

Battle Creek Elementary School Annual Plan (2021 - 2022)

Last Modified at Sep 14, 2021 01:03 PM CDT

[G 1] Maintain Safe and Healthy Students

For 2021-2022, students will have equal access to a safe learning environment that promotes academic achievement, limits the amount of lost instructional time, and ensure that all students have the opportunity to learn.

Performance Measure

Reduce the percentage of students disciplined from 13.9% to 12%. Reduce the percentage of boys disciplined from 83% to 63%.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 1.1] Behavioral interventions and supports Battle Creek Elementary collaborates with The Tennessee Behavior Supports Project (TSBP) at Vanderbilt University to develop school-wide positive support plans. Response to Instruction and Intervention-Behavior (RTI²-B) is a Multi-Tiered System of Supports (MTSS) that offers an evidence-based approach for meeting the behavioral and social needs of students. Having a school-wide discipline plan helps to decrease discipline referral rates while improving the climate and culture of the school environment. The school RTI²-B Tier I team meets monthly to review student behavior and discipline data. The school team utilizes data from the Student Risk Screening Scale - Internalizing and Externalizing behaviors (SRSS-IE), as well as, office discipline referral forms and parent referrals. The SRSS-IE universal screener is completed by homeroom teachers to ensure all students in the school are assessed for evidence of internalizing and externalizing behavior. Teachers complete the screener in September and April of each school year, with the option to complete the screener in January. The screener helps to identify students who may be at risk for challenging behaviors. The screener also</p>	<p>[A 1.1.1] Demographic Data Collection for RTI²-B The RTI²-B team will meet monthly to review and analyze student discipline data. Each quarter, teachers will compile and analyze student discipline data at the classroom and grade level. Subgroup data will be entered for all office discipline referrals and will be analyzed to identify trends quarterly, and share strategies that are working.</p>	RTI ² -B Team Leads, Rebecca Hathaway, Suzie Estes	05/20/2022		

<p>helps with identifying the appropriate supports for challenging student behaviors. Through the monthly meeting, the teams review the data to identify behavior trends to include information like the time, location, and grades of the behavior's occurrence. Grade level teams complete quarterly reflections to determine which classroom level supports and interventions are most effective.</p> <p>Benchmark Indicator A 5% decrease in the number of office discipline referrals. A 20% decrease in the number of boys who receive office discipline referrals. Move from RTI2-B Tier I Implementation to Tier II Implementation.</p>					
	<p>[A 1.1.2] TBSP Tier 2 Training Complete Vanderbilt training and develop plan for Tier 2 plan supports and interventions.</p>	<p>RTI2-B Tier 2 team, Suzie Estes</p>	<p>11/17/2021</p>		
	<p>[A 1.1.3] Emotional Poverty training Contract with Aha! Process to provide training based on Dr. Ruby Payne's Emotional Poverty. Emphasis will be placed on the differences in between boys' and girls' behavior and learning styles.</p>	<p>Jo Schmidt</p>	<p>03/14/2022</p>	<p>Title II [\$3500.00]</p>	
<p>[S 1.2] Parent, family, and community engagement Promote effective parent, family, and community engagement in the planning, implementing and evaluating of district improvement activities and overall student and district goals. BCES will conduct school family community engagement events addressing school climate needs such as but not limited to growth mindset, STEM, bullying prevention, restorative practices, mental health, and transition to elementary school. Follow-up surveys will be used to determine effectiveness and quality of engagement events. BCES will implement the district "Strive to 95" which encourages a 95%</p>	<p>[A 1.2.1] Ensure school outreach to families BCES engages families via the Parents Active with Schools (PAWS) group and through in-person/virtual schoolwide events.</p>	<p>Jo Schmidt, Suzie Estes</p>	<p>05/20/2022</p>		

<p>attendance rate at each school. On a quarterly basis, the school will recognize students that reach the goal of a 95% daily attendance rate. School administrators communicate with families on a weekly basis, via phone call-outs, email, text messaging, and social media. Additional communications are sent as needed for emergencies such as unexpected school closures.</p> <p>Benchmark Indicator Post-event parent surveys used to determine the effectiveness and quality of events Parent Engagement Activity Reports (attendance, survey of activities)</p>					
	<p>[A 1.2.2] Ensure ongoing parent feedback and communication Engage families via surveys and school communications (School messenger, ClassTag, Facebook, Twitter, School Website).</p>	<p>Jo Schmidt, Suzie Estes, April Johnson-webmaster, Teachers</p>	<p>05/20/2022</p>		
	<p>[A 1.2.3] Ensure parent education In order to have effective parent/family involvement, BCES will provide assistance to parents and families in topics such as understanding challenging academic standards, adverse childhood experiences, and chronic absenteeism. Education on transitioning to middle school via SPED support meetings, visiting the building, working closely with the counseling department and middle school administration to communicate what parents need to know for the upcoming 5th grade year.</p>	<p>Linnette Anderson, Erin Allen, Teachers, Jo Schmidt, Suzie Estes</p>	<p>05/14/2021</p>		
<p>[S 1.3] Mental health supports Schoolwide focus on educating and equipping students to foster independence and develop emotional intelligence and social skills.</p> <p>Benchmark Indicator</p>	<p>[A 1.3.1] Professional development Teachers will participate in a year-long Trauma-Informed Schools training and implementation.</p>	<p>Linnette Anderson</p>	<p>05/13/2022</p>		

School climate survey administered to faculty, staff, and students in fall and spring.					
	[A 1.3.2] Schoolwide growth mindset study Students in grades K-4 will participate in a 4-week series of lessons and activities about growth mindset and brain function culminating with a Brain Expo family event.	Suzie Estes, Teachers	09/30/2021		

[G 2] Improve Math Achievement and Growth by 2022

We believe that student achievement levels and yearly growth will increase as schools continue to implement the research-based Ready Math curriculum in grades K-4. With ongoing district teacher training in grade level standards, common formative assessments, and supports for effective planning student performance will improve in all grade bands.

Performance Measure

The number of 2-4 students scoring on track or mastered on TN Ready will increase from 25.3% to 34.6% in 2022. Increase 2nd grade from 17.9% to 28.2% Increase 3rd grade from 31.2% to 39.8% Increase 4th grade from 26.7% to 35.9% The number of K-4 students performing at or above grade level on the Ready Math benchmark assessment will increase as follows: Increase Kindergarten from 50% to 60% Increase 1st grade from 40% to 50% Increase 2nd grade from 15% to 40% Increase 3rd grade from 30% to 45% Increase 4th grade from 29% to 45%

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<p>[S 2.1] Math Instruction on Grade Level As teachers continue implementation of the Ready Math curriculum, provision of a guaranteed and viable curriculum will be strengthened through ongoing participation in grade level PLCs with administrator observation, feedback, and coaching. Information from district walkthroughs will be utilized to pinpoint areas needing additional support.</p> <p>Benchmark Indicator District and school administrators will conduct scheduled math walk-throughs to determine implementation of adopted math curriculum and alignment of standards. The walk through data will be collected through Kick Up. In following the Ready Math Implementation Plan, students and teachers will complete surveys at the end of each</p>	<p>[A 2.1.1] Increase teacher capacity School administrators will support team leaders in creating PLC agendas that prioritize using data from quarterly math walk-throughs to determine implementation of adopted math curriculum and understanding of standards. PLC minutes will provide evidence of ongoing data cycles and adjustment to instruction as informed by the data.</p>	Jo Schmidt, Suzie Estes	05/19/2022		

<p>semester. Ready Math Diagnostic will be conducted and reviewed three times a year in grades K-4. Growth monitoring will be reviewed as scheduled in the math pacing guide. CASE Benchmark assessments will be administered three times a year in grades 2-4. CASE data will be reviewed with the district team.</p>					
	<p>[A 2.1.2] Expand student interaction with Ready Math Teachers will utilize the individualized learning paths and additional online Ready Math components in both Tier I and intervention settings.</p>	<p>Jo Schmidt, Suzie Estes, Teachers</p>	<p>05/20/2022</p>		

[G 3] Improve Literacy achievement and growth by 2022.

We believe if we raise the expectations for all students through the use of high quality instructional materials we will see improvement in (1) teacher practice, (2) student daily work expectations, and (3) student literacy outcomes. Also, we believe if we focus additional efforts in K-2 literacy this year regarding explicit and systematic foundational skills instruction, we will see increased performance from those students more rapidly.

Performance Measure

Increase percentage of students in grades K-2 who score at or above grade level in the national norms on the following Aimsweb measures: Kindergarten-phoneme segmentation from 46% (spring benchmark 2021) to 70% of students scoring at or above the 50% percentile. 1st grade-ORF from 45% (spring benchmark 2021) to 70% of students scoring at or above the 75% percentile. 2nd grade-ORF from 50% (spring benchmark 2021) to 70% of students scoring at or above the 50% percentile. Increase the percentage of students who are on track or mastered from 27.6% (2020-21) to 36.7% on TN Ready for grades 2-4 ELA in 2022. Increase 2nd grade from 11.4% to 22.5%. Increase 3rd grade from 34.4% to 42.6%. Increase 4th grade from 37.2% to 45.1%

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 3.1] Implementation of New High-Quality Instructional Materials (HQIM): Collaborative Planning K-4 teachers will continue implementation of the Wonders reading curriculum, providing a guaranteed and viable curriculum strengthened by ongoing participation in grade level PLCs with administrator participation, feedback, and coaching. Teachers will collaboratively plan to ensure that they understand how to translate the materials into effective classroom practices, aligned to standards, and resulting in student</p>	<p>[A 3.1.1] Increase teacher capacity Time will be allotted throughout the school-year for purposeful planning, curriculum training, and data analysis through PLCs as well as faculty meetings.</p>	<p>Jo Schmidt, Suzie Estes</p>	<p>05/20/2022</p>		

<p>success. Teachers will learn how to use the Unit and Lesson Preparation protocols during the first semester and incorporate them into regular planning during the second semester.</p> <p>Benchmark Indicator Teachers will collaboratively plan weekly and unit plan according to the pacing guide. Building administrators will monitor the implementation of those plans for consistency and quality. Observations of collaborative planning sessions by principals, instructional coaches, and supervisors will be used to assess the quality of the use of the protocol in supporting implementation of the materials. Feedback will be provided to teacher leaders to strengthen the quality of planning. Observations of planning will include evidence of the use of preparation protocols and a focus on improvement in areas where administrator feedback was provided. Teacher use of instructional materials will be collected via administrator observations using the Instructional Practice Guide. Administrators will collect walk-through data and provide each teacher with feedback on their implementation once every two weeks in KickUp. Walk-through data will be used to assess the extent to which teachers are using the materials with integrity, meeting the instructional shifts of the standards, and improving in areas where feedback was provided.</p>					
	<p>[A 3.1.2] Instructional shifts K-2 teachers will provide focused foundational skills instruction to ensure that students master the grade level skills to fluently decode and encode when reading and writing.</p>	<p>Jo Schmidt, Suzie Estes, K-2 Teachers</p>	<p>05/20/2022</p>		
<p>[S 3.2] Implementation of New High-Quality Instructional Materials (HQIM): Principal Feedback Adopting and implementing new, high-quality</p>	<p>[A 3.2.1] Administrator walkthroughs using the Instructional Practice Guide Administrators will conduct walkthroughs using the IPG in Kickup at least every two weeks. Feedback</p>	<p>Jo Schmidt, Suzie Estes</p>	<p>05/13/2022</p>		

<p>instructional materials in grades K-4 will ensure all students have access to the resources and practices they need to be proficient. Teachers will need high-quality and consistent feedback from their principals and instructional coaches to implement well.</p> <p>Benchmark Indicator Observations of collaborative planning sessions by principals, instructional coaches, and supervisors will be used to assess the quality of the use of the protocol in supporting implementation of the materials. Feedback will be provided to teacher leaders to strengthen the quality of planning. Observations of planning will include evidence of the use of preparation protocols and a focus on improvement in areas where administrator feedback was provided. Teacher use of instructional materials will be collected via administrator observations using the Instructional Practice Guide. Administrators will collect walk-through data and provide each teacher with feedback on their implementation once every two weeks in KickUp. Walk-through data will be used to assess the extent to which teachers are using the materials with integrity, meeting the instructional shifts of the standards, and improving in areas where feedback was provided.</p>	<p>will be provided on the implementation of instructional materials.</p>				
	<p>[A 3.2.2] Administrator observation of collaborative planning Administrators will observe at least one collaborative unit preparation and one lesson preparation session per grade level each quarter. Feedback about the quality of the use of the protocols in supporting implementation of instructional materials will be given to team leaders.</p>	<p>Jo Schmidt, Suzie Estes</p>	<p>05/13/2022</p>		
<p>[S 3.3] Provide Additional Support for ELA Implementation</p>	<p>[A 3.3.1] RTI fidelity monitoring RTI fidelity checks will be conducted monthly. Data</p>	<p>Suzie Estes, Beth Hallmark</p>	<p>05/06/2022</p>		

<p>The school administration will continue to support effective RTI practices and provide assistance and training based on results from fidelity monitoring. In addition to RTI support, new teacher induction is important to provide a foundation for teachers to be successful and will enhance implementation. Technology integration is important as students and teachers need to use technology to enhance learning.</p> <p>Benchmark Indicator Fidelity monitoring indicate appropriate interventionsAIMSWEB Scores indicate positive rate of improvement.School administrators and assigned mentors will conduct walkthroughs monthly using a new teacher induction rubric.</p>	<p>will be used to determine where additional training and/or support are needed.</p>				
	<p>[A 3.3.2] RTI AIMSweb data monitoring Aimsweb progress monitoring data for students in Tier 2 and 3 will be reviewed for student progress every 4.5 weeks at grade level data meetings. Changes to intervention will be made based on student progress or lack thereof.</p>	<p>Suzie Estes, Beth Hallmark, Teachers</p>	<p>05/13/2022</p>		