

Mt Pleasant High 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%Mt. Pleasant High School will reduce percentage of students disciplined ISS from 6.9% to 4.5%.Mt. Pleasant High School will reduce percentage of students disciplined OSS from 6.7% to 4.0%.Mt. Pleasant High School will reduce percentage of BHN, SWD, ED disciplinedBHN 9.9% to 6.0%SWD 11.4% to 8.0%ED 10.2% to 8.0%

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</p>	<p>[A 1.1.1] Restorative Justice Practices Administration and teachers will use restorative practices to decrease student discipline incidents. Restorative justice practices resolve conflicts through mediation and conflict resolution skills. It focuses on learning from the incident rather the consequence.</p>	<p>Ryan Jackson</p>	<p>05/02/2022</p>		

<p>screeener in September and April of each school year, with the option to complete the screener in January. The screener helps to identify students who may be at risk for challenging behaviors. The screener also 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)</p>					
	<p>[A 1.1.2] Nonviolent Pact Students committed to nonviolence at the beginning of each nine weeks. Dr. Jackson meets with each grade level to set behavioral expectations for all students.</p>	<p>Ryan Jackson</p>	<p>04/01/2022</p>		
	<p>[A 1.1.3] RTI-B Walk throughs RTI-B leadership team will conduct monthly walk throughs assessing Tier I intervention strategies.</p>	<p>Jackie VanWormer,</p>	<p>04/29/2022</p>		

	Team analyze walk through data to modify Tier I practices.	Derek Green, Linda Lamar			
<p>[S 1.2] Parent, family, and community engagement</p> <p>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. 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</p>	<p>[A 1.2.1] Parental engagement</p> <p>Encourage parental and community engagement by involving all stakeholders in the mission, vision, and goals of district/school. Activities include family/community nights, communication via Twitter, Facebook, school website, parent portal, and school-wide calls.</p>	Ryan Jackson, Alice Stofel	12/17/2021		

<p>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 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] Chronic Absenteeism Decrease chronic absenteeism rate from 26% to 12% by implementing the following: Identify students from previous year who were categorized as chronically absent and monitor daily attendance. Parent contact via phone call for any student absent for a total of five days. School truancy hearing will be scheduled when a student misses seven days. Hearing will include student, parent, administration, guidance counselor, and attendance clerk to develop an attendance contract. District truancy office will be notified when</p>	<p>Ryan Jackson, Bethany Reischman, Derek Green</p>	<p>05/02/2022</p>		

	a student misses ten or more days. Incentive program for students who have satisfactory attendance each nine weeks. Weekly leadership meeting to discuss attendance/graduation concerns. Based on data from weekly leadership meetings, team members make home visits as well as phone calls and in person, school based, meetings with students.				
<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 (TBSP).</p> <p>Benchmark Indicator Identify, join and participate in two external community mental health groups Partner with an external group to share resources</p>	<p>[A 1.3.1] Social Emotional Support Provide students with social emotional learning supports by developing social emotional learning skills and coping skills through programs like OK-2B-U, Compass, and Individual Student Counselor Interaction (ISCI).</p>	Derek Green	05/20/2022		
	<p>[A 1.3.2] Professional Development Teachers will participate in the evidence based program STARS, which helps teachers address the social emotional needs of all students.</p>	Derek Green, Ryan Jackson	08/02/2021		

[G 2] Improve Math Achievement and Growth by 2022
We believe that student achievement levels and yearly growth will increase as schools continue to implement the research-based Ready Math curriculum in grades K-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.Mt. Pleasant High School TNReady End of Course goals for On-Track and Mastered:Increase Algebra I from 10% to 25%.Increase Geometry from 10% to 25%.Increase Algebra II from 6% to 20%.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<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 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 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</p>	<p>[A 2.1.1] Professional Learning Communities The math department will meet weekly to discuss instructional strategies, formative assessment data, and intervention plan.</p>	Eric Hughes, Ryan Jackson	03/31/2022		

<p>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.</p>					
	<p>[A 2.1.2] Weekly Instructional Feedback Administration will conduct weekly walk-through focusing on instructional strategies and require Daily Instructional Guide (D.I.G.). Feedback will be timely, concise, and focused.</p>	<p>Ryan Jackson, Eric Hughes</p>	<p>05/02/2022</p>		
	<p>[A 2.1.3] Formative and CASE Benchmark assessment The math department will create weekly common formative assessments and give district created CASE benchmark assessment to identify gaps in instruction, areas of weakness, and develop remediation plan for struggling students. Students scoring On-Track/Mastered on Algebra I EOC in 20-21 - 10% Students scoring On-Track/Mastered on Geometry EOC in 20-21 - 10% Student scoring On-Track/Mastered on Algebra II EOC in 20-21 - 6% Goal - 70% of students will perform at On-Track level on formative/benchmark assessments.</p>	<p>Eric Hughes, Kelly Southall</p>	<p>12/17/2021</p>		
	<p>[A 2.1.4] Math Interventionist A math interventionist will work with individual students or small groups; collaborate and plan with Math teachers; use research-based interventions; and assess student progress with data.</p>	<p>Reba Lafond, Eric Hughes, Angela Holt</p>	<p>05/06/2022</p>		
	<p>[A 2.1.5] Response to Intervention Mt. Pleasant High School will support the implementation, screening, and progress monitoring of students needing intervention. Identify grade appropriate resources to close skill gaps and increase student achievement.</p>	<p>Eric Hughes, Ryan Jackson, Reba Lafond, Angela Hoath</p>	<p>05/06/2022</p>		

	[A 2.1.6] Professional Development Provide opportunities for teachers to enhance teaching strategies, pedagogy, and collaboration attending conferences, professional development, and workshops.	Eric Hughes, Ryan Jackson	12/16/2021		
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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.Mt. Pleasant High School TNReady End of Course goals for On-Track and Mastered:Increase English I from 28% to 38%.Increase English II from 31% to 40%.

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</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>Benchmark Indicator</p> <p>Positive teacher perceptions of high-quality materials and perception of implementation support: collected via survey quarterly (mid-point of</p>	<p>[A 3.1.1] Incorporating technology in the classroom</p> <p>Use of technology to impact the quality, content, and structure of teaching and learning that is focused on results. School will identify, purchase, and use various tools to provide supplemental resources to increase student achievement.</p>	Eric Hughes, Alice Stofel, Matt Yuhas	12/17/2021		

<p>each quarter). The Director of Instruction will be responsible for administering the online survey to collect teacher efficacy with material, and impact of consistent feedback. Leader Preparation: Principal/Instructional Coach feel comfortable providing teacher feedback on Text Complexity and Questions and Tasks of Literacy Learning Walk Tool in KickUp. The principal supervisor will discuss during monthly check-ins with each leadership team. Principal supervisors will also observe walk-throughs and discuss feedback at least twice each semester with each principal to monitor leader support of materials and adjust training needs. School Structures: Schools have a plan for teachers to collaboratively plan weekly and unit plan quarterly. Principal supervisors monitor implementation of those plans for consistency and quality. Teacher knowledge of characteristics of instructional materials: Teachers report opportunities to build their capacity in foundational skills (K-2) and in knowledge based outcomes (K-12) within the perception survey. Principal and instructional coach walkthroughs will be used to monitor implementation and trends will be collected to inform additional learning needs.</p>					
	<p>[A 3.1.2] Literary Choices Offer a wide variety of fiction and non-fiction books to encourage outside reading to improve literacy skills.</p>	<p>Alice Stofel, Natasha McFall, Jessica Weaver</p>	<p>05/02/2022</p>		
	<p>[A 3.1.3] Year long English I All 9th grade students will take Creative Writing during the fall semester and English I during the spring semester to increase instructional time on ELA standards.</p>	<p>Derek Green, Ryan Jackson</p>	<p>05/02/2022</p>		
<p>[S 3.2] Implementation of New High-quality Instructional Materials (HQIM): Collaborative Planning</p>	<p>[A 3.2.1] Professional Learning Communities The ELA department will meet weekly to discuss instructional strategies and academic strategies.</p>	<p>Ryan Jackson, Eric Hughes</p>	<p>05/20/2022</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.

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 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

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development and opportunities for collaborative planning.					
	<p>[A 3.2.2] Professional Development Provide opportunities for teachers to enhance teaching strategies, pedagogy, and collaboration by attending conferences, professional development, and seminars and/or presenting and leading professional development.</p>	Ryan Jackson, Eric Hughes	01/03/2022		
	<p>[A 3.2.3] Teacher Collaboration Provide substitute teachers for teacher collaboration and/or professional development training.</p>	Ryan Jackson, Eric Hughes, John Welch	02/04/2022		
	<p>[A 3.2.4] Authentic Literacy This year we are incorporating Authentic Literacy across all content areas. Literacy is the "spine that holds everything together," thus our teachers are expected to have reading, writing and discussion in all of their respective classes--especially focused on information texts.</p>	Ryan Jackson, Jessica Weaver	04/29/2022		
<p>[S 3.3] Implementation of New High-Quality Instructional Materials (HQIM): Principal Feedback 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 Leader Preparation: Principal/Instructional Coach feel comfortable providing teacher feedback on text complexity and questions and tasks using the</p>	<p>[A 3.3.1] Weekly Instructional Feedback Administration will conduct weekly walk-through focusing on instructional strategies and require Daily Instructional Guides (D.I.G). Feedback will be timely, concise, and focused.</p>	Ryan Jackson, Eric Hughes	05/16/2022		

<p>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.</p>					
	<p>[A 3.3.2] Formative/Benchmark Assessment The ELA department will create weekly common formative assessments that align to standards, benchmark assessments, and summative assessments for each unit. Data analysis to identify instructional gaps will be discussed during PLC.</p>	<p>Matt Yuhas, Natasha McFall, Jessica Weaver</p>	<p>04/22/2022</p>		

<p>[S 3.4] Provide Additional Support for ELA Implementation 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>[A 3.4.1] Response to Intervention The school will continue to support the implementation, screening, and progress monitoring of students needing intervention. Identify grade appropriate resources to close skill gaps and increase student achievement.</p>	Deanna Hall, Jessica Weaver	05/20/2022		
	<p>[A 3.4.2] Reading Interventionist A reading interventionist will work with individual students or small groups; collaborate and plan with ELA teachers; use research-based interventions; and assess student progress with data.</p>	Deanna Hall, Jessica Weaver	03/18/2022		
<p>[G 4] Increase the number of ready graduates/EPSOs by May 2022. Last year, 36.2% of high school students qualified as "Ready Graduates", it is our aim to increase the number of students who meet this criterion by 5% or more during the 21-22 school year.</p> <p>Performance Measure Improve graduation rate from 89.2% to 91%Increase the percentage of students scoring the ACT Benchmark score of 21 from 37.1 % to 38.1%Increase the percentage of Ready Graduate students from 36.2% to 41.2%Increase average ACT composite score by 5% from 19.6 to 20.6</p>					
Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes

<p>[S 4.1] Increase the number of ready graduates by May 2022. Increase the probability for student success after high school by helping students prepare and succeed on the ACT and attain additional EPSOs. Use the "Ready Graduate" tracking tool to determine the number of students at each school who meet the "Ready Graduate" criteria. Use the Ready Graduate Tracking Tool to determine the percentage of "Ready Graduate" students at each school. Create postsecondary plans for all students. Begin in middle schools. Build a diverse portfolio of early postsecondary and capstone opportunities.</p> <p>Benchmark Indicator Number of Students scoring a composite of "21" or higher on the ACT; Number of students taking "4" or more EPSO courses; Number of students taking "2" EPSO courses and earning an Industry Certification; Number of students taking "2" EPSO courses and earning at least a 31 on the ASVAB battery test. Every student will have a six-year plan upon entering ninth grade. Number of local dual credits earned per semester. Number of dual enrollment credits earned per semester. Number of industry certifications earned per semester</p>	<p>[A 4.1.1] Ready Graduate The following interventions/programs will be used to increase the percentage of Ready Graduates: ACT prep course for all 11th grade students; ACT boot camp and after-school ACT prep. All 10th grade students will take PreACT in the spring of 2022 and analysis of data to develop a plan of action to reach a minimum score of 21. Increase the number of EPSO opportunities - State Dual Credit, Dual Enrollment. Ready Graduate tracking tool for all students. Purchase and implement instructional resources, materials, and technology.</p>	Derek Green, Ryan Jackson, Eric Hughes	05/02/2022		
	<p>[A 4.1.2] Six Year Plan Mt. Pleasant Middle School and Mt. Pleasant High School counselors work together to develop a six-year plan for incoming seventh graders which include student, parents, and counselors. Each student's plan is reviewed annually with the student and the counselor to modifications if necessary</p>	Derek Green, Wanda White	04/15/2022		
	<p>[A 4.1.3] Industry Certifications Increase industry certifications by ten percent by providing opportunities for all students in Career and Technical classes. Develop a system to track</p>	Jackie VanWormer, Scott Anders, Tony Grooms,	05/20/2022		

	the number of industry certifications earned by CTE pathways per semester.	Allison Ayers, Derek Green, Eric Hughes			
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