievement in math.</p> <p>**MPES will provide additional supports through tutoring and our title and support staff.**</p> <p>Benchmark Indicator Attendance reports will be reviewed monthly.</p> <p>iReady growth-monitoring data is reviewed monthly to track student growth and progress.</p> <p>**MPES will use teacher referrals, RTI data, I Ready Math and Aimsweb Plus benchmark test, and progress monitoring data to determine the needs of struggling math students.**</p>	<p>[A 2.2.1] Title Facilitator, Title Teachers, Title Assistants, Interventionist, and Assistants The Title I Facilitator, Title Assistant, Interventionists and Educational Assistants will serve as a resource to improve instruction and student achievement to meet the needs of at-risk students. They will assist teachers and administrators by working with targeted groups to make sure all students are achieving their grade level benchmarks. They will also assist the administrators with analyzing AIMS Web Plus data and support the implementation of the school-wide plan.</p> <p>Strategies:</p> <ul style="list-style-type: none"> * Implement strategies with direct interaction with students to make sure they are receiving best practices in math. * Create a new learning environment to enhance RTI by using a variety of hands-on manipulatives 	<p>Julie Tidwell, Laura Sandrell, Linda Loyd, Stephanie Baxter, Jessy Hay, Brandy Pinkerton, Martha Jones, and Educational Assistants</p>	<p>04/12/2024</p>		

	and incorporate more movement within small groups. * Progress monitor any new students entering MPES, and analyze the data in a timely manner to help the administrators determine which intervention groups students should be placed in.				
	[A 2.2.2] Tutoring TN All Corps and 21st Century Tutoring Contracts will be used to meet the needs of at risk students during the school year. Strategies: * After school tutoring sessions will be offered to struggling students to help close their gaps in math. * TN All Corp Tutoring	Julie Tidwell, Laura Sandrell, La Shun Jones, and MPES Faculty and Staff	03/22/2024		

[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.

For the 2023-2024 school year, MPES will improve the TNReady ELA percentages of students scoring proficient and exceeding expectations in 3rd and 4th grade.

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.

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MPES percentages to increase in ELA by the end of the 2024 school year to meet single AMO's:

For 3rd grade to increase from 38% to 41.9% proficient or exceeding expectations (3.9% gain)

For 4th grade to increase from 50% to 53.1% proficient or exceeding expectations (3.1% gain)

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 3.1] High Quality Instructional Material Implementation High-Quality Instructional Material Implementation: Maximizing Curriculum and Assessment Resources and implementing with fidelity. MCPS Vision for Learning: Using high-quality instructional materials, teachers will prepare learning experiences that include standards-aligned questions and tasks to create	[A 3.1.1] Comprehension Teachers will implement comprehension strategies during Tier I instruction. Strategies: * Teachers will teach comprehension strategies in both small groups and whole groups. * Teachers will use read aloud and close reads to practice comprehension.	Julie Tidwell, Laura Sandrell, PreK-4 Teachers, Jessy Hay, Linda Loyd, and Stephanie Baxter and Specialists	05/27/2024		

<p>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>**We will use the Wonders Series/Ready Reading to implement new, high-quality instructional materials in grades K-4. Teachers will ensure that all students have access to the resources and practices they need to be proficient in ELA. Teachers and leaders will be provided on-going professional learning and support to implement the materials with fidelity. Administration will provide grade level release time for collaborative planning to enhance Tier I instruction.**</p> <p>Benchmark Indicator **IPG Walkthrough Cycle:**</p> <p>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;</p> <p>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.</p>	<ul style="list-style-type: none"> * Teachers will use Think Pair Share to allow students the chance to check for understanding. * Teachers will increase comprehension by using higher order level of questioning with students through the Wonders Reading Series and Ready Reading Framework. * Teachers will use universal teaching language for comprehension skills. * Teachers will use mentor text, fiction, and nonfiction texts to teach comprehension skills. * Teachers will use graphic organizers to aide in teaching comprehension in grades K-4. * Students will write narratives, informative, and opinion paragraphs based on texts read. 				
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<p>**District Data Review Cycle: **</p> <p>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.</p> <p>**At MPES:**</p> <p>* **Teachers will do weekly fluency checks on students to see their reading progress.**</p> <p>* **Administration will do daily walk-throughs to make sure that the Wonders Series is being taught with fidelity.**</p> <p>* **Teachers will meet with the Administration during grade level planning meetings to make sure that they have opportunities to build their capacity in foundational skills in K-4 using the 95% Core Reading and PASI.**</p> <p>* **Do Ready Reading Diagnostic Benchmark Test three times a year.**</p>					
	<p>[A 3.1.2] Vocabulary Teachers will plan, implement, and provide opportunities for students to read and write vocabulary words, and apply them in their formal and informal language.</p> <p>Strategies:</p> <p>Teachers will use mentor text, Text Talk, or Wonders/I-Ready Reading Skills to practice vocabulary.</p> <p>Teachers will read from multiple genres and close reading passages to practice vocabulary.</p>	Julie Tidwell, Laura Sandrell, Linda Loyd, Jessy, Stephanie Baxter, PreK-4 Teachers, and Specialists	05/28/2024		

	<p>Teachers will use graphic organizers to organize thoughts and increase vocabulary.</p> <p>Teachers will form an academic vocabulary list to be used in content areas across all grade levels.</p> <p>Teachers will use the DSA to determine students' spelling stages (prefixes, suffixes, etc.)</p>				
	<p>[A 3.1.3] Fluency Teachers will implement a set block of time daily to address standards in a systematic and differentiated method to increase oral reading fluency.</p> <p>Strategies:</p> <ul style="list-style-type: none"> * Teachers will use grade level texts to set attainable fluency goals with students. * Teachers will model fluent reading with a read aloud. * Teachers will facilitate choral and repeated reads. * Students will practice oral reading fluency by reading solo, with a partner, or in groups while reading plays, reader's theater, poems, and close reading passages. * Students will practice oral reading fluency by reading nightly reading passages, sight word list, and sight phrase list (K-4). * Teachers will provide more opportunities for students to read sight words in context. 	<p>Julie Tidwell, Laura Sandrell, Jessy Hay, Linda Loyd, Stephanie Baxter, PreK-4 Teachers, and Specialists</p>	<p>05/27/2024</p>		
<p>[S 3.2] Assessment Use and Purpose 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</p>	<p>[A 3.2.1] Formative Assessments MPES Teachers will assess students throughout the year to see if they have made gains in reading throughout the school year.</p> <p>Strategies:</p> <ul style="list-style-type: none"> * Teachers will give the students the Ready 	<p>Julie Tidwell, Laura Sandrell, and all K-4 Teachers</p>	<p>04/09/2024</p>		

<p>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>**MPES will administer three Ready Reading Benchmark Assessments at the beginning, middle, and end of the year. Third grade will test three times a year on Aimsweb. The results will be used to guide Tier I instruction and plan for remediation groups in Tier II and Tier III. Our teachers will also collaborate to come up some common formative assessments to see if grade level skills are being mastered.**</p> <p>Benchmark Indicator 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>**MPES teachers will use Common formative grade level assessments, Aimsweb Plus assessments, DSA, Ready Reading assessments, ESGI, and grade level assessments to determine if students are progressing towards meeting their achievement goals.**</p>	<p>Reading Diagnostic three times during the year.</p> <ul style="list-style-type: none"> * Third grade teachers will give the Aimsweb Test three times during the year. * Teachers will give students the DSA three a year. * Teachers will give students formative assessments at the end of each reading unit. * Teachers will administer pre and post test to students before and after material has been introduced and taught. 				
<p>[S 3.3] Professional Learning - Additional Support for ELA Implementation 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>[A 3.3.1] Collaborative Teams and Professional Learning Communities Collaborative Teams and Professional Learning Communities will meet throughout the school year to plan Tier I instruction. Each team will also focus on remediation and intervention strategies to help increase student achievement and close gaps.</p>	<p>Julie Tidwell, Laura Sandrell, Jessy Hay, PreK-4 Teachers, and Specialists</p>	<p>05/18/2024</p>		

<p>**Teachers use the Wonders/Ready Reading instructional materials in grades K-4 to ensure that all students have the access to the resources and practices they need to be proficient in ELA. Teachers will collaboratively plan weekly with their team.**</p> <p>**Our administration and Title I Facilitator will arrange assistance and training based on the teacher needs assessment and walk-through evaluations.**</p> <p>Benchmark Indicator 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>**At MPES:**</p> <p>* **Administrators will use data from teacher needs assessments to provide training for teachers where it is needed.**</p> <p>* **Teachers will analyze Ready Reading Data from Benchmark Assessments in weekly data teams.**</p> <p>* **Teachers will collaboratively plan weekly with their team to make sure that they are teaching the Wonders Series with fidelity.**</p> <p>* **Teachers will give reading pre/posttest to check to see if skills within each unit are being mastered.**</p> <p>* **Administration will conduct walk-throughs to make sure that the Wonders Series/Ready reading is being taught with fidelity.**</p>	<p>Strategies:</p> <ul style="list-style-type: none"> * Teachers will be given release time to collaborate and plan differentiated lessons and assessments to improve fluency and comprehension. * Teachers will be given release time to observe teachers with strong instructional practices. * Specialists will cover teachers to give them release time to plan vertically and horizontally across grade levels. 				
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<p>[S 3.4] Additional Student Support 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 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>**MPES will provide additional supports through tutoring and our title and support staff.**</p> <p>Benchmark Indicator 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>**MPES will use teacher referrals, RTI data, Ready</p>	<p>[A 3.4.1] Title Facilitator, Title Teachers, Title Assistants, Interventionist, and Assistants The Title I Facilitator, Title Assistant, Educational Assistants, and Interventionists will serve as a resource to improve instruction and student achievement to meet the needs of at-risk students. They will assist teachers and administrators by working with targeted groups to make sure all students are achieving their grade level benchmarks. They will also assist the administrators and Data Coach with analyzing Aimswebplus data and support the implementation of the school-wide plan.</p> <p>Strategies:</p> <ul style="list-style-type: none"> * Implement strategies with direct interaction with students to make sure they are receiving best practices in the Wonders/Ready Reading Series. * Create a new learning environment to enhance RTI by using a variety of hands-on manipulatives and incorporate more movement within small groups. * Progress monitor any new students entering MPES, and analyze the data in a timely manner to help the administrators determine which intervention groups students should be placed in. 	<p>Julie Tidwell, Laura Sandrell, Linda Loyd, Stephanie Baxter, Jessy, Brandy Pinkerton, Martha Jones, and Educational Specialists</p>	<p>05/25/2024</p>		
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Reading and Aimsweb Plus benchmark test, and progress monitoring data to determine the needs of struggling reading students.**					
	<p>[A 3.4.2] Tutoring TN All Corps and 21st Century Tutoring Contracts will be used to meet the needs of at risk students during the school year.</p> <p>Strategies:</p> <ul style="list-style-type: none"> * After school tutoring sessions will be offered to struggling students to help close their gaps in ELA. * TN All Corp Tutoring 	Julie Tidwell, Laura Sandrell, La Shun Jones, and MPES Faculty and Staff	05/28/2024		

[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.

MPES will identify and support future teachers and leaders within our school to maintain the high standard of excellence in education. Strong leadership can develop strong teachers and strong teachers can develop strong students.

Performance Measure

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

MPES will decrease the number of teachers transferring to other schools and the beginning and end of this academic school year. MPES will show a gain in reading and math across all grade levels on benchmark assessments taken throughout the year.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 4.1] Provide opportunities to build capacity The district will create more opportunities to identify and develop leaders within our district through the aspiring administrators, mentoring, and Grow Your Own opportunities.</p> <p>**The MPES administration will provide our teachers with numerous opportunities to become teacher leaders within the building.**</p> <p>Benchmark Indicator Participants in Aspiring Administrators meet</p>	<p>[A 4.1.1] Mentor Program Our lead mentor will meet with mentees on a regular basis to give them strategies to enhance their instruction.</p> <p>Strategies:</p> <ul style="list-style-type: none"> * The lead mentor will meet with teachers who have 1-3 years teaching experience or are placed in the group by administration due to teaching needed to be strengthened once a month. * Mentors and Mentees will discuss articles and do 	Julie Tidwell, Laura Sandrell, Beth Eastep, Jessy Hay, and All PreK-4 Teachers	05/10/2024		

<p>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>The MPES Administration will:</p> <ul style="list-style-type: none"> Allow seasoned teachers to mentor new teachers, oversee various committees, and plan activities that will benefit all stakeholders (students, parents, and teachers) 	<p>a book study to enhance teaching.</p> <ul style="list-style-type: none"> Mentees must complete 6 hours of MAP sessions provided through the county. The county's lead mentor will visit teachers on a regular basis to offer assistance on issues that they may be having. Teachers who need assistance will be paired with other teachers in the building who are considered to be lead teachers. 				
	<p>[A 4.1.2] Teacher Leaders</p> <p>Teachers will chair committees in our building to enhance the culture of our school for all stakeholders involved.</p> <p>Strategies:</p> <ul style="list-style-type: none"> Teachers will plan parent involvement activities throughout the school year to help give students and parents helpful tips to be successful with academics. Teachers will plan other activities to recognize our support staff who are also vital to our schools success. We will have lead teachers to track I-Ready Math and Ready Reading data to make sure our students are on-track with their learning throughout the year. We will have lead teachers to act as the county ELA and Math Coach for our school. We will have a lead teacher to represent our school concerns on the County Teacher Council 	<p>Julie Tidwell, Laura Sandrell, PreK-4 Teachers, Jessy Hay, and all MPES Faculty and Staff</p>	<p>05/23/2024</p>		
<p>[S 4.2] Recruitment/Retention</p> <p>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>[A 4.2.1] Job Fair</p> <p>MPES will set up a booth at the county job fair to get people to try to come join our team.</p> <p>Strategies:</p>	<p>Julie Tidwell and Laura Sandrell</p>	<p>02/27/2024</p>		

<p>**MPES will continue to strive to provide a positive culture here at the school to make teachers want to stay here. We will provide teachers with the necessary tools to be a successful teacher at our school. This positive climate and culture at our school should help us to show growth across all academic areas with our students.**</p> <p>Benchmark Indicator Analysis of exit interview data as collected by Recruitment/Retention Specialist to help guide supports to sustain instructional capacity. Data will be analyzed quarterly to be shared with Superintendent and district leadership team to shift supports and practices.</p>	<ul style="list-style-type: none"> * Share what makes our climate and culture so positive at our school. * Share how new teachers will be supported if they join our team. * Share how it important to have good communication with all stakeholders (parents, students, and teachers) 				
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