

R Howell Elementary Annual Plan (2021 - 2022)

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[G 1] Maintain Safe and Healthy Students

For 2021-2022, students will have equal access to a safe learning environment that promotes academic achievement, limits the amount of lost instructional time, and ensure that all students have the opportunity to learn. SchoolWe will continue to implement Tier II and Tier III strategies with RTI2-B to support students and to increase the amount of instructional time available by minimizing classroom distractions. Additionally, we will continue to utilize the SMART goal process to assist in setting behavior goals as part of our RTI2-B system.

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% Randolph Howell: Decrease the amount of Alternative Learning Setting occurrences by 10% for all subgroups. Decrease the amount of Out of School Suspensions by 10% for all subgroups. Increase positive office referrals by 10% for all subgroups.

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 RTI²-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</p>	<p>[A 1.1.1] Student Behavior Supports Continued use and implementation of positive behavior supports and interventions to address individual student problems and maximize teaching and learning time.</p>	Beth Hamilton, RTI2-B Team, Teachers	01/03/2022		

<p>school are assessed for evidence of internalizing and externalizing behavior. Teachers complete the screener in September and April of each school year, with the option to complete the screener in 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] Attendance MCPS has instituted an accountability measure to monitor school attendance for the 2021-2022 school year. Students will be monitored through a tiered system to determine steps to ensure that measures have been adhered to that will deter,</p>	<p>Michael Ford, Beth Hamilton, Krissy McNeely, Joann Lorch</p>	<p>08/16/2021</p>		

	<p>prevent, and / or decrease truancy issues. Each school will have a team that will work in conjunction with the district regarding specific steps outlined in each of these tiers.</p>				
<p>[S 1.2] Parent, family, and community engagement Promote effective parent, family, and community engagement in the planning, implementing and evaluating of district improvement activities and overall student and district goals. The Pupil Services Department launched "Strive to 95" which encourages a 95% attendance rate at each school. 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</p>	<p>[A 1.2.1] Parent Involvement School will provide information / support to parents and other stakeholders to understand attendance and behavior policies and procedures.</p>	<p>Michael Ford, Beth Hamilton, Krissy McNeely, Joann Lorch</p>	<p>12/17/2021</p>		

<p>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 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] Middle School Transitions Randolph Howell will coordinate with Cox Middle School in the Spring to support parents as 4th grade students transition to 5th grade. This will support Cox Middle School's family engagement/ transition nights hosted at their school but communicated to families from us.</p>	Joann Lorch	05/20/2022		
<p>[S 1.3] Mental health supports Develop external partnerships and provide necessary student supports for identified mental</p>	<p>[A 1.3.1] SEL Provide students with social emotional learning</p>	Joann Lorch, Classroom Teachers	05/02/2022		

<p>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 groupsPartner with an external group to share resources</p>	<p>supports by developing social emotional learning skills.</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.School LevelWe will work on achievement and growth through the use of high quality instructional materials. Students will receive instructional support based on data collected through benchmark assessments and growth monitoring data. Weekly collaborative planning meetings will provide the opportunity to discuss data, instructional strategies, and work on vertical alignment to eliminate academic gaps.

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.Randolph Howell Goals (Based on 10% increase):2nd Grade will increase from 12.50% to 13.75% on track or mastered3rd Grade will increase from 23% to 25.30% on track or mastered4th Grade will increase from 18% to 19.80% on track or masteredOverall 20.50% to 22.50% on track or mastered

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</p>	<p>[A 2.1.1] Collaborative Teams Collaborative teams meet to plan instruction, remediation, acceleration, and intervention to increase achievement.</p>	<p>Michael Ford, grade level teams</p>	<p>08/16/2021</p>		

<p>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 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] Assessments During collaborative team meetings, teachers will discuss data from teacher created other</p>	<p>Team Leaders, Michael Ford</p>	<p>05/20/2022</p>		

	benchmark, formative assessments. Data will be utilized to develop team and student SMART goals.				
	[A 2.1.3] RTI2-A Processes School will continue to refine and monitor RTI2-A processes, including Tier II and Tier III interventions and documentation, decreasing number of students as appropriate across tiers and grade levels over the course of the school year.	Beth Hamilton, Jessica Vasquez, Lori Bradley, Linda Padron	05/06/2022		
	[A 2.1.4] Technology that impacts teaching and learning Teachers will utilize a variety of technology tools to impact the quality, content, and structure of teaching and learning that is focused on results. Teachers will access various digital tools to provide supplemental math instruction and resources.	Michael Ford	10/01/2021		
	[A 2.1.5] Personalized Professional Learning School will implement a variety of professional learning opportunities over the course of the year to provide new and existing staff with opportunity to grow in areas they feel are important based on data and school goals.	Chelsea Abreu	09/17/2021		

[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. Randolph Howell We will work on achievement and growth through the use of high quality instructional materials. Students will receive instructional support based on data collected through benchmark assessments, unit data, and progress monitoring data. Weekly collaborative planning meetings will provide the opportunity to discuss data, instructional strategies, and work on vertical alignment to eliminate academic gaps.

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. Randolph Howell (Based on 10% increase): 2nd Grade will increase from 11.0% to 12.10% on track or mastered 3rd Grade will increase from 18% to 19.8% on track or mastered 4th Grade will increase from 22% to 22.4% on track or mastered Overall 20.10% to 22.10% on track or mastered

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 3.1] Implementation of New High-Quality Instructional Materials (HQIM): Purchase, Delivery, and Train</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 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.</p> <p>Leader Preparation:</p> <p>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.</p> <p>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.</p> <p>Teacher knowledge of characteristics of</p>	<p>[A 3.1.1] HQIM Onboarding</p> <p>Collaborative teams will engage in meetings to ensure all staff are versed in IPG and expectations for use of high quality materials. This will clearly communicate principal expectations for walkthroughs.</p>	Michael Ford	08/27/2021		

<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>[S 3.2] Implementation of New High-quality Instructional Materials (HQIM): Collaborative Planning</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>Benchmark Indicator</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>[A 3.2.1] Collaborative Teams</p> <p>Collaborative teams meet to plan instruction, remediation, acceleration, and intervention to increase achievement focusing on benchmark and formative assessment data. Teams will ensure students are engaged in standards-aligned questions and tasks.</p>	<p>Michael Ford, Collaborative teams</p>	<p>08/20/2021</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 intergrity and are meeting the instructional shifts of the standards. The district instructional team will review data across the district and will be used to adjust professional development and opportunities for collaborative planning.</p>					
<p>[S 3.3] Implementation of New High-Quality Instructional Materials (HQIM): Principal Feedback 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 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>[A 3.3.1] IPG Walkthroughs Each teacher will receive a walkthrough at least 1 time every two weeks and receive feedback as referenced on the Instructional Practice Guide form.</p>	<p>Michael Ford</p>	<p>05/20/2022</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>[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 interventions AIMSWEB Scores indicated positive</p>	<p>[A 3.4.1] RTI2-A Processes School will continue to refine and monitor RTI2-A processes, including Tier II and Tier III interventions and documentation, decreasing number of students as appropriate across tiers and grade levels over the course of the school year.</p>	<p>Beth Hamilton, Jessica Vasquez, Lori Bradley, Linda Padron</p>	<p>05/06/2022</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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[G 4] Improve Science by 2022

Increase the number of students performing on track or mastered.This will be accomplished by ensuring that activities provided in the STEM curriculum are aligned to state standards.

Performance Measure

Randolph Howell Goals (Based on 10% increase):3rd Grade- Increase from 20% to 22% on track or mastered.4th Grade- Increase from 21% to 23.10% on track or mastered.Overall- Increase from 20.50% to 22.50% on track or mastered.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 4.1] Standards Continue to build teachers' understanding around academic standards.</p> <p>Benchmark Indicator Collaborative Team MeetingsWalk-throughsTeam Evaluation</p>	<p>[A 4.1.1] Collaborative Teams Collaborative teams meet to plan instruction, remediation, and intervention to increase achievement focusing on assessment data.</p>	Michael Ford, STEM team, classroom teachers	09/10/2021		
<p>[S 4.2] Scope and Sequence Pacing for STEM content to support science state standards.</p> <p>Benchmark Indicator Collaborative MeetingsLesson Plans</p>	<p>[A 4.2.1] STEM Team STEM team meets to continue development and implementation of the STEM plan to address the learners' needs specific to RHESS.</p>	Michael Ford, STEM team	12/17/2021		