

Spring Hill 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. SHES discipline remains consistent from years past in that 7.2% of our student population had an office referral. This is lower than the overall district discipline rate at 13.9. However, 33% of students with an office referral fell in the subgroup of BHN. We'd like to reduce this amount by at least 10%. It is always our goal to be cognizant of discipline measures taken for all students, especially subgroups to ensure that students have little time loss from the instructional day. We contribute our low discipline numbers to the following: -School-wide participation in RTI-B-School-wide participation in teaching social emotional lessons during morning meetings and during classroom guidance-Participating in school wide training on restorative circles to improve community and social emotional health in the classrooms.-School-wide positive behavior support.

**Performance Measure**

SHES performance measures are: To decrease the overall number students disciplined from 7.2% to less than 2%. To reduce the percentage of students in our BHN group that are disciplined from 33% to less than 10% as reported in our student management system Reduce the percentage of students disciplined from 13.9% to 12% number of students disciplined with exclusionary practices (In-School Suspension, Out of School Suspension) Reduce the percentage of students disciplined ISS from 10.9% to 6% Reduce the percentage of students disciplined OSS from 5.3% to 2.6% Reduce the percentage of BHN, SWD, ED disciplined -BHN 18% to 11%-SWD 18.4% to 11%-ED 19.4% to 11% Increase each school's average daily attendance by 2%

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p><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,</p>	<p><b>[A 1.1.1] RTI-B</b>                      Spring Hill Elementary will continue participation in RTI-B (tier II) professional development through Vanderbilt's Tennessee Behavior Supports Project to refine our school wide behavior plans (RTI-B) and to help decrease our suspension/expulsion rates across the school. We will continue to monitor students as the move across Tier III to Tier II and from Tier II back to Tier I as evidenced school-wide discipline data.</p>	Renata Powell and Charee Riley	05/20/2022		

<p>office discipline referral forms and parent referrals. The SRSS-IE universal screener is completed by homeroom teachers to ensure all students in the school are assessed for evidence of internalizing and externalizing behavior. Teachers complete the screener in September and April of each school year, with the option to complete the screener in 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  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</p>	<p><b>[A 1.2.1] Parent and Community Involment</b>  Spring Hill Elementary involves parents and the community by implementing an annual Science,</p>	<p>Renata Powell</p>	<p>05/20/2022</p>		

<p>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 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</p>	<p>Technology Engineering, Arts and Music (STEAM) night/Open house, quarterly music programs, and parent teacher association meetings. Spring Hill Elementary plans to hold our annual Kindergarten sneak peek day and parent meetings for new students and administrator/parent/community meetings targeted around school needs each year. Spring Hill Elementary counseling department in connection with Spring Hill Middle School's counseling department regularly establishes dates for transitional meetings that assist fourth grade students with getting acclimated to expectations of middle school. Parents receive regular communication regarding upcoming feeder school information each Spring. Spring Hill Elementary has a very active PTA. Our PTA is an integral part of the school and helps facilitate parent and community and school connection. Our PTA has helped sponsor various activities including our annual Fall Festival, Sweet Heart dance, and Spring Field Day. Our PTA also helps fund teacher and school-wide activities and wish lists that promote academic learning. In the event of Covid-19 related issues, all of our parent involvement and community activities will be held virtually.</p>				
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<p>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><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>[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, SEL data on a monthly basis. The district utilized the data collection tools provided by Tennessee Behavior Supports Project (TBSP).</p>	<p><b>[A 1.3.1] Mental Health Supports</b> Spring Hill Elementary will continue providing students social emotional support throughout the school year. Our school counselor meets regularly with students about social and emotional needs. SHES teachers are equipped with an SEL curriculum and will teach social and emotional lessons regularly throughout the year. Spring Hill Elementary also partners with Centerstone, a local mental health agency, that provides social emotional support to students that need more support. SHES has a school counseling advisory team that provides input on the comprehensive counseling program and its strengths and needs to make SHES successful.</p>	<p>Renata Powell and Lacey Cherry</p>	<p>05/20/2022</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. At Spring Hill Elementary, our goal is to improve our math proficiency. Per 2020-2021 TN Ready data, 20% of our 3rd grade students were on-track/proficient in math. This is a 25.9% decrease from 2018-2019 (45.9%). Out of the students that were on-track and proficient, 23.1% (3 students) were in our BHN subgroup. 38% of our 4th grade students were on-track/proficient in math. This is a 15.5% decrease from 2018-2019 (53.5%). Out of the students that were on-track and proficient, 21% (6 students) were in our BHN subgroup. We attribute the low scores to several disruptions during the school year including loss of instruction due to covid closures and high student and teacher absenteeism. Other contributing factors include teachers having to toggle instructing hybrid classrooms of remote and in-person learning learners; ineffective instructional learning packets; and ineffective virtual remote programs that neglected to support the academic needs of students. It is our goal to close these achievement gaps, and we'll do so through explicit/direct teaching of missing standards during small group instruction and intervention. We also hope to use state/district funds to offer after school tutoring programs for students.

**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. SHES Performance Measures: Our goal is to meet or exceed our yearly double AMOs which is 30% of students on track and proficient on the end of the year state assessment for all 3rd grade students. Our goal is to meet or exceed our yearly double AMOs which is 45.7% of students on track and proficient on the end of the year state assessment for all 4th grade students.

<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</p>	<p><b>[A 2.1.1] Math</b> Spring Hill Elementary teachers will participate in professional development in ReadyMath/IReady as provided by the district. SHES admin team will observe classroom math blocks monthly to ensure fidelity of the IREADY MATH curriculum and grade level content. We will provide feedback to teachers during annual/bi-annual observation meetings and walk-throughs. In weekly PLCs, our team will analyze weekly and bi-weekly assessment data to determine connections related to non-mastered standards. Ready Math Diagnostic will be conducted and reviewed three times a year in all</p>	Renata Powell	05/20/2022		

<p>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><b>Benchmark Indicator</b></p> <p>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. Spring Hill Elementary will conduct math walk throughs quarterly to ensure fidelity with the implementation of the adopted math curriculum. Walkthroughs will be documented and collected through KickUp.</p>	<p>grades and progress monitoring will occur at minimum bi-monthly using the IReady platform. SHES will participate in CASE benchmark assessments and will analyze the results of this assessment as well as aimsweb data to support instruction and planning.</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. At Spring Hill Elementary, our goal is to improve literacy proficiency. Per 2020-2021 TN Ready data: 28% of our 3rd grade students (19/66) were on-track/proficient in reading and language arts. This is a 5% decrease from 2018-2019 (33.3%). Out of the students that were on-track and proficient, 26% (5 students) were in our BHN subgroup. In addition, 36% of our 4th grade students (26/73) were on-track/proficient in reading and language arts. This is a 1.7% decrease from 2018-2019 (37.7%). Out of the students that were on-track and proficient, 15.4% (4 students) were in our BHN subgroup. We attribute the low scores to several disruptions during the school year including loss of instruction due to covid closures and high student and teacher absenteeism. Other contributing factors include teachers having to toggle instructing hybrid classrooms of remote and in-person learning learners; ineffective instructional learning packets; and ineffective

virtual remote programs that neglected to support the academic needs of students. It is our goal to close these achievement gaps, and we'll do so through explicit/direct teaching of missing standards during small group instruction, guided reading, and intervention. We also hope to use state/district funds to offer after school tutoring programs for students.

**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.SHES Performance Measures:Our goal is to meet or exceed our yearly double AMOs which is 37% of students on track and proficient on the end of the year state assessment for all 3rd grade students.Our goal is to meet or exceed our yearly double AMOs which is 44% of students on track and proficient on the end of the year state assessment for all 4th grade students.

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>            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>            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</p>	<p><b>[A 3.1.1] Improving literacy</b>            Spring Hill Elementary teachers will participate in professional development on using the Wonders curriculum as provided by the district. SHES admin team will observe classroom literacy blocks on a monthly basis to ensure fidelity of the Wonders curriculum and grade level content. We will provide feedback to teachers during annual/bi-annual observation meetings, walk-throughs, and in PLCs. SHES will participate in CASE benchmark assessments and will analyze the results of this assessment as well as aimsweb data to support instruction and planning.</p>	<p>Renata Powell</p>	<p>05/20/2022</p>		

<p>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><b>[S 3.2] Implementation of New High-quality Instructional Materials (HQIM): Collaborative Planning</b>  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>  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.</p>	<p><b>[A 3.2.1] Improving Literacy</b>  Spring Hill Elementary teachers and administration will continue to engage in collaborative planning and PLC's to discuss advantages and barriers to implementation of the new Wonders curriculum. Teachers will collaborate in PLC's to discuss weekly lesson planning and phonics and literacy strategies, as well as, to analyze results from unit assessments and CFA's. Teachers will use the unit prep plan to plan each ELA unit.</p>	<p>Renata Powell</p>	<p>05/20/2022</p>		

<p>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 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;</p>	<p><b>[A 3.3.1] Improving literacy with feedback and planning</b>  SHES administration will provide feedback to teachers using the Literacy Learning Walkthrough tool as well as from data collected through formal and informal observations. SHES administration will collaborate with teachers in weekly PLCs to plan units of learning and will analyze weekly, bi-weekly, and end of the unit assessments.</p>	<p>Renata Powell</p>	<p>05/20/2022</p>		

and principal feedback.

**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: 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. Spring Hill Elementary will conduct ELA walk throughs quarterly to ensure fidelity and implementation of the adopted ELA

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<p>curriculum. Walkthroughs will be documented and collected through KickUp.</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 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><b>[A 3.4.1] Additional ELA support</b>  SHES administration will provide additional support for ELA by collaborating with district and school level ELA coaches and teacher mentors. SHES administrators, mentors, and district/school level coaches will provide feedback to teachers regarding fidelity and the implementation of HQIM curriculum.</p>	<p>Renata Powell</p>	<p>05/20/2022</p>		