

J. R. Baker Elementary Annual Plan (2021 - 2022)

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[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>[S 1.1] Behavioral interventions and supports 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 (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 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>[A 1.1.1] Discipline J.R. Baker Elementary will continue to fine tune a school wide behavioral support plan by implementing positive reinforcement, providing supports based on students' needs, and utilizing school resources. Teachers will provide incentive walls in their classrooms. An SSRS screener for behavior/mental health will be completed by teachers and this data will be used to form RTIb tier 2 small groups. Ms. Green will conduct weekly small group sessions with these students to work on social and/or emotional skills. In addition to this, the check-in check-out behavioral strategy will be used for students identified on the SSRS or as recommended by their classroom teacher. Monthly class lessons will also be conducted based on school wide general student behavioral/emotional needs. The RTIb team will analyze behavioral data and effectiveness of behavioral supports on a monthly basis, beginning on 9/13/21.</p>	<p>Ms. Green, Mrs. Smith</p>	<p>10/04/2021</p>	<p>n/a</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>Benchmark Indicator 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 walkthroughs25% 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)Baker: Specifically in 2nd grade less office referrals for behavior and a decrease in Tier II RTI for behavior.</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. The Pupil Services Department launched "Strive to 95" which encourages a 95% attendance rate at each school.</p>	<p>[A 1.2.1] Parent and family involvement Our Title 1 team consists of administration, staff, parent, and student representatives. A survey was sent home to each parent to gather input about family engagement. Families are invited to Open House at the beginning of the year and expectations for behavior are shared. Communication is ongoing throughout the year with</p>	<p>Administration</p>	<p>05/20/2022</p>		

<p>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, email and text messaging. Additional</p>	<p>individual students and their parents by teachers and administration.</p>				
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<p>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>Benchmark Indicator Post parent event surveys used to determine the effectiveness and quality of events Parent Engagement Activity Reports (attendance, survey of activities)</p>					
	<p>[A 1.2.2] Transition to Middle School Plan for a transition night toward the end of school to invite Middle School Admin. to discuss expectations, important dates, Tiger Camp to our outgoing 4th graders and their parents.</p>	<p>Mr. Clanton, 4th Grade Teachers</p>	<p>12/17/2021</p>		
<p>[S 1.3] Mental health supports 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 (TBSPP).</p>	<p>[A 1.3.1] Mental Health Supports J.R. Baker's guidance counselor, Ms. Green, will partner with Centerstone to provide emotional supports to students. Baker will also work with Cowboy Up to provide suicide prevention training to 4th grade students. Teachers and staff have also received suicide prevention training through Cowboy Up. Classroom teachers use the curriculum, In Focus, to provide daily social emotional learning. J.R. Baker monitors and provides student support based on SEL data. This data is reviewed at least monthly during RTI meetings. Guidance counselor, Ms. Green, uses Casel standards and competencies to provide monthly lessons to classrooms. J.R. Baker teachers commit to daily social emotional check ins to all students.</p>	<p>Ms. Green, Classroom teachers</p>	<p>10/04/2021</p>		

<p>Benchmark Indicator Identify, students who may need Social Emotional support.</p>					
<p>[S 1.4] Decreasing chronic unexcused absenteeism J.R. Baker will prioritize student attendance including: arriving on time, being present daily, and decreasing early dismissals.</p> <p>Benchmark Indicator J.R. Baker Elementary will decrease chronic unexcused absenteeism by 2%.</p>	<p>[A 1.4.1] Decreasing chronic absences We will encourage students to arrive to school on time by providing morning recess from 7:30-8:00 daily. If necessary, students will eat breakfast in their classrooms to prevent tardiness. Parent and family engagement activities will include informative sessions explaining the effect of attendance on student learning. We will continue to firmly enforce district attendance policies. Teachers will follow up with a family if students are absent for more than 2 days in a row or if chronic absences become a problem. We will reduce transition time between quarantined and in-person settings by providing students with necessary devices and learning materials.</p>	<p>Office staff, Administration, Classroom Teachers, Parents, Title 1 Facilitator</p>	<p>05/20/2022</p>	<p>Title 1 Budget: Family and Parent Engagement (for session) [\$100.00]</p>	
<p>[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-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> <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.School level goal: As measured on Tready, J.R. Baker will increase 2nd grade math achievement from 18% to 23.1%. In third grade math achievement will increase from 18% to 23.1%. Fourth grade math achievement will increase from 34% to 38.1%.In support of this goal, J.R. Baker Elementary will continue to provide services to our subgroups, specifically our black/African American, students with an IEP, and Hispanic populations, which showed disparity in our tready data. Our 4th grade students with an IEP subgroup will increase from 17% to 25% on track or mastered.</p>					
<p>Strategy</p>	<p>Action Step</p>	<p>Person Responsible</p>	<p>Estimated Completion Date</p>	<p>Funding Source</p>	<p>Notes</p>
<p>[S 2.1] Math Instruction on Grade Level 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</p>	<p>[A 2.1.1] Increase math achievement J.R. Baker Elementary will increase math proficiency by prioritizing math foundational skills including math fact fluency and number sense. We will promote "parental buy-in" by providing</p>	<p>Mr. Clanton and Mrs. Smith</p>	<p>12/17/2021</p>	<p>Title 1 Budget: Family and Parent Engagement</p>	

<p>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>Benchmark Indicator Ready Math Diagnostic will be conducted and reviewed three times a year in grades K-4. After the winter diagnostic we want to see a decrease in Tier 3 (At Risk) and and increase in Tiers 2 and Tier 1. Growth monitoring will be reviewed between fall, winter, and spring diagnostics. Baker will review Case Benchmark assessment throughout the year.</p>	<p>informational sessions covering the importance of the math foundational skills as well as practical applications of how the parents can help their child at home. To increase math fact automaticity, teachers will commit to providing at least 10 minutes a day of computation practice. If needed, teachers will provide differentiated instruction by grouping students to receive instruction on their particular deficit. Individual student goals can align with their skill deficits. For additional practice, students will have access to an online math practice program. The RTI team will analyze if additional math RTI groups are a possibility. Adherence and fidelity with the Ready Math curriculum will continue to be monitored by monthly administration walk-throughs. Data provided by i-ready diagnostics, CASE assessments, and Ready Math benchmarks will be reviewed and analyzed by grade level collaborative meetings weekly. To address the needs of our students with an IEP, Mrs. Honett will provide training to classroom teachers regarding best inclusion practices. These students will continue to receive inclusion services to gain exposure to grade level standards. Teachers and our special education staff will collaborate to ensure students are receiving appropriate accommodations while also receiving as much exposure to grade level material as possible.</p>			<p>(for math sessions) [\$800.00]</p> <p>Title 1 Budget: Instructional Materials and Supplies [\$3000.00]</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. Increase the percentage of students who are on track or mastered from 22% (2018-19) to 26% on TCAP for grades 6-8 ELA in 2022. Increase the percentage of students

who are on track or mastered from 28.4% (2018-19) to 32% on TCAP for grades 9-12 ELA in 2022. School Level Goal: Using Tready data, second grade achievement will increase 26% to 30.6% from proficient or advanced. Third grade achievement will increase from 26% to 30.6% proficient or advanced. Fourth grade achievement will increase from 22% to 26.9% proficient or advanced. In support of this goal, J.R. Baker Elementary will continue to provide services to our subgroups, specifically our Black/African American, students with an IEP, and English learner populations, which showed disparity in our tready data. Our 4th grade students with an IEP subgroup will increase from 8% to 25% on track or mastered.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 3.1] Implementation of New High-Quality Instructional Materials (HQIM): Purchase, Delivery, and Train 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>Benchmark Indicator 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</p>	<p>[A 3.1.1] Implementation of HQIM J.R. Baker Elementary faculty will continue to utilize the district adopted curriculum (Wonders and Ready Math) with fidelity. We will participate in applicable professional development provided by the district.</p>	Administrators, k-4 teachers	05/20/2022		

<p>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.Baker: Administrators will continue to monitor fidelity with monthly walk-throughs and provide feedback to faculty.</p>					
<p>[S 3.2] Implementation of New High-quality Instructional Materials (HQIM): Collaborative Planning 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>Benchmark Indicator 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</p>	<p>[A 3.2.1] High Quality Instructional Materials Weekly grade level planning will revolve around how to meet student needs with district provided instructional materials (Wonders and Ready Math). Weekly agendas will include: materials, classroom practices, and Wonders and Ready Math planning. Administration will provide feedback to grade level chairs regarding effectiveness of grade level and collaborative team meetings. Administration will provide feedback to grade level chairs regarding effectiveness of grade level and collaborative team meetings. Grade level chairs will adjust meetings based on administration input.</p>	<p>k-4 teachers, Administration</p>	<p>12/17/2021</p>		

<p>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>[S 3.3] Implementation of New High-Quality Instructional Materials (HQIM): Principal Feedback</p> <p>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>Benchmark Indicator</p> <p>Leader Preparation: Principal/Instructional Coach</p>	<p>[A 3.3.1] Implementation of HQIM</p> <p>J.R. Baker Elementary faculty will continue to conduct weekly collaborative grade level meetings. Mr. Clanton has conducted a faculty meeting on the Literacy Learning Walk tool to establish expectations.</p>	<p>Administration, K-4 Faculty</p>	<p>05/20/2022</p>		

<p>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 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. Baker: Administration will continue to monitor through monthly walk-throughs and provide feedback. Faculty will participate in related professional development provided by the district.</p>					
<p>[S 3.4] Provide Additional Support for ELA Implementation</p>	<p>[A 3.4.1] ELA implementation Educational assistants have been trained in 95%.</p>	<p>Administration</p>	<p>09/08/2021</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>Benchmark Indicator 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>New teachers will be provided training and support by their grade level team. New teachers will be provided with training videos and/or the opportunity to observe a coworker use the interventions with students. Administration will continue to monitor use and fidelity of intervention programs. Teachers are provided with laptops, display boards, and access to online components of the reading curriculum.</p>				
<p>[S 3.5] Increasing reading achievement J.R. Baker Elementary will increase reading achievement by prioritizing reading foundational skills.</p> <p>Benchmark Indicator Using Tready data, second grade achievement will increase from 26% to 30.6% proficient or advanced. Third grade achievement will increase from 22% to 26.9% proficient or advanced. Fourth grade achievement will increase from 33% to 37.2% proficient or advanced.J.R. Baker Elementary will continue to provide services to our subgroups, specifically our black/African American and Hispanic populations, which showed disparity in our tready data.</p>	<p>[A 3.5.1] Increase Reading Achievement J.R. Baker Elementary will increase the quantity of foundational skills instruction to at least 45 minutes daily. We will also increase the opportunities of application of these skills in real text. We will provide various parental engagement sessions related to foundational skills. In addition, students will have access to an online reading program that provides reading practice. Teachers will continue to take advantage of professional development opportunities centered around foundational skills. Weekly grade level collaborative meetings will analyze common formative assessments, Wonders benchmarks, Aimsweb data, RTI progress monitoring, and CASE assessments to make instructional decisions.To address the needs of our students with an IEP, Mrs. Honett will provide training to classroom teachers regarding best inclusion practices. These students will continue to</p>	<p>Administrators, Title 1 Facilitator, All Faculty, Sarah Honett, Special Education Staff</p>	<p>05/20/2022</p>	<p>Title 1 Budget: Parent and Family Engagement (For sessions) [\$1900.00]</p> <p>Title 1 Budget: PD (For related PD, or subs to cover classes) [\$1000.00]</p> <p>Title 1 Budget:</p>	

	receive inclusion services to gain exposure to grade level standards. Teachers and our special education staff will collaborate to ensure students are receiving appropriate accommodations while also receiving as much exposure to grade level material as possible.			Instructional Materials [\$2784.00]	
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