

Marvin Wright Elementary School 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% MWES-decrease absenteeism from 10.3% to 8% (18-19)-decrease ED absenteeism from 17.1% to 12% (19-20)

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</p>	<p><b>[A 1.1.1] RTI-B</b>                      The RTI-B team created a positive reinforcement menu to be implemented in classrooms. This menu of items allows students to use their Rocket Rewards to earn prizes. Teachers also are implementing compliment points, marble jars, brownie points, etc to reinforce positive behavior. We will continue to focus on Tier I interventions and strengthen our Tier I behaviors while implementing Tier II strategies for those students who need more support. Finally, RTI-B lesson plans were reviewed, taught, and re-enforced during the first 10 days of school to ensure student success with school wide behavior expectations.</p>	<p>All faculty and staff/RTI-B Team</p>	<p>10/01/2021</p>		

<p>year, with the option to complete the screener in January. The screener helps to identify students who may be at risk for challenging behaviors. The screener also 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  MWES will decrease the number of discipline referrals by 5%  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><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 encourages a 95% attendance rate at each school.</p>	<p><b>[A 1.2.1] Chronic Absenteeism</b>  MWES will increase our student daily attendance by recognizing those students who have shown perfect attendance for each nine week period. MWES will decrease our chronic absenteeism from 10.3% to 8%. MWES will provide a newsletter to parents stating the importance of attendance and how missing impacts their success. A letter will be</p>	Administration	09/10/2021		

<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>given to parents at the end of each nine weeks for those students who are chronic. This letter will state how many absences their child/children has accrued over time.</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><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)</p>					
	<p><b>[A 1.2.2] Transition to Middle School</b> MWES will work with SHMS and BCMS to help transition 4th grade students to 5th grade. MWES will help assist with 5th grade open house at each school, and help communicate information to each parent about important information. MWES will pass out open house flyers to all parents for each school.</p>	<p>4th Grade Teachers</p>	<p>05/13/2022</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,</p>	<p><b>[A 1.3.1] Mental Health Support</b> Mrs. Sheri Muehlbauer will provide training for all staff to address the social emotional well being of students. Mrs. Muehlbauer will discuss strategies and curriculum that teachers can utilize in the classroom. These strategies will lead into RTI-B and tracking those students who are high on our SRSS data of internalizing and externalizing behaviors. This data is given 3 times a year so we can see by tracking students if additional professional development or support is needed. Mrs. Muehlbauer collaborates with teachers to set up times to visit classrooms to do whole group SEL lessons. Each lesson is geared toward a different topic and helps students with SEL strategies.</p>	<p>Sheri Muehlbauer</p>	<p>10/01/2021</p>		

<p>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 groupsPartner with an external group to share resources</p>					
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**[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.

**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.MWES-Increase 2nd Grade Proficiency (TCAP) from 41% to 51%-Increase 3rd Grade Proficiency (TCAP) from 48% to 58%-Increase 4th Grade Proficiency (TCAP) from 52% to 62%

<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 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</p>	<p><b>[A 2.1.1] Standards</b> Teachers will be responsible for utilizing Ready Math daily. They will utilize the district's pacing calendar and pacing guide. They will also be responsible for incorporating small math groups based on iReady Diagnostic results. Teachers will utilize iReady Unit Assessments for each grade level and CASE Assessments for grades 2-4. The PLC leader and data coach will also guide each grade level in analyzing their data from the assessments. The PLC leaders and data coach will guide teams in unpacking their standards to ensure that the rigor of the standards are being implemented within their instruction. Administration will be responsible for ensuring that all teachers are effectively instructing the rigor of each standard and utilizing the assessment data appropriately. We will review data at data teams and at the end of the quarter to make necessary changes for the 2nd</p>	<p>Teachers and Administration</p>	<p>12/10/2021</p>		

<p>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 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. MWES will increase Math TN Ready Scores: 2nd Grade-42% to 46% 3rd Grade -48% to 51% 4th Grade-52% to 55% MWES will increase Aimsweb Math for K and 1 by 10%</p>	<p>semester. Teachers will create SMART goals according to their focus standards. These SMART goals are discussed during PLCs to ensure mastery.</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. MWES-Kindergarten-Increase LWSF from 75.7% (2020-21) to 90%-1st Grade-ORF-Increase from 67% (2020-21) to 90% 2nd Grade-Composite-Increase from 80% (2020-21) to 90%-Increase the percentage of students who are on track or mastered from 41% (2020-21) to 51% on TCAP for 3rd Grade-Increase the percentage of students who are on track or mastered from 32% (2020-21) to 42% on TCAP for 4th Grade

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>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>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</p>	<p><b>[A 3.1.1] Implementation Support</b></p> <p>Teachers will be provided with opportunities to build their capacity in foundational skills (K-4) by utilizing strategies from READ 360 online training and week long training by the state. Administrators will conduct walkthroughs to monitor teacher implementation that will inform additional learning needs. District team along with administration will conduct Literacy Walk-Throughs and look at data to determine where additional support is needed.</p>	<p>Teachers and Administration</p>	<p>11/19/2021</p>		

<p>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><b>[S 3.2] Implementation of New High-quality Instructional Materials (HQIM): Collaborative Planning</b></p> <p>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>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</p>	<p><b>[A 3.2.1] Collaborative Planning</b></p> <p>Teachers will utilize weekly planning times to discuss and create lesson plans. They will utilize the Wonders pacing to help drive their lesson plans. Teachers and administration will utilize the district surveys to help adjust in planning of the curriculum. Finally administration will conduct walk-throughs to ensure that the curriculum is being implemented with fidelity and that the rigor of the standards is evident. District team along with administration will conduct Literacy Walk-Throughs and look at data to determine where additional support is needed.</p>	<p>Teachers and Administration</p>	<p>10/01/2021</p>		

<p>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><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 feedback at least twice each semester with each principal to monitor leader support of materials and adjust training needs. Quality of principal feedback:</p>	<p><b>[A 3.3.1] Teachers and Administrators</b>  Teachers will use the Wonders curriculum with integrity and meet the instructional shifts of the standards. Administrators will conduct walkthroughs to insure that this is occurring. Administrators will provide teachers with feedback on their implementation. Data from walkthroughs will be used to adjust teacher training and collaborative planning opportunities.</p>	<p>Teachers and Administration</p>	<p>12/17/2021</p>		

<p>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>[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 interventions AIMSWEB Scores indicated positive</p>	<p><b>[A 3.4.1] Intervention</b>  After analyzing running record data and Aimsweb data, MWES will decrease the number of students who are below grade level. Teachers will utilize small group daily explicit instruction to intervene with students who are not on grade level within a standard. They will also utilize their own reading data to help drive their small groups. Administration will meet with teachers on a monthly basis to review growth data on students. Teachers will set SMART goals based on their own data in PLCs.</p>	<p>Teachers</p>	<p>10/29/2021</p>		

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.

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