

**[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 through in school and out of school suspension. Increase our school's average daily attendance rate. Increase academic achievement in reading and math.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p><b>[S 1.1] Behavioral interventions and supports</b> Our guidance counselor will provide behavioral supports to help decrease the number of discipline reports, teacher referrals, and attendance reports by the end of the 2022 school year. We will also work hard to increase student achievement on academic standards by the end of the 2022 school year.</p> <p><b>Benchmark Indicator</b> We will use discipline reports, in-school and out-of-school suspensions reported, and student attendance rates and chronic absenteeism rates. We will use attendance reports, teacher referrals, and school level truancy meetings. We will use smart goal tickets, student incentives, smart goals, and evaluations. We will use a check-in and check-out system with students who struggle with behavior in Tier I. Adults throughout the building will serve as a mentor to these students.</p>	<p><b>[A 1.1.1] RTI2B Tier II Program</b> The program is designed to serve as a behavioral intervention for students identified as needing Tier II support. It will support students who engage in problematic behavior that is unresponsive to the Tier I support. Strategies: Students will participate in a daily or weekly check-in and check-out system with a trusted adult in the building. Students' progress will be monitored by the Tier II Team. Students will participate in small sessions with the guidance counselor.</p>	<p>Julie Tidwell, Laura Sandrell, and Kelly Lusk</p>	<p>05/23/2022</p>		
	<p><b>[A 1.1.2] Safety</b> Our school will make sure that our students will have equal access to a safe learning environment that will promote academic achievement, and limit the amount of lost instructional time to ensure that</p>	<p>Julie Tidwell, Laura Sandrell, and Officer Randall Hickman</p>	<p>05/23/2022</p>		

	<p>all students have the opportunity to learn.Strategies: Our school will conduct monthly drills: lock downs, fire, and tornado drills. Our SRO and administrative staff will have PD for our faculty and staff to go over our school crisis plan at the beginning of the year.Our SRO and administrative staff will provide PD on safety tips for our faculty and staff throughout the school year.Our SRO will conduct monthly building assessments (safety light checks)</p>				
	<p><b>[A 1.1.3] Incentive Program</b> Our school will use a student incentive program to motivate and recognize student academic progress and achievement. Teachers will set differentiated goals that are attainable for all students to meet based on their individual levels.Strategies:Recognize students by announcing their names and achievements during morning announcements..Students will fill out shout out sheets once they meet a SMART Goal and have it posted on student an achievement board throughout the building.Students will ring the bell and receive incentives for mastering their goals.</p>	<p>Julie Tidwell, Laura Sandrell, and All Pre-K -4 Teachers</p>	<p>05/23/2022</p>		
	<p><b>[A 1.1.4] Attendance</b> This collaborative team will work together to increase attendance among our chronic absentee students within our school. This team will work to make sure that chronic absentee students are losing little to no instructional time.Strategies:After 2 consecutive unexcused absences, the administration will make a phone call home to the parent.After having 3 unexcused absences, a letter will be sent home from the attendance clerk.After 5 having 5 unexcused absences a school level meeting is called with the parent. The administration, FRC, and school counselor will work with the parent to come up with strategies to help their child be at school on time.After 10 unexcused absences, parents must go to a county</p>	<p>Julie Tidwell, Laura Sandrell, Vicky Chatman, Megan Chatman, and Kelly Lusk</p>	<p>05/23/2022</p>		

	truancy hearing before a judge to explain their child's absences.				
	<p><b>[A 1.1.5] Ongoing Behavior PD</b>  Our guidance counselor will provide professional development on the Positive Behavior Interventions and Supports to teach, model, and reinforce how to handle students who display problematic behaviors within the Tier I classroom.Strategies:Our guidance counselor will use role play to train the faculty how to handle disruptive students.Our guidance counselor will provide the faculty with triggers to look for that set disruptive students off to alleviate outbursts.Our guidance counselor will provide a follow-up training PD with the STARS program.</p>	Julie Tidwell, Laura Sandrell, and Kelly Lusk	05/23/2022		
<p><b>[S 1.2] Parent, family, and community engagement</b>  MPES wants to provide high quality parent involvement activities for both our parents and students. We will provide parent workshops for our parents. These parent involvement activities and workshops will provide parents with strategies in reading and math to help their children be successful throughout the school year. We also want to keep the lines of communication open with parents to keep them informed about what happens at our school on a daily basis. This will also allow parents to communicate with us on things that they don't understand or need help with.</p> <p><b>Benchmark Indicator</b>  We will use newsletters, documentation of all calls and messages, communication folders, parental feedback, sign-in sheets, agendas, and evaluations.We will use needs assessment surveys, commitment cards returned by parents and students, evaluations, and agendas.</p>	<p><b>[A 1.2.1] Parent Involvement-Parent Communication</b>  Parents will be informed of the standards and strategies being covered at MPES through the school website, social media, and newsletters. Parents will monitor their child's progress through student progress reports, report cards, and communication with teachers.Strategies:Teachers will send home weekly communication folders.Monthly Paw Prints newsletters containing school-wide news and events will be sent home to parentsCopies of all correspondence between parents and teachers will be kept on file for the entire school year.Teachers will use the student agendas as an additional means of keeping parents updated.A grade level weekly/monthly newsletter, containing updates and standards being taught, will be sent home to parents.A weekly call out will be sent to inform parents of upcoming events.Our school website and social media pages will be regularly updated to keep parents informed.</p>	Julie Tidwell, Laura Sandrell, Linda Loyd, Stephanie Baxter, and All Pre-K-4 Teachers	05/23/2022		
	<p><b>[A 1.2.2] Parent Involvement-Orientation</b>  Parents, the community, and other stakeholders will</p>	Julie Tidwell, Laura Sandrell,	08/23/2021		

	<p>be invited to view a Virtual Open House/Parent Orientation video and will be furnished with information about the Title I program.Strategies:An open house/parent orientation will be held at the beginning of the school year. The Title I program will be explained through a presentation and materials will be sent home with each family.Parents will be invited to a Kindergarten Orientation. Parents will be given information about our safety procedures, attendance, Family Resource Center, and other resources that we have at our school.</p>	<p>Stephanie Baxter, and Linda Loyd</p>			
	<p><b>[A 1.2.3] Parent Involvement-Workshops and Activities</b>  The parents, community, and other stakeholders will be invited to attend activities and workshops to learn expected standards and skills.Strategies:The Academic Facilitator will conduct a math parent workshop. The topic(s) will be determined by a needs assessment survey. Workshops and activities held for parents and students throughout the year will be based on the needs assessment filled out by parents.·Flyers and reminders explaining workshops/activities, which will be sent home with students.</p>	<p>Julie Tidwell, Laura Sandrell, La Shun Jones, Stephanie Baxter, and Linda Loyd</p>	<p>05/23/2022</p>		
	<p><b>[A 1.2.4] Parent Involvement-4th Grade Transition</b>  Transitional materials will be provided to outgoing 4th graders and parents through Tiger Transition Camp. Transitional materials will be provided to outgoing 4th graders and their parents in cooperation with the middle school.Strategies:Fourth grade students will tour the middle school and receive transitional materials during the day. Parents will also get to tour the school during the evening.</p>	<p>Julie Tidwell, Laura sandrell, Stephanie Baxter, La Shun Jones, and Fourth Grade Teachers</p>	<p>05/23/2022</p>		

<p><b>[S 1.3] Mental health supports</b> Our guidance counselor will work with mental health agencies to help provide support to our students who are struggling with mental issues to have the proper tools to be able to overcome these issues.D</p> <p><b>Benchmark Indicator</b> We will have outside services such as Camelot and Centerstone to counsel our students.We will have connect parents with the proper services to get their children the help that they need.Our guidance counselor will provide one on one counseling with students struggling with mental issues.</p>	<p><b>[A 1.3.1] Mental and Health Supports</b> Mt. Pleasant Elementary School will provide mental health services for our students.Strategies:The guidance counselor will provide students with services such as classroom guidance, small group counseling, and individual counseling.Our school will use a program from Vanderbilt called the Tennessee Behavior Supports Project (RTI2B) to support students who are at-risk because of their behaviors.MPES has a check-in/check-out system where coaches mentor students on how they can change negative behaviors to positive behaviors.A Centerstone counselor comes into the school on a weekly basis with students who have been referred to the program.Our guidance counselor provides in-home sessions and support to families.We provide mental health support to our parents through organizations such as Camelot and the Mobile Crisis.</p>	<p>Julie Tidwell, Laura Sandrell, and Kelly Lusk</p>	<p>05/23/2022</p>		
<p><b>[S 1.4] Focused support to ATSI, TSI schools</b> The district will provide focused support to ATSI/TSI identified schools.Our guidance counselor along with other adults in our building will mentor our students who continuously struggle with behavior in Tier I to help them find coping strategies that will help them be successful within the classroom.</p> <p><b>Benchmark Indicator</b> We will pair our struggling students up with a coach to mentor them throughout the year. They will use a check-in, check-out system to track student behavior.Students will be rewarded throughout the year for making progress with their behavior.</p>	<p><b>[A 1.4.1] RTI2B Tier II Program</b> The program is designed to serve as a behavioral intervention for students identified as needing Tier II support. It will support students who engage in problematic behavior that is unresponsive to the Tier I support.Strategies:Students will participate in a daily or weekly check-in and check-out system with a trusted adult in the building.Students' progress will be monitored by the Tier II Team.Students will participate in small sessions with the guidance counselor.</p>	<p>Julie Tidwell, Laura Sandrell, and Kelly Lusk</p>	<p>08/23/2021</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.Upon examining the data, we identified that 52 out of 93 students are scoring at Level 1 and Level 2 on the performance level scale in 4thgrade on our AimswebPlus

Assessment. Also, 59 out of 81 students scored at Level 1 or Level 2 in 3rd grade on our Aimsweb Plus Assessment. MPES will work to drill down with various screeners to help understand their gaps in Math. We also will implement IReady Math to help those students gain proficiency in the areas of math computation and fluency while also increasing their number sense. These student groups and students will be identified and will be discussed once a month on Wednesdays during weekly data teams.

**Performance Measure**

3-4 Math: MPES will increase proficiency from 27% to 30% or higher in 3rd grade in 2021-2022. ( 3% gain) MPES will increase proficiency from 38% to 41% or higher in 4th grade in 2021-2022. ( 3% gain)MPES will also have 85% of kindergarten students at a Level 4 or higher on Concepts and Application by the end of the 2022 school year. MPES will have 85% of first graders at a Level 4 or higher on Concepts and Applications, Number Sense Fluency, and Math Facts Fluency by the end of the 2022 school year. MPES will have 85% of second graders at a Level 4 or higher on Concepts and Applications, Number Sense Fluency, and Mental Computation Fluency by the end of the 2022 school year. MPES will have 85% of third graders at a Level 4 or higher on Concepts and Applications, Number Comparison Fluency Triads, and Mental Computation Fluency by the end of the 2022 school year. MPES will have 85% fourth graders at a Level 4 or higher on Concepts and Applications, Number Comparison Fluency Triads, and Mental Computation Fluency by the end of the 2022 school year. This will be measured by the number of students scoring above 30% on Aimswebplus.Supporting Goals: Pre-K: MPES will have 85% of Pre-K students mastering rote counting to 30/Numerical Recognition 1-10 as measured by Pre-K assessment IGD1. Kindergarten: MPES will have 85% of kindergarten students mastering grade level math standards delineated in the MCPS pacing guide as measured by Aimswebplus and I-Ready by the end of 2022 school year. MPES will have 85% of kindergarten students counting to 100. MPES will have 85% of kindergarten students mastering addition and subtraction fluency facts to 10. First Grade: MPES will have 85% of first grade students mastering grade level math standards delineated in the MCPS pacing guide as measured by Aimswebplus and I-Ready by the end of the 2022 school year. MPES will have 85% of first grade students mastering addition and subtraction fluency facts to 20. Second Grade: MPES will have 85% of second grade students mastering grade level math standards delineated in the MCPS pacing guide as measured by Aimswebplus, I-Ready, and SchoolNet by the end of the 2022 school year. MPES will have 85% of second grade students mastering addition and subtraction fluency facts. Third Grade: MPES will have 85% of third grade students mastering grade level math standards delineated in the MCPS pacing guide as measured by Aimswebplus, I-Ready, and SchoolNet by the end of the 2022 school year. MPES will have 85% of third grade students mastering multiplication fluency facts. MPES will have 85% of third grade students with a basic mastery of fractions focusing on parts of a whole and equivalent fractions. Fourth Grade: MPES will have 85% of fourth grade students mastering grade level math standards delineated in the MCPS pacing guide as measured by Aimswebplus, I-Ready, and SchoolNet by the end of the 2022 school year. MPES will have 85% of fourth grade students mastering division fluency facts. MPES will have 85% of fourth grade students mastering place value from the thousandths to the millions place. MPES will have 85% of fourth grade students with a basic mastering of fractions focusing on equivalent fractions, adding and subtracting fractions, and how decimals relate to fractions.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p><b>[S 2.1] Math Instruction on Grade Level</b>            We have discovered that we still have many students still below grade level in math. Therefore, we will continue to work on teachers' understanding of the standards, the effective implementation of the Ready Math curriculum. and how to use the I-Ready toolbox to enhance learning. Data from I-Ready Benchmark Assessments will be analyzed and used to inform teachers of student progress</p>	<p><b>[A 2.1.1] Fact Fluency</b>            Teachers will implement a set block of time to address standards in a systematic and differentiated method to increase fact fluency.Strategies:Students will use XtraMath, Multiplication.Com, That's a Fact, Ready Math, and flash cards to practice facts.Each grade level will focus on specific facts throughout the year: Pre-K (counting to 30), K (number sense), 1st grade (0-20</p>	<p>Julie Julie Tidwell, Laura Sandrell, Linda Loyd, Pre-K-4 Teachers, Specialists, Title Teacher, and Title Assistants.</p>	<p>05/23/2022</p>		

<p>and guide instruction. We will support teachers through training, collaborative planning, and principal feedback. The same strategies will be used to increase student growth and achievement on AimswebPlus Progress Monitoring and end of year achievement test.</p> <p><b>Benchmark Indicator</b> The administrators will conduct math I-Ready fidelity checks daily to determine implementation of adopted math curriculum and alignment of standards. Teachers will follow the district math pacing guides for I-Ready. At the end of each 9 weeks teachers will meet in collaborative teams to validity of what worked or didn't work during the 9 weeks. Ready Math Diagnostic Test will be conducted and reviewed three times a year in grades K-4. Growth monitoring will be reviewed as available by individual schools. Teachers will administer weekly fluency test to determine mastery of facts learned. Teachers will administer M-Comp and M-Cap Test to determine which grade level standards have been mastered. Progress monitoring on Aimsweb Plus Plus will be administered and evaluated three times a year to guide Tier I instruction. Teachers and Administration will analyze pre/post test data during weekly data teams to guide Tier I instruction.</p>	<p>addition facts), 2nd grade (0-20 subtraction facts), 3rd grade (multiplication facts), and 4th grade (division facts)</p>				
	<p><b>[A 2.1.2] Number Sense</b> Teachers will implement Number Talks and I-Ready strategies in their Tier I instruction to enhance the development of number sense. Strategies: Teachers will practice number sense using hands-on manipulatives (dominoes, dice, numberlines, renkenreks, and place value kits). Teachers will use Number Talks in their daily math spiral. Teachers will practice Triads within their Tier I instruction. Students will practice solving contextual word problems during daily Math Problems of the</p>	<p>Julie Julie Tidwell, Laura Sandrell, Linda Loyd, Pre-K-4 Teachers, Specialists, Title Teacher, and Title Assistants.</p>	<p>05/23/2022</p>		

	<p>day. Teachers will use Math Word Walls or anchor charts to display key words or phrases to help students solve contextual word problems.</p>				
	<p><b>[A 2.1.3] Collaborative Teams and Professional Learning Communities</b>  Collaborative Teams and Professional Learning Communities will meet throughout the school year to plan Tier I instruction. Each team will also focus on remediation and intervention strategies to help increase student achievement and close gaps. Strategies: Teachers will be given release time to collaborate and plan differentiated lessons and assessments to improve fact fluency and number sense. Teachers will be given release time to observe teachers with strong instructional practices. The Academic Facilitator will co-teach in classrooms to help strengthen core instruction of struggling teachers. The Academic Facilitator will provide PD to teachers and educational assistants to increase effective teaching practices. Specialists will cover teachers to give them release time to have vertical and horizontal planning across grade levels.</p>	<p>Julie Tidwell,  Laura Sandrell,  Linda Loyd,  Prek-4  Teachers, and  Specialists</p>	<p>05/23/2022</p>		
	<p><b>[A 2.1.4] Academic Facilitator, Title Teacher, Title Assistant, and Interventionist</b>  The Academic Facilitator, Title Teacher, Title Assistants, and Interventionists will serve as a resource to improve instruction and student achievement to meet the needs of at-risk students. They will assist teachers and administrators by working with targeted groups to make sure all students are achieving their grade level benchmarks. They will also assist the administrators and Data Coach with analyzing AIMS Web Plus data and support the implementation of the school-wide plan. Strategies: Implement strategies with direct interaction with students to make sure they are receiving best practices in math. Create a new</p>	<p>Julie Tidwell,  Laura Sandrell,  Linda Loyd,  Stephanie  Baxter, and  Martha Jones</p>	<p>05/23/2022</p>		

	learning environment to enhance RTI by using a variety of hands-on manipulatives and incorporate more movement within small groups. Progress monitor any new students entering MPES, and analyze the data in a timely manner to help the administrators determine which intervention groups students should be placed in.				
	<b>[A 2.1.5] 21st Century Tutoring Contracts</b> 21st Century Tutoring Contracts will be used to meet the needs of at risk students during the school year. Strategies: After school tutoring sessions will be offered to struggling students to help close their gaps in math.	Julie Tidwell, Laura Sandrell, and MPES Faculty Members	05/23/2022		

**[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. Upon examining the data, we identified that 66 out of 93 students are scoring at Level 1 and Level 2 on the performance level scale in 4th grade on our AimswebPlus Assessment. Also, 54 out of 81 students scored at Level 1 or Level 2 in 3rd grade on our Aimsweb Plus Assessment. MPES will work to drill down with various screeners to help understand their gaps in Reading. We also will implement Ready Reading to help those students gain proficiency in the areas of literature and informational text while also increasing their vocabulary. These student groups and students will be identified and will be discussed once a month on Wednesdays during weekly data teams.

**Performance Measure**

3-4 ELA: MPES will increase proficiency from 33% to 36% or higher in 3rd grade in 2021-2022. ( 3% gain ) MPES will increase proficiency from 29 % to 32 % or higher in 4th grade in 2021-2022. ( 3 % gain)MPES will also have 85% of its kindergarten students at a Level 4 or higher on Phoneme Segmentation by the end of the 2022 school year. MPES will have 85% of first graders at a Level 4 or higher on Oral Reading Fluency by the end of the 2022 school year. MPES will have 85% of second graders at a Level 4 or higher on Oral Reading Fluency and Reading Comprehension by the end of the 2022 school year. MPES will have 85% of third graders at a Level 4 or higher on Oral Reading Fluency and Reading Comprehension by the end of the 2022 school year. MPES will have 85% fourth graders at a Level 4 or higher on Oral Reading Fluency and Reading Comprehension by the end of the 2022 school year. This will be measured by the number of students scoring above 30% on Aimswebplus. All students at MPES will read proficient or above grade level by the end of 3rd grade. Supporting Goals: Pre-K-MPES will have 85% of Pre-K students proficient on naming some upper and lower case letters as measured by the Pre-K assessment-portfolios. MPES will also have 85% of Pre-K students able to recognize rhyming words in spoken language. Kindergarten- MPES will have 85% of kindergarten students mastering grade level ELA standards delineated in the MCPS pacing guide as measured by the Aims Plus Spring 2021 benchmark assessment. MPES will have 85% of kindergarten students knowing the kindergarten sight word list. MPES will have 85% of kindergarten students mastering the PASI (Skills 1-5). MPES will have 85% of kindergarten students reading at a Level C by the end of the year. 1st Grade-MPES will have 85% of 1st grade students mastering grade level ELA standards delineated in the MCPS pacing guide as measured by the Aimwebplus Spring 2021 benchmark assessment. MPES will have 85% of 1st grade students mastering CVC and CVCE words as well blends and diagraphs. MPES will have 85% of 1st grade students knowing the 1st grade sight word list. MPES will have 85% of 1st grade students mastering the PSI (Skills 1-5). MPES will have 85% of 1st grade students reading at a Level I by the end of the year. 2nd Grade- MPES will have 85% of 2nd grade students mastering grade level ELA standards delineated in the MCPS pacing guide as measured by the Aimswebplus Spring 2021 benchmark assessment. MPES will have 85% of 2nd grade students mastering the PSI (Skill 5-9). MPES will have 85% of 2nd grade students

reading at a Level M by the end of the year. · 3rd Grade- MPES will have 85% of 3rd grade students mastering grade level ELA standards delineated in the MCPS pacing guide as measured by the Aimswebplus Spring 2021 benchmark assessment. MPES will have 85% of 3rd grade students mastering the PSI (Skill 5-9) and MSRC (Skill 10-15). MPES will have 85% of 3rd grade students reading at a Level P by the end of the year. · 4th Grade- MPES will have 85% of 4th grade students mastering grade level ELA standards delineated in the MCPS pacing guide as measured by the Aimswebplus Spring 2021 benchmark assessment. MPES will have 85% of 4th grade students mastering MSRC (Skill 10-15). MPES will have 85% of 4th grade students reading at a Level S by the end of the year.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p><b>[S 3.1] Implementation of New High-Quality Instructional Materials (HQIM): Purchase, Delivery, and Train</b></p> <p>We will use the Wonders Series to implement new, high-quality instructional materials in grades k-4. Teachers will ensure that all students have access to the resources and practices they need to be proficient in ELA. Teachers and leaders will be provided on-going professional learning and support to implement the materials with fidelity. Administration will provide grade level release time for collaborative planning to enhance Tier I instruction.</p> <p><b>Benchmark Indicator</b></p> <p>Wonders Benchmark Test will be given at the end of each unit to determine if skills within the unit has been mastered. This will drive Tier I instruction. Teachers will do weekly fluency checks on students to see their reading progress. Administration will do daily walk-throughs to make sure that the Wonders Series is being taught with fidelity. Teachers will meet with the Academic Facilitator during grade level planning meetings to make sure that they have opportunities to build their capacity in foundational skills in K-4.</p>	<p><b>[A 3.1.1] Comprehension</b></p> <p>Teachers will implement comprehension strategies during Tier I instruction. Strategies: Teachers will teach comprehension strategies in both small groups and whole groups. Teachers will use read aloud and close reads to practice comprehension. Teachers will use Think Pair Share to allow students the chance to check for understanding. Teachers will increase comprehension by using higher order level of questioning with students through the Wonders Reading Series Framework. Teachers will use universal teaching language for comprehension skills. Teachers will use mentor text, fiction, and nonfiction texts to teach comprehension skills. Teachers will use graphic organizers to aide in teaching comprehension in grades K-4. Students will write narratives, informative, and opinion paragraphs based on texts read.</p>	<p>Julie Tidwell, Laura Sandrell, Linda Loyd, Pre-K-4 Teachers, and Specialists, Title Teacher, and Title Assistants</p>	<p>05/23/2022</p>		
	<p><b>[A 3.1.2] Vocabulary</b></p> <p>Teachers will plan, implement, and provide opportunities for students to read and write vocabulary words, and apply them in their formal</p>	<p>Julie Tidwell, Laura sandrell, Linda Loyd, Pre-K-4</p>	<p>05/23/2022</p>		

	<p>and informal language.Strategies: Teachers will use mentor text, Text Talk, or Wonders Reading Skills to practice vocabulary. Teachers will read from multiple genres and close reading passages to practice vocabulary. Teachers will use Thinking Maps to organize thoughts and increase vocabulary. Teachers will participate in PD on the Wonders Reading Series and academic vocabulary in content areas. Teachers will use the DSA to determine students' spelling stages (prefixes, suffixes, etc.)</p>	<p>Teachers, Specialists, Tile Teacher, Title Assistants, and Educational Assistants.</p>			
	<p><b>[A 3.1.3] Fluency</b> Teachers will implement a set block of time daily to address standards in a systematic and differentiated method to increase oral reading fluency.Strategies:Teachers will use the Wonders Reading Series to set attainable fluency goals with students.Teachers will model fluent reading with a read aloud.Teachers will facilitate choral and repeated reads.Students will practice oral reading fluency by reading solo, with a partner, or in groups while reading plays, reader's theater, poems, and close reading passages.Students will practice oral reading fluency by reading nightly reading passages, sight word list, and sight phrase list (K-4).Teachers will provide more opportunities for students to read sight words in context.</p>	<p>Julie Tidwell, Laura Sandrell, Linda Loyd, Pre-K-4 Teachers, Specialists, Tile Teacher, Title Assistants, and Educational Assistants.</p>	<p>05/23/2022</p>		
<p><b>[S 3.2] Implementation of New High-quality Instructional Materials (HQIM): Collaborative Planning</b> Teachers use the Wonders instructional materials in grades K-4 to ensure that all students have the access to the resources and practices they need to be proficient in ELA. Teachers will collaboratively plan weekly with their team and Academic Facilitator to ensure that they understand how to translate the materials into effective classroom practices for strong Tier I instruction.</p>	<p><b>[A 3.2.1] Collaborative Teams and Professional Learning Communities</b> Collaborative Teams and Professional Learning Communities will meet throughout the school year to plan Tier I instruction. Each team will also focus on remediation and intervention strategies to help increase student achievement and close gaps.Strategies: Teachers will be given release time to collaborate and plan differentiated lessons and assessments from the Wonders Reading Series to improve fluency and comprehension. Teachers will be given release</p>	<p>Julie Tidwell, Laura Sandrell, Linda Loyd, Prek-4 Teachers, and Specialists</p>	<p>05/23/2022</p>		

<p><b>Benchmark Indicator</b></p> <p>Teachers will analyze Wonders data from Benchmark Assessments in weekly data teams. Teachers will collaboratively plan weekly with their team to make sure that they are teaching the Wonders Series with fidelity. Teachers will give Wonders pre/posttest to check to see if skills within each unit are being mastered. Administration and the Academic Facilitator will conduct walk-throughs to make sure that the Wonders Series is being taught with fidelity.</p>	<p>time to observe teachers with strong instructional practices. The Academic Facilitator will co-teach in classrooms to help strengthen core instruction of struggling teachers. The Academic Facilitator will provide PD to teachers and educational assistants to increase effective teaching practices. Teachers will be given release time to collaborate and plan PBL projects. Specialists will cover teachers to give them release time to plan vertically and horizontally across grade levels.</p>				
<p><b>[S 3.3] Implementation of New High-Quality Instructional Materials (HQIM): Principal Feedback</b></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><b>Benchmark Indicator</b></p> <p>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 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</p>	<p><b>[A 3.3.1] Administration and Academic Facilitator</b></p> <p>The administration along with the Academic Facilitator will provide in house professional development in all areas by the Needs Assessment Teacher Survey, Analysis of Data, and TEAM evaluations. Strategies: The administration will conduct walk-throughs to provide teachers with feedback on their strengths and weaknesses during the implementation phase of the Wonders curriculum. The Academic Facilitator will collaborate with the administration to analyze data in order to strengthen Tier I instruction by using the TEAM Evaluation Model. The Academic Facilitator will conduct demonstration lessons from the Wonders Reading Series within the classrooms and model strategies and innovative teaching techniques in reading to strengthen core instruction. The Academic Facilitator will provide intensive instructional support and mentoring to new teachers. The Academic Facilitator will participate with the administration in the formal observation and evaluation of teachers and assist in the preparation and monitoring of assistance plans. The Academic Facilitator and the administration will collaborate with teachers to analyze formative and summative achievement</p>	<p>Julie Tidwell, Laura Sandrell, and Linda Loyd</p>	<p>05/23/2022</p>		

<p>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>data. This data will be used to improve student learning.</p>				
<p><b>[S 3.4] Provide Additional Support for ELA Implementation</b>  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>  Fidelity monitoring indicate appropriate interventionsAIMSWEB Scores indicated positive rate of improvement.School level ambassadors and district leaders will use the TIM observation tool</p>	<p><b>[A 3.4.1] Academic Facilitator, Title Teacher, Title Assistant, and Interventionist</b>  The Academic Facilitator, Title Teacher, Title Assistant, and interventionists will serve as a resource to improve instruction and student achievement to meet the needs of at-risk students. They will assist teachers and administrators by working with targeted groups to make sure all students are achieving their grade level benchmarks. They will also assist the administrators and Data Coach with analyzing Aimswebplus data and support the implementation of the school-wide plan.Strategies: Implement strategies with direct interaction with students to make sure they are receiving best practices in the Wonders Reading Series.Create a new learning environment to enhance RTI by using a variety of</p>	<p>Julie Tidwell, Laura Sandrell, Stephanie Baxter, Linda Loyd, Martha Jones, and</p>	<p>05/23/2022</p>		

<p>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>hands-on manipulatives and incorporate more movement within small groups. Progress monitor any new students entering MPES, and analyze the data in a timely manner to help the administrators determine which intervention groups students should be placed in.</p>				
	<p><b>[A 3.4.2] RTI Team</b>  The RTI Team and other stakeholders will meet to ensure that students are making adequate gains. If students are not making adequate gains the team will collaborate to create a plan of action to meet individual student needs. Strategies: The RTI Team will call a support team with the teacher and administration to brainstorm what resources are available to help students make gains. The RTI Team will call a support team with the teacher and administration to discuss multiple strategies to benefit different learning styles.</p>	<p>Julie Tidwell,  Laura Sandrell,  Toni Fann,  Stephanie Baxter, and  Terri Evitts</p>	<p>05/23/2022</p>		
	<p><b>[A 3.4.3] 21st Century Contracts</b>  21st Century Tutoring Contracts will be used to meet the needs of at risk students during the school year. Strategies: After school tutoring sessions will be offered to struggling students to help close their gaps in reading.</p>	<p>Julie Tidwell,  Laura Sandrell,  and MPES  Faculty  Members</p>	<p>05/23/2022</p>		