

Spring Hill 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%

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 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</p>	<p>[A 1.1.1] Collaborative Teams for MTSS (RTI-B) Form collaborative teams within SHHS to support Multi-Tiered Systems of Supports for students RTI-B team received Tier III training in 19-20 and plan to fully implement Tier I, II, & III in 21-22.</p>	Nick Deschamps / Fonda Bailey	10/01/2021	Donations [\$1000.00] Title II [\$1000.00]	

<p>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>[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</p>	<p>[A 1.2.1] SHHS Family Supports SHHS must involve families in developing the district or school improvement plan. SHHS must involve families in a meaningful way. SHHS engages families via the District Parent Advisory Council. SHHS also engages families via surveys and school communications (School messenger) Schools involve families via PTSA, 8th grade parent night, P/T conferences, and Senior Essentials</p>	<p>Jodie Grenead, Stefanie Smith, and Justin Glenn</p>	<p>05/13/2022</p>		

<p>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 communications are sent as needed for emergencies such as unexpected school closures.</p>					
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<p>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) SHHS will host an 8th Grade night prior to March 2022 to help 8th graders develop high school plans. SHHS will send clubs and CTE groups to inform students of opportunities prior to our 8th grade night. 90% of 8th grade students will have a high school curriculum map meeting prior to Aug. 2022.</p>					
<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>[A 1.3.1] Mental Health Partnerships SHHS will work with the district in partnering with community agencies such as Centerstone, STARS and the Maury County Mental Health Cooperative to provide social emotional, and mental health services for students</p>	<p>Dr. Christine Potts</p>	<p>09/30/2021</p>	<p>Title II [\$1000.00] Title IV [\$1000.00]</p>	

<p>Benchmark Indicator Identify, join and participate in two external community mental health groupsPartner with an external group to share resources</p>					
<p>[G 2] Improve Math Achievement and Growth by 2022 We believe that student achievement levels and yearly growth will increase as schools continue to implement the research-based Ready Math curriculum in grades K-8. With ongoing district teacher training in grade level standards, common formative assessments, and supports for effective planning student performance will improve in all grade bands. SHHS would like to an increase from 17.3% to 40% for on track or mastered in all grades 9th-12th on TN Ready and End of Course math assessments</p> <p>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.Increase from 17.3% (district 18.3%) to 40 % on track or mastered in all grades 9th-12th on TN Ready and End of Course math assessments.Admin will complete 3 walkthroughs a month to create feedback for teachers using the kickup program.</p>					
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</p>	<p>[A 2.1.1] Standards Collaboration SHHS will follow the district's pacing guides that align with other math classes in 9th-12th. Teachers are divided into grade levels to evaluate curriculum standards and instructional strategies to improve teaching and learning.District/school professional development days are used to reflect on the student level of mastery of the standards according to the previous year's TN Ready assessments.</p>	<p>Math Instructional Coach: Pauline Vanderhoef</p>	<p>09/30/2021</p>	<p>Title II [\$1000.00]</p>	

<p>achievement. Carnegie Math is the adopted curriculum for Algebra I, II, and Geometry.</p> <p>Benchmark Indicator</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.</p>					
	<p>[A 2.1.2] Common Formative Assessments</p> <p>SHHS will continue to develop common formative assessments that are aligned to math standards. On district PD days, our math teachers will collaborate in the creation of district-level common formative assessments and the analysis of results. As this process evolves, we will evaluate quarterly district benchmark assessments in all tested math courses.</p>	<p>Math Instructional Coach: Pauline Vanderhoef</p>	<p>04/30/2022</p>		
	<p>[A 2.1.3] Response to Intervention and Instruction - Math Focus</p> <p>SHHS will continue to refine RTI processes including appropriate interventions and fidelity monitoring.</p>	<p>Nick Deschamps / Michael Tate</p>	<p>10/01/2021</p>		
	<p>[A 2.1.4] Instructional Technology Integration</p> <p>SHHS will ensure technology enhances school performance. SHHS has district trained teachers who serve as school-level technology ambassadors. These ambassadors have participated in profession learning on the technology integration matrix. SHHS Tech</p>	<p>Math Instructional Coach: Pauline Vanderhoef</p>	<p>08/30/2021</p>		

	ambassadors will utilize the TIMS observation tool to observe teachers and use results to provide support to integrate technology effectively. SHHS will also continue the process of implementing Carnegie learning in our Algebra I, Geometry, and Algebra II.				
	[A 2.1.5] On-going Teacher Training We will support teachers through on-going professional development centered on effective lesson planning, pedagogy, classroom management, and new teacher induction.	C. Potts, R. Godfrey, and N. Deschamps	10/01/2021		

[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. SHHS would like to see growth from 32.8% (28.4% district) to 40% for On-Track or Mastered School-Wide English

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.SHHS would like to see growth from 32.8% (28.4% district) to 40% for On-Track or Mastered School-Wide English

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 3.1] Implementation of New High-Quality Instructional Materials (HQIM): Purchase, Delivery, and Train 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	[A 3.1.1] Distribute and Coaching on materials to teachers SHHS Textbook Coordinator will work with the district to ensure equitable distribution of materials. SHHS ELA coach with also work with teachers to implement online resources.	Shelia Cleveland & Christie Gentry	08/31/2021		

<p>purchase, deliver, and train; collaborative planning; and principal feedback.</p> <p>Benchmark Indicator 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 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] SHHS will establish structures for weekly collaborative planning and unit planning Conduct walkthroughs and fidelity checks to ensure daily schedules align to expectations of materials including district provided Unit and Lesson plan protocols.</p>	<p>N. Deschamps</p>	<p>08/31/2021</p>		

	<p>[A 3.1.3] Provide teachers feedback on text complexity and questions and tasks. With assistance from the district SHHS admin. will execute the implementation of new HQIM and provide feedback and support to teachers.</p>	N. Deschamps & Christie Gentry	09/30/2021		
<p>[S 3.2] Implementation of New High-quality Instructional Materials (HQIM): Collaborative Planning 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 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</p>	<p>[A 3.2.1] Receive training on Collaborative Planning Structure and Expectations SHHS teachers, administrators & ELA coaches will receive district training on the collaborative planning structure and expectations.</p>	Dr. Stacey Elkins, N. Deschamps, and Christie Gentry	09/30/2021	Title II [\$1000.00]	

<p>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>[A 3.2.2] Weekly Collaborative Lesson Planning using the HQIM SHHS administrators, instructional coaches and PLC coaches will engage teachers in weekly collaborative lesson planning using the HQIM.</p>	<p>N.Deschamps</p>	<p>05/13/2022</p>		
	<p>[A 3.2.3] Feedback on Instructional Practice and Use of Materials SHHS Admin will provide feedback to teachers based on their instructional practice and materials use at least every other week.</p>	<p>C. Potts, R. Godfrey, and N. Deschamps</p>	<p>05/13/2022</p>		
	<p>[A 3.2.4] Data Analysis with Teachers SHHS Admin will analyze student data and debrief the impact on student outcomes with teachers at least once quarterly including formative assessments, CASE Benchmarks, and RTI data.</p>	<p>C. Potts, R. Godfrey, and N. Deschamps</p>	<p>05/13/2022</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:</p>	<p>[A 3.3.1] SHHS admin/instructional coaches preparation to provide feedback on text complexity and questions and tasks as teachers begin to implement materials. Work with district on feedback that will help ensure that materials provide appropriate text complexity and quality using Unit and Lesson plan protocols</p>	<p>C. Potts, R. Godfrey, and N. Deschamps</p>	<p>10/01/2021</p>		

purchase, deliver, and train; collaborative planning; 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.

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	<p>[A 3.3.2] SHHS Admin receive feedback on walk-through observations and feedback provided to teachers twice per semester minimum.</p> <p>Feedback from observations will help SHHS Admin refine practices with teachers.</p>	Dr. Beverly Miller and N. Deschamps	05/13/2022		
<p>[S 3.4] Provide Additional Support for ELA Implementation</p> <p>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</p> <p>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</p> <p>SHHS Admin will work with the district level RTI Coordinator in providing training as needed on interventions, during monthly school RTI team meetings. SHHS admin along with guidance, will also assist with identifying and scheduling students into Tier II and III interventions, and will conduct required fidelity monitoring as identified in the RTI manual. SHHS admin will also assist RTI coach in maintaining appropriate documentation and communication with parents.</p>	N. Deschamps	09/30/2021		
	<p>[A 3.4.2] New teacher induction</p> <p>New teacher to SHHS will participate in the new teacher induction program. This will provide our new teachers training in the following areas: standards analysis, aligning questions and tasks to high quality materials, instructional resources, TEAM evaluation, classroom management, and technology integration. SHHS new teachers will attend follow-up sessions that are conducted</p>	C. Potts & D. Alcorn	09/30/2021		

	during Maury Academy of Professionalism (After school PD for teachers).				
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[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.

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

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. Utilize ACT Aspire to help track student progress towards reaching a 21 or higher ACT composite as students approach the 11th grade year Provide additional time for ACT prep during the academic day Provide autonomy for schools to implement supplemental ACT support 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 dual enrollment credits earned per semester.</p>	<p>[A 4.1.1] ACT Prep and Remediation SHHS will enhance student success on the ACT by administering pre-assessments, providing instruction as needed and providing remediation to students after the ACT assessment to increase composite scores. SHHS students will go to RAP (ACT Prep everyday).</p>	R. Godfrey	11/02/2021		

Number of industry certifications earned per semester					
	<p>[A 4.1.2] Post-Secondary Plans for Students SHHS RAP and School Counselors will assist students in making career choices by providing career interest inventories through various platforms such as Major Clarity and CollegeforTN.org, aptitude tests such as the ASVAB and career counseling. Develop post-secondary plans for students beginning in Middle school utilizing transition plans.</p>	<p>School Counselors and RAP Teachers</p>	<p>11/02/2021</p>		