

J. Brown Elementary Annual Plan (2023 - 2024)

Last Modified at Sep 14, 2023 11:30 AM CDT

[G 1] Maintain Safe and Healthy Students

For the 2023-24 SY, JBES students will have equal access to a safe and healthy learning environment and maximize instruction time for all students and student groups in grades PreK-4.

Performance Measure

JBES will reduce the number of out-of-school suspensions from 4.3% to 3% for all students.

JBES will show an increase in RTI-B placement indicating the implementation of strategies used to promote restorative practices. Data from RTI-B (Response to Intervention) meetings will show positive Tier movement across all grades and subgroups.

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 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</p>	<p>[A 1.1.1] Positive Behavior Interventions and Support JBES will use positive behavior interventions and supports to teach, model, and reinforce appropriate student behavior. There are several steps that we will take for Tier I behavior:</p> <ul style="list-style-type: none"> * Teachers will create social contracts with their classes during the first week of school with results shared to administrators, specialty teachers, and interventionists. * The school will implement a new behavior system with student rewards of Bear Behavior Coins. * A new behavior matrix with expectations outlined for each area of the school will be taught to students. * Teachers will utilize ReThinkEd to reinforce behaviors in the classroom. <p>Students needing additional behavioral support will be placed in Tier II or Tier III, which will involve more personalized behavior support from the school counselor, administration, and teachers.</p>	<p>Jennifer Jones, Heather Adams</p>	<p>12/15/2023</p>		

<p>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 * Making decisions about interventions * Matching interventions to student needs * Determining if more intensive support is needed <p>Tier III Training will focus on the following:</p> <ul style="list-style-type: none"> * Review progress monitoring data * Make decisions about intervention * Match interventions to student need * Determine if more intensive or individualized support is needed 	<p>ReThinkEd lessons will be used with Tier II and Tier III students to assist development of behavior skills. The school RTI2B team will meet monthly to discuss behavioral data. Documentation from the team's meetings will be kept as artifacts and used as tools for reflection.</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>JBES will utilize data from various sources, including office discipline referrals and counselor referrals to rewrite and review the RTI2-B plan for the school. Teachers will be trained on new Tier I procedures . The school-based Behavior team meets monthly to review student behavior and discipline data and make recommendations about interventions and support.</p> <p>Benchmark Indicator JBES will show an increase of students placed in RTI2B Tier II and Tier III by 5%. Intervention will result in a reduction of out-of-school suspensions by 5% and a reduction in the number of students receiving discipline referrals by 5% as input into the SIS. All disciplinary referrals and RTI2B placements will be tracked with the SIS.</p> <p>Monthly Behavior Team meetings will be used to track discipline data and make recommendations about interventions and support.</p>					
<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>JBES will utilize reThinkEd to help teachers plan and teach Social Emotional Learning skills for all students. The counselor will work with students who are identified as needing more support in both small group and individual sessions.</p>	<p>[A 1.2.1] Support for Social Emotional Learning Bear Share, a time for building respectful relationships and character, will be implemented into the first 15 minutes of the master schedule. In addition, the school counselor will model using ReThinkEd lessons to assist teachers in developing SEL. ReThinkEd will be used throughout school to model SEL skills for students and as a tool for learning.</p>	<p>Jennifer Jones, Heather Adams</p>	<p>05/01/2024</p>		

<p>Benchmark Indicator JBES will reduce the number of discipline referrals indicated in the SIS by 5%.</p>					
<p>[S 1.3] Mental Health Supports The school will provide mental health supports to students and help guardians connect with outside partnerships for mental health as needed.</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>JBES will track students receiving one-on-one or small group school counseling. In addition, we will see an increase in RTI-B placement as reported in the SIS.</p>	<p>[A 1.3.1] Schoolwide Mental Health Supports The school counselor provides small group and individual counseling based of teacher referral. The counselor also teaches mental health lessons to each class monthly. Classroom schedules allow time for social emotional learning during the school day as a part of Bear Share. Teachers will receive training and have access to ReThinkEd, which is a tool to promote and support emotional, mental, and behavioral wellness. JBES has school-based case management through Centerstone. The school counselor refers students to school-based case management and assists families with making the needed connections for outside counseling resources.</p>	<p>Heather Adams, Jennifer Jones</p>	<p>12/15/2023</p>		
<p>[S 1.4] Attendance JBES recognizes the importance of attendance to instruction. The school will establish clear school-wide expectations of student attendance to families and communicate and enforce district attendance policies.</p> <p>Tier I:</p> <ol style="list-style-type: none"> 1. Establish a school-wide strategy to promote regular daily attendance with plans of action to prevent chronic absence, truancy, late arrivals, and early dismissals; 2. Send home the Attendance Expectations Letter to parents during the first week of school to communicate clear school-level expectations to your students and their families; 3. Identify students who have been chronically absent from the previous year; 4. Take and submit accurate attendance in Synergy SMS for every class, every day, and on time during the first 15 minutes of class; 5. Make personal contact with the student's parent/ 	<p>[A 1.4.1] Attendance team The attendance clerk and administrators will monitor attendance data, clarify attendance expectations and goals, recognize good and improved attendance, and coordinate with school counselors to reduce percentage of chronically absent students. Specialty teachers will be used to help monitor students with poor attendance and make contact with parents/guardians at risk of falling into Tier II of the truancy policy. Administrators, teachers, the school counselor and the attendance clerk will set up conferences with parents of students with excessive absences.</p>	<p>Equasto Cathey, Jennifer Jones, Heather Adams, Schoolwide Attendance team</p>	<p>04/30/2024</p>		

<p>guardian to investigate the reason for unexcused absences at 3 days of unexcused absences. Tier II: Starts at 5 days of unexcused absences. Tier II of the progressive truancy intervention plan shall include the following:</p> <ol style="list-style-type: none"> 1. A conference with the student and the student's parent(s)/guardian(s); 2. An attendance contract, based on the conference, signed by the student, the parent(s)/guardian(s), and an attendance supervisor or designee. 3. Regularly scheduled follow-up meetings to discuss the student's progress. 4. A school employee shall conduct an individualized assessment detailing the reasons a student has been absent from school. The employee may refer the student to counseling, community-based services, or other services to address the student's attendance problems, if necessary. <p>Tier III: This tier shall be implemented if the truancy interventions under Tier II are unsuccessful. Tier III may consist of one or more of the following:</p> <ol style="list-style-type: none"> 1. School-based community services; 2. Participation in a school-based restorative justice program; 3. Referral to a school-based teen court; 4. Saturday or after-school courses designed to improve attendance and behavior <p>Benchmark Indicator Reduce the percentage of students who are chronically absent by 5% from 19.3% to 14.3% as measured by SIS.</p>					
---	--	--	--	--	--

[G 2] Increase Academic Achievement: Mathematics
For the 2023-2024 school year, we will improve the percentage of all students (PreK-4) who meet or exceed expectations across all grade bands.

####

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 3-4 TNReady, increase the percentage of students who meet and exceed expectations from 25.7% to 35%.

For SWD 3- 4 TNReady, increase the percentage of students who meet and exceed expectations from from 6.2% to 18%.

For ED 3- 4 TNReady, increase the percentage of students who meet and exceed expectations from 11.9% to 23%.

For EL 3- 4 TNReady, increase the percentage of students who meet and exceed expectations from 9.2% to 20.6%.

For BHN 3- 4 TNReady, increase the percentage of students who meet and exceed expectations from 11.4% to 22.5%.

JBES Performance Measures

For grades K-2, on the universal screener, increase the percentage of students testing mid/above grade level in math from 26.3% to 35%.

For grades 3-4 TNReady, increase the percentage of students who meet and exceed expectations from 29% to 37.9%.

For Black and African American students, increase the percentage of students who meet and exceed expectations from 17% to 27.4%.

For EL students, increase the percentage of students who meet and exceed expectations from 18% to 28.3%.

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>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</p>	<p>[A 2.1.1] Tier I Math Instruction JBES will use Ready Math and the iReady program as the curriculum for Tier I instruction. Teachers meet as a grade level PLC weekly to review curriculum, assessments, and resources and plan. Plans include grade level standards, materials, and activities for instruction. Teachers will submit weekly lesson plans using PlanbookEdu. Teachers will create SMART goals and use common formative assessments aligned to grade level standards. Administrators will conduct frequent walkthroughs in classrooms to ensure that</p>	Jennifer Jones	04/30/2024	Title I [\$800.00]	

<p>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>JBES will review assessment data from iReady Diagnostic data after each benchmark (3 times a year). The school will increase the number of students testing at mid/above grade in math from 26% to 35% by the end of the 2023-2024 school year.</p> <p>In addition, iReady Growth monitoring data will be reviewed during data team meetings.</p> <p>CASE benchmark data will reviewed and standards will be identified for remediation after the administration.</p> <p>Administrators will conduct math walkthroughs in all classrooms monthly and conduct coaching conversation with teachers to support Tier I instruction.</p>	<p>curriculum materials, pacing, and best-practices for instruction are being utilized. The Math IPG will be utilized to collect evidence of effective teacher planning, instruction, and learning within classrooms.</p>				
---	---	--	--	--	--

	<p>[A 2.1.2] STEM/PBL Integration JBES will implement STEM and PBL to provide students the opportunity to apply their learning to real world problems. This will begin through explicit instruction to teachers on the principles of STEM by our STEM teacher. Grade levels will integrate STEM activities into classroom instruction at least once quarterly. Additionally, a schoolwide STEM family engagement night will be planned to help families understand the value of STEM in children's education.</p>	Jennifer Jones, Rhonda Chantrenne, Stephen Richardson	05/01/2024	Title I [\$800.00]	
<p>[S 2.2] Additional Student Support At JBES, we will provide additional support through tutoring and summer school opportunities to close gaps and impact student achievement in math.</p> <p>Benchmark Indicator Attendance reports for tutoring will be reviewed monthly.</p> <p>iReady growth-monitoring data is reviewed monthly to track student growth and progress.</p> <p>RTI logs will be updated and checked to ensure that appropriate skills are being worked on.</p>	<p>[A 2.2.1] Response to Instruction and Intervention (RTI2) Grades 2-4 have daily math RTI time built into the master schedule. Classroom teachers, interventionists, and educational assistants work with students in small groups to meet instructional needs based on assessments from iReady math, classroom assessments, and fact fluency. Technology is also utilized during this time for remediation and acceleration.</p>	Jennifer Jones, Jenny Sloan	05/01/2024		
	<p>[A 2.2.2] Technology The teachers at JBES all have access to an interactive board. These boards are used to plan and create engaging lessons for math instruction. Also, all students are one-to-one with student devices. Students use their device to address various math skills through My Path on iReady, teacher assigned lessons on iReady, and various other websites that help build math skills and engagement.</p>	Jennifer Jones	05/23/2024		
	<p>[A 2.2.3] Family Engagement The school will strive to involve families in their child's education to help them be more successful in class and with their overall achievement. The school will do this through the use of the classroom</p>	Stephen Richardson, Jennifer Jones	03/29/2024	Title I	

	communication folders and monthly newsletters. In addition, the school will host math and STEM nights to assist families in knowing ways to help their students.				
--	--	--	--	--	--

[G 3] Increase Academic Achievement: ELA

For the 2023-2024 school year, JBES will improve TCAP Reading and Language Arts percentage of all students (K-4) and student groups who meet or exceed expectations.

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 -4 TN Ready, increase the percentage of students who meet and exceed expectations from 26.3% to 36%

For SWD 3 - 4 TN Ready, increase the percentage of students who meet and exceed expectations from 3.4% to 16%

For ED 3 - 4 TN Ready, increase the percentage of students who meet and exceed expectations from 13.7% to 25%

For EL 3 - 4 TN Ready, increase the percentage of students who meet and exceed expectations from 2.9% to 15%

For BHN 3 - 4 TN Ready, increase the percentage of students who meet and exceed expectations from 15.4% to 26%

For grades K-2, on the universal screener, JBES will increase the percentage of students scoring above/mid grade level from 38.9% to 46.6%.

JBES will increase students testing on-track or exceeding expectations in Reading and Language arts on TN Ready to the following:

For 3rd grade, from 29% to 37.9%

For 4th grade, from 19% to 29.1%

For Black/African American students in grades 3-4, from 14% to 24.8%

For ELL students in grades 3-4, from 9% to 20.4%

For SWD in grades 3-4, from 0% to 12.5%

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 3.1] High Quality Instructional Material Implementation 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>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</p>	<p>[A 3.1.1] Tier I ELA Instruction JBES will ensure that high quality Tier I instruction takes place daily through several steps:</p> <ul style="list-style-type: none"> * JBES will use the Wonders curriculum for Tier I instruction. Teachers will follow curriculum pacing guides. * We will supplement with Tier I instruction with Ready Reading and the Teacher Toolbox within the program. * Foundational skills are taught across all grade levels using the 95% Core Phonics program, and the master schedule has a designated time for these skills to be taught. * Grade-level PLCs will set SMART goals and monitor through data team meetings. * Weekly lesson plans will be written and shared with administrators using PlanbookEdu. Lesson plans will contain state standards, lesson objectives, materials, and activities. * Administrators will conduct frequent walkthroughs in classrooms using the IPG to ensure that curriculum materials, district pacing, and best-practices for instruction are being followed. 	Jennifer Jones	05/23/2024		

<p>Actions 1-3: Standard Rigor, Questioning, and Student Engagement); Coaching logs from Content coaches.</p> <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>JBES will analyze data from the iReady reading assessment, 95% Phonics Screener, and CASE benchmark assessment to determine proficiency on grade-level standards and take appropriate steps to address deficiencies.</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 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>JBES will administer the fall, winter, and spring iReady Reading benchmarks to all grade levels.</p> <p>The 95% Phonics screener will be administered to all students in grade levels 2-4 in the fall. The</p>	<p>[A 3.2.1] Assessment Data Data from the iReady Reading Benchmark will be used to identify students for intervention and acceleration during RTI time. All students will take the monthly progress monitoring assessment to ensure growth is happening consistently. The phonics screener and/or phonological awareness screener will be used to determine exact areas that students are struggling and this data will be used to form small groups for intervention. Teachers and interventionists will collaborate to analyze data from the assessments to best meet student needs.</p> <p>Teachers will use information from assessments to guide their lesson plans, plan differentiated small groups, and refine instructional practices.</p>	<p>Jennifer Jones, Classroom teachers</p>	<p>04/30/2024</p>		

<p>Phonological Awareness screener will be administered to all first grade students in the fall and kindergarten students in January.</p> <p>ESGI will be used to track student progress with reading goals in grades K-1.</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>Data from iReady Reading and the phonics screener will be used to form RTI groups based off of student needs. Students who fall below the 25th percentile will be progress monitored.</p>					
<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>JBES will utilize site-based learning coaches to support teachers with instruction. School coaches will conduct needs assessments to determine teachers' needs.</p>	<p>[A 3.3.1] Professional Learning JBES will utilize 4 teacher coaches to assist with professional learning. The Instructional Coach is responsible for supporting student achievement in all content areas to include supporting the implementation and fidelity of Tier 1 instruction. The Assessment Coach helps support school teams with assessment practices, platform usage for assessment creation and implementation, and data preparation for the purpose of PLC and RTI meetings. The Acceleration Coach is responsible for supporting student achievement and growth within the framework of response to intervention as well as enrichment for academic needs. We also</p>	Jennifer Jones	04/30/2024		

<p>Administrators will conduct regular walkthroughs to provide feedback and conduct coaching conversations. Administrators will also work closely with the school coaches to identify trends to address both individually and with the staff.</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**. 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>Teachers at JBES will set individual professional goals during their Bridge conference at the beginning of the year. These will be kept on file and referred to during coaching conversations. submit weekly lesson plans with standards, objectives, and lesson activities for review.</p> <p>Administrators will conduct walkthroughs each quarter using the IPG. Teachers will receive feedback on their instruction from these walkthroughs.</p>	<p>have a Lead Mentor to guide teachers who are new to the profession or new to our building. These four coaches, along with the administrators of JBES, will provide professional development and support for instruction.</p>				
<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</p>	<p>[A 3.4.1] Response to Instruction and Intervention The school's master schedule includes a daily intervention time for ELA at each grade level. Classroom teachers, interventionists, and educational assistants work with students in small groups to meet instructional needs based on</p>	Jennifer Jones	05/20/2024	Title I [\$6500.00]	

<p>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>Joseph Brown Elementary will provide daily RTI time to identify and address gaps in foundational skills and ELA standards as identified by data. In addition, students will utilize the iReady Reading platform in class and follow My Path to address skill gaps. After school tutoring will be offered to students through TN All Corps. School grade-level teams, interventionists, and admin also meet as a Student-Support Team to make recommendations about students who are not making adequate progress.</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>assessments from iReady Reading, the 95% Group Phonemic Awareness and Phonics screener, and progress monitoring data. Technology tools and programs will also be utilized to provide support students, including iReady Reading for standard support.</p>				
--	--	--	--	--	--

<p>The master schedule for JBES will have 45 minutes of ELA RTI for all grade levels. Interventionists and assistants will be used to work with students in small groups and meet student needs. Students will be identified for progress monitoring from the iReady Reading benchmark that will be given 3 times a year.</p> <p>In addition, the Student Support Team (SST) will meet every 6 weeks to discuss students who are not making adequate progress and make recommendations.</p>					
	<p>[A 3.4.2] Interventionists Interventionists serve as an important resource to improve instruction and student achievement. They work with at-risk students in small groups to address skill gaps and meet individual needs. They meet with student support teams to discuss progress and make recommendations for placement. In addition, interventionists work with the Acceleration Coach and Assistant Principal to analyze data and form intervention groups.</p>	<p>Jennifer Jones, Intervention teachers</p>	<p>03/30/2024</p>	<p>Title I</p>	
	<p>[A 3.4.3] Family Engagement The school will strive to involve families in their child's education to help them be more successful in class and with their overall achievement. The school will do this through the use of the classroom communication folders and monthly newsletters. In addition, we will host curriculum-dedicated nights to aid families in assisting their student with ELA skills.</p>	<p>Stephen Richardson, Jennifer Jones</p>	<p>02/29/2024</p>	<p>Title I</p>	

[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

JBES will maintain teacher retention rate of 90 percent.

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>JBES will have teacher-leaders serving in various leadership roles within the school, including: Instructional Coach, Acceleration Coach, Assessment Coach, and Lead Mentors. In addition, each team within the school has a chairperson serving on the school leadership team as part of the decision-making process.</p> <p>The school will seek opportunities for teachers to participate in leadership opportunities and develop their leadership skills through presentations within the building.</p> <p>Benchmark Indicator 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>Agendas/Sign-In sheets for leadership team meetings, faculty meetings</p> <p>Aspiring Administrators sign-ups</p> <p>Coaching logs of school coaches</p>	<p>[A 4.1.1] Developing Teacher Leaders JBES encourages teachers to lead within the school. We encourage teachers to be involved in the decision-making processes through participation in various teams such as the RTI2B team, Safety Team, and Leadership Team. We also utilize teachers as coaches within the school, including: Lead Mentor, Instructional Coach, Acceleration Coach, and Assessment Coach. In addition, we encourage teachers to join the Aspiring Administrators training as they seek to grow their leadership skills.</p>	Jennifer Jones	05/20/2024		
<p>[S 4.2] Recruitment/Retention JBES will use a variety of strategies to help</p>	<p>[A 4.2.1] Teacher Retention Program JBES will work to increase teacher retention by</p>	Jennifer Jones, Jennifer Potts	12/22/2023		

<p>facilitate the recruitment, hiring, and retention of high-quality personnel which will positively impact our school climate and culture and will lead to an improvement in student learning and achievement.</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>	<p>ensuring that new teachers and teachers who are new to our building are supported through a collaborative and shared decision-making process. Our lead mentor will work with teachers and also assign other mentors to assist as needed.</p> <p>To help ensure our retention of teachers, JBES will use Title I staff throughout the day to push into new and struggling teachers classrooms to help provide mentorship/guidance for classroom management.</p>				
	<p>[A 4.2.2] Teacher Recruitment Program JBES will work with and encourage the assistants in our building who are pursuing a degree in education by providing opportunities and guidance as needed.</p> <p>We will also contact local colleges/universities to request students be placed within our school for various classes and student teaching to hopefully begin recruiting them to work here at JBES.</p>	Jennifer Jones, Stephen Richardson	01/31/2024		