

J. Brown Elementary Annual Plan (2021 - 2022)

Last Modified at Sep 30, 2021 10:38 AM 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% number of students disciplined with exclusionary practices (In-School Suspension, Out of School Suspension) Reduce the percentage of students disciplined ISS from 10.9% to 6% Reduce the percentage of students disciplined OSS from 5.3% to 2.6% Reduce the percentage of BHN, SWD, ED disciplined -BHN 18% to 11%-SWD 18.4% to 11%-ED 19.4% to 11% Increase each school's average daily attendance by 2%

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p><b>[S 1.1] Behavioral interventions and supports</b>                      The district provides support to schools through a collaboration with The Tennessee Behavior Supports Project (TSBP) at Vanderbilt University to develop school-wide positive support plans. Response to Instruction and Intervention-Behavior (RTI<sup>2</sup>-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 suspension/expulsion rates while improving the climate and culture of the school environment. School-based RTII-B teams meet 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</p>	<p><b>[A 1.1.1] Discipline Infraction - Positive Behavior Interventions and Support</b>                      The district will ensure the monitoring of discipline infractions that remove the student from instruction in order to develop an early warning system. Once students are identified, interventions for behavior will be developed. Joseph Brown Elementary School will use the Positive Behavior Interventions and Support program to teach, model, and reinforce appropriate student behavior and address classroom management and character education. The number of disciplinary actions taken against students will be reduced. The percentage of expulsions reported will be reduced. Documentation of the Behavior Team's meetings will be kept as artifacts and used to reflect for refinement. Professional Development: One teacher per grade will complete the Harry Wong Behavioral Management course. Our JBES Academic Facilitator will continue to support the implementation of new and refined strategies into each classroom. Professional Development: There will be continued support in classrooms who are</p>	<p>Fowlkes, Robinson, Sloan</p>	<p>03/01/2021</p>	<p>Title I Budget - Harry Wong Classes [\$900.00]                       Title I Budget - Stipends [\$1000.00]                       Title Budget - Basic Subscriptions for Support [\$150.00]</p>	

<p>January. The screener helps to identify students who may be at risk for challenging behaviors. The screener also 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.</p> <p><b>Benchmark Indicator</b>  A 5% decrease in the number of subgroups who receive office discipline referrals  A 5% decrease in the number of subgroups who receive suspension and expulsion  A 3% decrease in the number of students who attend District Discipline Hearings Sessions  100% of 19 traditional schools implementing RTII-B Tier I strategies observed through school walkthroughs  25% of 19 traditional schools implementing RTII-B Tier II strategies observed through walkthroughs and state-level model school recognition  Number of schools moving from Tier I Implementation to Tier II Implementation (measured annually- school progression from Tier I to Tier III requires observed changes in school-wide discipline practices).  Number of schools moving from Tier II to Tier III (measured annually- school progression from Tier I to Tier III requires observed changes in school-wide discipline practices)</p>	<p>implementing behavior management with Daily Five.</p>				
	<p><b>[A 1.1.2] Discipline Infraction: Student Incentive Program</b>  Joseph Brown Elementary School will continue the student incentive program that motivates and recognizes student academic progress and achievement. Those students making progress towards their set goals will be rewarded in a variety of ways during the year. Parents will be notified of these goals through Class DOJO and their Red Communication Folders. The district will ensure the</p>	<p>Fowlkes, Robinson, Hundley</p>	<p>01/14/2022</p>		

	<p>monitoring of discipline infractions that remove the student from instruction in order to develop an early warning system. Once students are identified, interventions for behavior will be developed. Students will be recognized each nine week by the school, parents, and the community. Benchmark Indicator: Class DOJO Communication Logs, Teacher Communication Logs, Records of Incentive Use, Rates of Students receiving incentives Rates of Student behavior problems will continue to decline and be reduced by half by the end of the 2021-2022 school year.</p>				
	<p><b>[A 1.1.3] Attendance</b>  Joseph Brown Elementary will add to the district's procedures in the school year 2021-2022. . Celebrations will occur regularly when student-set attendance goals are met. Our goals for 2021-2022 is to exhibit less than 5% of absenteeism school-wide. An Attendance Team will make contact with parents after a 3 day absence is logged. Documentation of the communication will be kept by our Attendance Clerk. An additional layer to the county attendance program will be the work that our Title Family Liaison completes. Our Liaison will begin the work targeting two different subgroups. The two subgroups are our ELL students and our students who were remote last year. She will forge relationships with these families and provide monthly feedback on student attendance, behavior, and academic progress. The development of these relationships is designed to improve student attendance and progress.</p>	<p>Busch, Rash,  Riley, Kindler</p>	<p>03/25/2022</p>		
<p><b>[S 1.2] Parent, family, and community engagement</b>  Promote effective parent, family, and community engagement in the planning, implementing and evaluating of district improvement activities and overall student and district goals. The Pupil Services Department launched "Strive to 95" which</p>	<p><b>[A 1.2.1] Transitional Services to Kindergarten</b>  Joseph Brown Elementary will provide transitional services for our incoming Kindergarten students. At the beginning of the year, Title I will host parent workshops to our Kindergarten families to ensure parents feel welcome and belong at our school. Title I will call all Kindergarten parents to ask what</p>	<p>Busch, Rash,  Kandukuri</p>	<p>04/29/2022</p>	<p>Title I Budget  - CopyCats  Printing  [\$300.00]</p> <p>Title I  Budget-</p>	

<p>encourages a 95% attendance rate at each school. On a quarterly basis, the district will recognize schools that reach the goal of a 95% daily attendance rate for students. The district will conduct district family community engagement events addressing school climate needs such as but not limited to bullying, restorative practices, mental health, transition to elementary, middle, and high school. Follow-up surveys will be used to determine the effectiveness and quality of engagement events. Another way the district engages families is through our Family Resource Centers. The district currently has 3 general-funded and 1 Title 1 funded family resource center serving our ED student subgroups. The centers are community-based resource hubs where families can access formal and informal supports. The FRC seeks to provide multiple services to both children and families, like ways to increase parenting skills, and child protective factors, including access to food, shelter, clothing, and educational supports. The FRC establishes family engagement goals which are reviewed quarterly for compliance and implementation. In addition to the FRC's all Title 1 schools complete a family engagement survey which is accessible throughout the school year through the school's website. Title 1 school facilitators are required to review the family engagement survey's throughout the school year. The district communicates with families on a variety of platforms. All families can access all surveys through the district's website home page. The surveys include safety, creative ideas, Maury County School Board, District, and Strategic plans. The surveys remain open throughout the year for parent and student input. The surveys close in April, results are shared on the school website with a callout to parents letting them know the results are available to view. Administrators communicate with families on a weekly basis, via phone call-outs,</p>	<p>changes need to be made to ensure a proper first week for each child. We aim to begin each child's educational career on a positive note and are eager to hear from each parent. Feedback from these conversations will be shared with teachers. Teachers in Kindergarten will coordinate classroom videos to post online for parents unable to come to the building. These videos will, also, help the incoming 2022-2023 parents in the Spring. A Spring Welcome to Kindergarten Fair will be hosted by Joseph Brown Elementary during the day. Community members will be invited to enhance services offered to parents. Title I will provide different ways parents can help prepare their incoming students for school. Additionally, teachers will offer an Open House for incoming parents in the Spring. Parents will be able to bring their children to see the classrooms to help alleviate fear of coming to school. Parents will be able to ask questions regarding the safety of their child. Our School Resource Officer will be able to answer questions regarding the safety of our classrooms.</p>			<p>Parent Engagement Books [\$300.00]</p>	
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<p>email and text messaging. Additional communications are sent as needed for emergencies such as unexpected school closures. The district's central office communicates with families via phone call-outs, emails and text messaging. The district also uses the "Let's Talk" application which provides families 24/7 access to district personnel via mail messaging. The messages are routed to the communications department who sends messages to the appropriate department for a response.</p> <p><b>Benchmark Indicator</b>  Post parent event surveys used to determine the effectiveness and quality of events  Parent Engagement Activity Reports (attendance, survey of activities)  Increase in volunteer visits at JBES  Volunteer Surveys  Community Surveys  Parent Needs Surveys</p>					
	<p><b>[A 1.2.2] Transitional Services to Middle School</b>  The district will support schools in providing educational opportunities to parents and other stakeholders to understand state standards and assessments. Joseph Brown Elementary will provide transitional services for our incoming Middle School Students. Teachers in 4th Grade will coordinate with middle schools a time to tour the new schools and for parents to receive information. Our school counselor will provide classes that allow students to express their concerns and receive lessons to guide their expectations.</p>	<p>Tunia, Robinson</p>	<p>05/13/2022</p>		
	<p><b>[A 1.2.3] Parent Support Workshops and Online Resources</b>  The district will support schools in providing educational opportunities to parents and other stakeholders to understand standards and assessments. Joseph Brown Elementary will provide workshops, events, materials and other educational opportunities to support families in</p>	<p>Busch, Rash, Sloan, Kindler, Wall</p>	<p>03/04/2022</p>	<p>Title I Budget - Books, Parent Resources [\$1000.00]</p>	

	<p>helping their children improve in all aspects of education. These opportunities will be offered each month throughout the school year. The use of Class DoJo, Zoom, and TEAMS will help all parents find an avenue to connect and learn. If parents are unable to attend a workshop, they will be able to find supporting materials on our JBES school website.</p>				
	<p><b>[A 1.2.4] Parent Engagement: Title I Compacts</b>  Title I Nights will be held to inform parents of school and classroom information including Federal programs, grade level academic benchmarks, Tennessee standards, and testing information. Parents will be able to review the compact and teachers will continue to use the compacts during Parent Teacher Conferences. Teachers have requested a reminder to use the compact. The Title I Facilitator will set reminders each month so teachers can use the language in the compact. Parents will be sent messages thanking them for holding up their part of the compact. A brochure outlining the family/ school compact will be sent to parents after the Title I Nights as a reminder.</p>	<p>Busch, Rash, Kindler</p>	<p>04/01/2022</p>		
	<p><b>[A 1.2.5] Community Engagement at JBES</b>  Chronic absenteeism has also been added to the district performance indicator known as the SCORECARD. Each school will be held accountable for ensuring that accurate records for excused and unexcused absences are maintained. Joseph Brown Elementary School will support our children who are chronically absent in many ways. One strategy is through our use of our multiple volunteers. When parent, families, and members of the community are involved, all of our children will benefit. Our volunteers will send the message that our school is important and worthy of adult attention. We will streamline a procedure for volunteers to feel supported and welcomed. A volunteer orientation will be held and frequent</p>	<p>Busch, Rash, Kindler</p>	<p>03/05/2022</p>	<p>Title Budget - Parent Engagement - CopyCats [\$100.00]</p>	

	<p>communication with our volunteers will help them know the support is appreciated. Our goal for the 2021-2022 school year will be that we welcome 500 volunteers into our school building by Winter 2022 as measured by our office sign-in sheets. Due to COVID restrictions, we recognize that this will be stretch to reach. Our partnerships with local sponsors will continue, but may look different for awhile. We will continue to look for new ways to keep communication strong, and interest in our school active.</p>				
<p><b>[S 1.3] Mental health supports</b>          Develop external partnerships and provide necessary student supports for identified mental health needs. By the October 2022 the supervisor of school counseling and mental health will partner with external mental health supports. The supervisor of counseling and mental health supports will share relevant behavior and attendance data related to the social and emotional wellness of all students to school district stakeholders, school board members, and the school community at large. The data will be shared in the spring of each year to serve as a baseline for the following school year. The district RTII-B leadership team reviews behavioral, attendance, SEL data on a monthly basis. The district utilized the data collection tools provided by Tennessee Behavior Supports Project (TBSP).</p> <p><b>Benchmark Indicator</b>          Identify, join and participate in two external community mental health groups Partner with an external group to share resources</p>	<p><b>[A 1.3.1] Mental Health Supports</b>          We have school-based case management through Centerstone located at JBES. The school counselor refers students to school-based case management as well as other programs provided by Centerstone, Mental Health Co-op, Victory Point Counseling &amp; Youth Villages as needed for students and their families. Staff is trained yearly by the Jason Foundation and Cowboy Up for suicide prevention as well as stress relief and mindfulness. School Counselor will send home a newsletter on how to deal with stress/anxiety. School counselor provides monthly character lessons as well as small group and individual counseling. Classroom schedules allow time for social emotional learning during the school day.</p>	<p>Tunia, Robinson</p>	<p>12/01/2021</p>		
<p><b>[G 2] Improve Math Achievement and Growth by 2022</b>          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-8. 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.</p>					

**Performance Measure**

Increase of 10% on track or mastered in all grade bands, 3rd-5th, 6th-8th, and 9th-12th on TN Ready and End of Course math assessments. JBES TN Ready AMO Targets: Second Grade 8.1%, Third Grade 20%, Fourth Grade 15.5

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p><b>[S 2.1] Math Instruction on Grade Level</b>            We purchased and implemented Ready Math in K-8, a high quality math curriculum, during the 2021 - 2022 school year. We developed an implementation plan using the Learning Loss Tools on behalf of the South Central CORE office. Walkthroughs will continue to be conducted with the support of CORE ELA, Math, and RTI Consultants and SREB consultants. In reviewing walk through data via Kick Up and diagnostic benchmark data provided by Ready Math (20-21 school year), we have discovered instruction is not occurring on grade level; therefore, we need to continue to work on teachers' understanding of the standards, the effective implementation of the Ready Math curriculum, and using assessment data that will inform teachers of student progress and guide instruction. We will support teachers through training, collaborative planning, and principal feedback. Even though Ready Math is not available in grades 9-12, we will use the same strategies to increase student growth and achievement. Carnegie Math is the adopted curriculum for Algebra I, II, and Geometry.</p> <p><b>Benchmark Indicator</b>            The district will conduct math walk-throughs quarterly 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</p>	<p><b>[A 2.1.1] Kindergarten Number Naming Fluency</b>            As we address Tennessee Academic Standard for Mathematics Standard K.CC.A. , we aim to target the mastery of number naming. Mastery of identifying numbers 1-20 is a basic building block for the entire standard. At JBES we will ensure that the first building block of this standard is at a solid mastery level. While this standard will be taught and assessed in multiple ways, we plan to track the foundation with Number Naming Fluency with AIMSWeb in Winter and Spring. In 2020, a positive upward trend was noted for number naming. The positive upward trend was an indication of the use of number of the day. Number of the day was supplemented when the county provided pacing guide did not introduce teen numbers until the third quarter. Teachers felt like students could be introduced to these numbers much earlier. In 2021-2022, Kindergarten teachers will continue to implement number of the day and introduce teen numbers in the first semester. Class size in 2021-2022 is lower than in previous years. It is the hope that by lowering class size, the Kindergarten teachers can provide more individual instruction on letter naming and number sense. By Winter 2021, 68% of Kindergarten students will reach or score beyond the benchmark of 31% as measured by AIMSWeb NNF. By Spring 2022, 82% of Kindergarten Students will reach or score beyond the benchmark of 31% by AIMSWeb NNF. Students who do not meet mastery at each benchmark will be targeted for RTI Tier II.</p>	Busch, Rash, Kandukuri	05/13/2022		

<p>at the end of each semester. Ready Math Diagnostic will be conducted and reviewed three times a year in grades K-8. Growth monitoring will be reviewed as available by individual schools. The district will review CASE Benchmark data alongside school teams. Quarterly data will be evaluated for ATSI schools. 19.58% of second grade students at Joseph Brown Elementary will meet the proficiency level on Tennessee State Assessments as they are available in 2022. 25.62% of third grade students at Joseph Brown Elementary will meet the proficiency level on Tennessee State Assessments as they are available in 2022. 16.78% of fourth grade students at Joseph Brown Elementary will meet the proficiency level on Tennessee State Assessments as they are available in 2022.</p>					
	<p><b>[A 2.1.2] First Grade: Tennessee State Standard 1. OA.A.1</b>          During our Root Cause Analysis in February 2020, First grade teachers observed that their Math Facts by 1 Digit was not met. The goal was 83% of students and First Grade scores were 63%. Teachers agreed that practicing the math facts sooner in the school year would have made a difference. First Grade teachers decided to use a timed test to monitor mastery instead of waiting until AIMSweb testing to intervene. Kindergarten teachers added that they could help this goal each year in April and May. Kindergarten teachers will begin to support the pre-mastery of addition and communicate their plans to First Grade. Our Speciality teachers will incorporate these skills in their classroom practices as well. With the collaboration in 2020-2021 and despite multiple schedule disruptions, First Grade met their goal of 82% of their students being proficient or advanced in Winter 2021. This year, First grade teachers would like to continue this upward trend. They will</p>	<p>Busch, Rash, Sloan, Wall, Adkison, District Math Coach</p>	<p>02/11/2022</p>		

	<p>collaborate with many stakeholders for the mastery of Tennessee Standard: Standard 1.OA.A.1. They believe that mastery of this foundational skill will provide a solid base for more complicated state standards. Those not meeting this goal will receive additional support through the RTI process for Math. By Winter 2022, 85% of First grade students will reach or score beyond the benchmark of 31% as measured by AIMSWeb Math Facts by 1 Digit.</p>				
	<p><b>[A 2.1.3] First Grade Tennessee State Standard 1.NBT.B.3</b>          During our Root Cause Analysis in February 2020 and March 2021, First grade teachers observed that their NCF scores were stagnant. No gains or downward trends were noted. Teachers concluded that a lack of concrete to abstract lessons could be a contributing factor. Children from high poverty environments traditionally have a higher problem with abstract concepts. This style of learning needs more structure and guidance. Teachers have requested guidance in developing these lessons. By Winter 2022, 70% of First grade students will reach or score beyond the benchmark of 31% as measured by AIMSWeb NCF. It is the choice of the teachers to use AIMSWeb NCF to measure which level of the Tennessee State standard 1. NBT.B.3 is mastered. The students who do not master this level of the standard will be provided additional instruction through RTI II. Students who do mastery will received mastery practice in the RTI process, as well.</p>	<p>Busch, Rash, Sloan, Hundley, District Math Coach</p>	<p>02/03/2022</p>		
	<p><b>[A 2.1.4] Tennessee State Testing and AMO</b>          Each grade level has reflected on last year's state assessment scores. At Joseph Brown Elementary we are committed to meeting our double AMO targets in each grade. With the assistance of each stakeholder in our school, we believe in the strength of our resources. 19.58% of second grade students at Joseph Brown Elementary will meet the</p>	<p>Busch, Sloan, Rash, Clark, Thompson, Kellum, Andrews, District Math Coach</p>	<p>05/20/2022</p>	<p>Title Budget - Planbook EDU</p>	

	<p>proficiency level on Tennessee State Assessments as they are available in 2022.25.62% of third grade students at Joseph Brown Elementary will meet the proficiency level on Tennessee State Assessments as they are available in 2022.16.78% of fourth grade students at Joseph Brown Elementary will meet the proficiency level on Tennessee State Assessments as they are available in 2022.</p>				
	<p><b>[A 2.1.5] Second Grade RTI</b>  Second Grade teachers have committed to including small group instruction, and classroom volunteers to keep the number of students in Tier II and Tier III lower. The team of teachers believe that by refining their craft in Tier I they can reduce learning gaps and extended learning deficits in their children. The use of volunteers will be heavily relied on to help serve the students who master math concepts in second grade while the teacher can remediate. With training on the assessment tool, the team cohesively agreed on a goal. By Spring 2022, 70% of Second grade students will be in Tier 1 as measured by AIMSWeb math.</p>	<p>Tunia, Sloan, Anderson, Rash</p>	<p>05/20/2022</p>		
	<p><b>[A 2.1.6] Use of Ready Math</b>  After having a year of using iReady materials, four of the five grade levels are planning to track the progress their class is having on the quizzes. The teachers will use the feedback to differentiate and plan for the next lesson. The teachers plan on using the information to guide small groups as well. They have learned that despite the pacing guide urging them to move on, they know they need to solidify learning first. The use of these quizzes will help know who needs the extra instruction. Those students that do not show proficiency or advanced mastery will be taught again in Tier I small group instruction. This is a baseline data point as the materials are new to the school and existing data has not been collected. Joseph Brown Elementary will aim for proficient or advanced on the iReady</p>	<p>Busch, Tunia, Sloan, Rash, McDaniel, Clark, Thompson, Kellum, District Math Coach</p>	<p>04/15/2022</p>	<p>Stipends [\$400.00]</p>	

	<p>quizzes brought to the data teams from August 2021 to April 2022.70% of First Grade students at Joseph Brown Elementary will score proficient or advanced on the iReady quizzes brought to the data team from August 2021 to April 2022.75% of Second Grade students at Joseph Brown Elementary will score proficient or advanced on the iReady quizzes brought to the data team from August 2021 to April 2022.75% of Third Grade students at Joseph Brown Elementary will score proficient or advanced on the iReady quizzes brought to the data team from August 2021 to April 2022.73% of Fourth Grade students at Joseph Brown Elementary will score proficient or advanced on the iReady quizzes brought to the data team from August 2021 to April 2022.</p>				
	<p><b>[A 2.1.7] TN Ready and Number Sense Fluency</b>  Our TN Ready math assessments measure student mastery of the Tennessee Academic Math Standards and require students to demonstrate a deep conceptual understanding of mathematics, number sense, fluency, problem solving and an understanding of the grade-level horizontal coherence embedded within the standards. Two of our grade levels would like to target improvement of number sense fluency in order to raise academic mathematical achievement. The use of multisensory and hands-on learning techniques are contributed to the trend increase in scores. The teachers contributed the success to Ready Math and the use of manipulatives. These practices continue to need refinement and our Academic Facilitator and District Math Facilitator will work with our second grade teachers on improving these strategies. By Winter 2022, 60% of Second grade students will be score proficient or advanced on Number Sense Fluency (AIMSWeb). By Spring 2022, 73% of Second grade students will be score proficient or advanced on Number Sense Fluency</p>	<p>Busch, Rash, Sloan, Clark, Thompson, District Math Coach</p>	<p>05/06/2022</p>	<p>Academic Facilitator</p>	

	<p>(AIMSWeb). By Winter 2022, 80% of Third grade students will be score proficient or advanced on Number Sense Fluency (AIMSWeb).71% of Fourth Grade studentes at Joseph Brown Elementary will be proficient or advanced in Number Comparison Fluency as measured by AIMSWeb in Winter 2022. 77% of Fourth Grade studentes at Joseph Brown Elementary will be proficient or advanced in Number Sense Fluency as measured by AIMSWeb in Winter 2022. The meeting of these goals will help teachers prepare students for higher achievement on our TN Ready assessments.</p>				
	<p><b>[A 2.1.8] School-Wide Disadvantaged Sub-Group Improvements</b>  Teachers will help students reach math proficiency through a minimum of 60 minutes (Kindergarten and first grade), 75 minutes (in grade 2), and 90 minutes (in grades 3 and 4) of math instruction utilizing small group instruction, differentiated strategies and research-based practices, highlighting focus areas as stated in the Tennessee Standards. The educational assistants are providing strong support with a consistent schedule. Students are paired with an assistant to help form a strong working relationship. The district will support schools with the implementation of a RTI Framework. Joseph Brown Elementary School will employ and utilize an educational assistant. This person will serve as a resource to improve instruction, student achievement, and assist in preparing materials for parent activities. Those hired with this purpose will keep detailed records of their work each week and follow the schedule that was submitted. In 2021-2022, students in the economically disadvantaged sub-group will increase in math by 5% as measured by state assessments as they are available.</p>	<p>Tunia, Staggs, Eibel, Sloan, Rash, District Coach</p>	<p>05/16/2022</p>		
	<p><b>[A 2.1.9] Case Assessment in Second, Third and Fourth Grade - Math</b></p>	<p>Busch, Tunia, Clark,</p>	<p>02/11/2022</p>		

	<p>In 2021-2022, the teachers at Joseph Brown Elementary will administer the CASE assessments provided by the Maury County district. Once data is provided, teachers will use the information to guide their lesson plans, plan differentiated small groups, and refinement of instructional practices. These assessments will highlight student's mastery of state standards and provide insight for multi-tiered support. In 2021-2022, the teachers at Joseph Brown Elementary aim to have 80% of students in Tier I by the end of the school year.</p>	<p>Thompson, Andrews</p>			
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**[G 3] By spring 2022, we will improve k-12 literacy.**

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**

Decrease percentage of students in grades k-2 who are below the 90th percentile in the national norms on Aimsweb:Kindergarten-phoneme segmentation from 20% (spring benchmark 2019) to 90% and non-sense words from 6% (spring benchmark 2019) to 90% 1st grade-ORF from 4.4% (winter benchmark 2021) to 90% 2nd grade-ORF from 5.4% (winter benchmark 2021) to 90% Increase the percentage of students who are on track or mastered from 25.7% (2018-19) to 30% on TCAP for grades 3-5 ELA in 2022. TN Ready 2022 AMO Goals for JBES: Second Grade 19.58%, Third Grade 25.62%, Fourth Grade 16.78% iReady quizzes will be mastered by at least 75% of students in grades 1-4th.

<b>Strategy</b>	<b>Action Step</b>	<b>Person Responsible</b>	<b>Estimated Completion Date</b>	<b>Funding Source</b>	<b>Notes</b>
<p><b>[S 3.1] Implementation of New High-Quality Instructional Materials (HQIM): Purchase, Delivery, and Train</b>            Adopting and implementing new, high-quality instructional materials in grades k-12 will ensure that all students have access to the resources and practices they need to be proficient. Teachers and leaders will need on-going professional learning and support to implement the materials well. This is the first of a series of strategies that will support materials implementation. These strategies include purchase, deliver, and train; collaborative planning; and principal feedback.</p>	<p><b>[A 3.1.1] Oral Reading Fluency on the Reading Continuum</b>            The ELA assessment will assess the Tennessee Academic Standards through literary and informational texts requiring students to demonstrate the ability to read closely, analyze text, answer text-dependent questions, provide a written response to a prompt, and demonstrate command of the English language. During root cause analysis, the JBES many teams identified that the scores for Oral Reading Fluency were declining and possible reason that our students were not demonstrating the abilities needed on the</p>	<p>Busch, Tunia, Sloan, Rash, McDaniel, Clark, Thompson, Kellum, District ELA Coach</p>	<p>05/11/2022</p>	<p>Title I Budget-Reading Plus [\$5490.00]             Title I Budget - Read Live [\$1150.00]             Title I Facilitator</p>	

<p><b>Benchmark Indicator</b></p> <p>Positive teacher perceptions of high-quality materials and perception of implementation support: collected via survey quarterly (mid-point of each quarter). The Director of Instruction will be responsible for administering the online survey to collect teacher efficacy with material, and impact of consistent feedback. Leader Preparation: Principal/Instructional Coach feel comfortable providing teacher feedback on Text Complexity and Questions and Tasks of Literacy Learning Walk Tool in KickUp. The principal supervisor will discuss during monthly check-ins with each leadership team. Principal supervisors will also observe walk-throughs and discuss feedback at least twice each semester with each principal to monitor leader support of materials and adjust training needs. School Structures: Schools have a plan for teachers to collaboratively plan weekly and unit plan quarterly. Principal supervisors monitor implementation of those plans for consistency and quality. Teacher knowledge of characteristics of instructional materials: Teachers report opportunities to build their capacity in foundational skills (K-2) and in knowledge based outcomes (K-12) within the perception survey. Principal and instructional coach walkthroughs will be used to monitor implementation and trends will be collected to inform additional learning needs.</p>	<p>TN Ready assessment. Teachers reported that a lack of knowledge in how to teacher and implement systematic instruction as a cause for the downward trend. Teachers now have district materials in all classrooms. The new materials purchased by the county includes independent student readers that the children can read multiple times. It, also, includes fluency passages within the units. These passages will be practiced each week in order to allow students to improve their accuracy, speed, and expression. By Winter 2022, 50% of First grade students will meet or score beyond the 31% benchmark as measured by AIMSWeb Oral Reading Fluency. By Winter 2022, 55% of Second grade students will reach the 31% benchmark as measured by AIMSWeb Oral Reading Fluency. By Spring 2022, 70% of Second grade students will reach the 31% benchmark as measured by AIMSWeb Oral Reading Fluency. By Winter 2022, 65% of Third grade students will reach the 31% benchmark as measured by AIMSWeb Oral Reading Fluency. By Spring 2022, 70% of Third grade students will reach the 31% benchmark as measured by AIMSWeb Oral Reading Fluency. By Winter 2022, 70% of Fourth Grade students will reach the 31% benchmark as measured by AIMSWeb Oral Reading Fluency. Professional Development: Teachers in Third and Fourth Grade and Administrators will complete monthly training on Reading Plus and the use of active reading data.</p>				
	<p><b>[A 3.1.2] Vocabulary</b></p> <p>Vocabulary acquisition is a cornerstone to reading development at JBES. Teachers trust that students must determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials in order to read on grade level. The</p>	<p>Tunia, Clark, Sloan, Rash, Thompson, Kellum, District Coach</p>	<p>05/18/2022</p>	<p>Title Budget - Stipend [\$175.00]</p>	

	<p>teachers have prioritized FL.VA.7 as a target state standard this year. The use of multi-sensory and hands-on learning techniques contributed to the upward trend in Second Grade at JBES. Our plan is to target second grade teachers with additional professional learning opportunities that address vocabulary strategies. These research based strategies will strengthen the practices that are already strengthening the practices in these classrooms. Additionally Reading Plus has a learning component for vocabulary for third and fourth grade. The mastery of grade level vocabulary in Reading Plus will aid all third and fourth grade students to complete grade level work in Reading Plus. Professional Development: Vocabulary strategies will be sharpened by First and Second Grade teachers. These teachers will participate in after-school sessions in conjunction with the Bobbie Solley Center for Excellence in Training. They will continue their training and implementation with our Academic Facilitator. By Winter 2022, 64% of Second grade students will meet or score beyond the 31% benchmark on Vocabulary (AIMSWeb). By Spring 2022, 70% of Second grade students will meet or score beyond the 31% benchmark on Vocabulary (AIMSWeb). By Spring 2022, 80% of Third and Fourth grade students will master grade level on Reading Plus.</p>				
<p><b>[S 3.2] Implementation of New High-quality Instructional Materials (HQIM): Collaborative Planning</b> Adopting and implementing new, high-quality instructional materials in grades K-12 will ensure that all students have the access to the resources and practices they need to be proficient. Teachers will need to collaboratively plan to ensure that they understand how to translate the materials into effective classroom practices.</p>	<p><b>[A 3.2.1] Kindergarten Foundational Skills</b> [A 3.2.1] Kindergarten Foundational Skills: Letter Word Sound Fluency Kindergarten teachers at Joseph Brown Elementary recognize the need to identify the progression of student's word sound fluency. After receiving READ 360 training, the teachers were eager to target the success of student's word sound fluency in their classrooms as their provide direct instruction of this skill. Teachers will work with administrators and the academic facilitator to design lessons and use data to refine</p>	<p>Busch, Rash, Sloan, Kandukuri, District ELA Coach</p>	<p>01/28/2022</p>	<p>Title I Budget - Heggerty Class [\$400.00]  Title I Budget- Stipend for Heggerty [\$500.00]</p>	

<p><b>Benchmark Indicator</b></p> <p>Teacher perceptions of new curriculum will be collected through a survey two times during the 2020-21 school year at the end of each semester: December and May. The Director of Instruction will be responsible for administering the survey and reporting on the findings. Teachers will collaboratively plan weekly and unit plan quarterly. Instruction department supervisors monitor the implementation of those plans for consistency and quality. Regular and routine collaborative planning is focused on principal feedback: Principals observations of planning indicate use of the planning protocol and a focus on improving areas where principal feedback was provided. 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. Teacher use of instructional materials will be collected via principal observations using the Instructional Practice Guide. Principals will collect walk-through data and provide each teacher with feedback on their implementation at least 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 and are meeting the instructional shifts of the standards. The district instructional team will review data across the district and will be used to adjust professional development and opportunities for collaborative planning.</p>	<p>their practices. In 2022, 80% of Kindergarten students at Joseph Brown Elementary will score at or above 31% as measured by AIMSweb testing in the Spring. Professional Development: Teachers will complete an online one-hour self-paced class to gain knowledge in phonemic awareness. Professional Development: Joseph Brown Elementary Kindergarten and First Grade teachers that have taught less than five years in their current grade will participate in additional ESGI training and 95% training.</p>			<p>Title I Budget - Stipend for ESGI Training [\$350.00]</p> <p>Title I Budget - Stipend for 95% Training [\$175.00]</p>	
	<p><b>[A 3.2.2] Student Led Conferences</b></p> <p>JBES's Reading AMOs will be met as measured by state assessments as available. The strategy chosen to help all students reach this goal is the implementation of student led data notebooks.</p>	<p>Busch, Tunia, Sloan</p>	<p>03/11/2022</p>	<p>Title I Budget - Index dividers, notebooks, etc [\$500.00]</p>	

	<p>These notebooks will help students keep samples of their work and assessments. The students will chart their progress in a way that is developmentally appropriate for that grade level. The charting of goals will help students identify their progress and/ or future specific goals. In our Leadership Meetings, each grade level will report out the effectiveness of the use and goals reached by the students. Grade levels may utilize the strategy of setting goals with the incentive of receiving a reward of some type. Professional Development: During Faculty meetings teachers will receive additional training on how to implement student led conferencing efficiently. Training will be offered to use writing to cover student mastery of standards in application.</p>			<p>Stipends for Writing Training [\$400.00]</p>	
<p><b>[S 3.3] Implementation of New High-Quality Instructional Materials (HQIM): Principal Feedback</b> Adopting and implementing new, high-quality instructional materials in grades K-12 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. This is the third of a series of strategies that will support materials implementation. These strategies together include: purchase, deliver, and train; collaborative planning; and principal feedback.</p> <p><b>Benchmark Indicator</b> Leader Preparation: Principal/Instructional Coach feel comfortable providing teacher feedback on text complexity and questions and tasks using the Literacy Learning Walk tool in KickUp. The principal supervisor will discuss during monthly check-ins with each leadership team. Principal supervisors will also observe walk-throughs and discuss</p>	<p><b>[A 3.3.1] Highly Qualified Classrooms in Order to Meet AMO Targets</b> Joseph Brown Elementary's classrooms will use various digital tools to provide supplemental reading instruction and resources. Teachers and students will use technology to impact the quality, content and structure of teaching and learning that is focused on results. Various digital tools will be used to provided supplemental math instruction and resources. While conducting formal and informal observations, administration will provide feedback on how well the teacher is maximizing the effect of these tools. We realize it is not just having these tools. It is about how well we utilize them each day. Administrative feedback will guide the improvements needed. In order to meet AMO goals, Administrators will actively monitor lesson plans, observe classrooms, and engage in data interpretation during weekly data teams.</p>	<p>Busch, Tunia</p>	<p>12/03/2021</p>	<p>Academic Facilitator  Title I Budget - Planbook [\$608.00]</p>	

<p>feedback at least twice each semester with each principal to monitor leader support of materials and adjust training needs. Quality of principal feedback: Principal submit samples of feedback provided to teachers at quarterly intervals. Principal supervisor reviews feedback to guide training on providing high-quality feedback to teachers. Principal supervisor will also observe each principal conducting walk-throughs and providing feedback. Teacher use of instructional materials: Collected via principal observations using the Instructional Practice Guide. Principals will collect walk-through data and provide each teacher with feedback on their implementation at least once every two weeks. Walk-through data will be used to assess the extent to which teachers are using the material with integrity and are meeting the instructional shifts of the standards. Principals will submit walk-through data to the district instructional materials team for review of data across the district. Data will be used to adjust teacher training and collaborative planning opportunities. Regular and routine collaborative planning is focused on principal feedback: Principals observations of planning indicate use of the planning protocol and a focus on improving areas where principal feedback was provided.</p>					
	<p><b>[A 3.3.2] CASE Assessments in Second, Third and Fourth Grades</b>  In 2021-2022, the teachers at Joseph Brown Elementary will administer the CASE assessments provided by the Maury County district. Once data is provided, teachers will use the information to guide their lesson plans, plan differentiated small groups, and refinement of instructional practices. These assessments will highlight student's mastery of state standards and provide insight for multi-tiered support. In 2021-2022, the teachers at Joseph</p>	<p>Busch, Tunia, Clark, Thompson, Andrews</p>	<p>02/04/2022</p>		

	Brown Elementary aim to have 80% of students in Tier I by the end of the school year.				
<p><b>[S 3.4] Provide Additional Support for ELA Implementation</b></p> <p>The district 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><b>Benchmark Indicator</b></p> <p>Fidelity monitoring indicate appropriate interventionsAIMSWEB Scores indicated positive rate of improvement.School level ambassadors and district leaders will use the TIM observation tool three times quarterly in various classrooms to identify trends in successful technology integration.School administrators and assigned mentors will conduct walkthroughs monthly using a new teacher induction rubric.</p>	<p><b>[A 3.4.1] Beyond Foundational Skills: Comprehension</b></p> <p>This reading comprehension goal was met in 2019-2020, however in 2021 the scores began to decline. In 2021-2022 Teachers will set goals with the success of Reading Plus comprehension and communicate these goals to the parents. Students will spend time using Reading Plus to address comprehension and teachers will use supports to address gaps. Teachers will work with our Academic Facilitator to target a timeline of teaching comprehension. Computer based Reading Plus will be used by all students for comprehension practice In 2021-2022, 73% of fourth grade students will be proficient or advanced as measured by AIMSWeb Reading Comprehension. 65% of Third Grade students at Joseph Brown Elementary will be profient or advanced in comprehension as measured by AIMSWeb in Winter 2022.</p>	Busch, NiElle, Rash, Sloan, Thompson, Kellum	02/01/2022	Reading Plus	
	<p><b>[A 3.4.2] Kindergarten Phoneme Segmentation</b></p> <p>The teachers indicated that they implement a Heggerty routine but were unsure of the continuum that acquisition of phoneme segmentation follows. This year professional development will be offered to the Kindergarten teachers to properly train them on materials that they are using in their classrooms. A combination of training from Heggerty and 95% will hopefully provide a solid base of what is needed to be mastered first in reading and writing . By Winter 2022, 68% of Kindergarten students will be proficient or advance as measured by AIMSWeb Phoneme Segmentation.</p>	Tunia, Sloan, Rash, Kandukuri	02/25/2022		

