

E.A. Harrold Elementary School Annual Plan (2019 - 2020)

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School Climate By the end of the 2019-20 school year Millington Municipal Schools will increase time available for instruction by decreasing chronic absenteeism to below 12% and decreasing suspensions both in school and out of school to below 15%.
 Millington Municipal Schools has determined and research supports that students who are not available for instruction due to chronic absenteeism and suspensions do not perform to their potential and are retained at a higher rate than students who attend school regularly and are not suspended from school.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>Update/Develop Attendance Procedures Review current data, procedures, interventions in school, determine what is working and where additional interventions are needed.</p> <p>Benchmark Indicator Decrease chronic absenteeism to below 15% by the end of the 2019-2020 school year, monitoring school attendance data school-wide by grade levels, report each month high class attendance.</p>	<p>Improving Attendance -Continue with prompt letters, calls, and conferences as protocol for our district's Progressive Truancy Intervention Plan.-Teachers are encouraged to call and document conversations following two consecutive absences.-Continue with positive incentives such as the 5 minute Monday morning AttendANCE celebration for those who had perfect attendance the following week. On Fridays, teachers provide small treats to those who had perfect attendance. Each month, the class with the best attendance rate within the grade level receives the traveling trophy. Each nine weeks, students with perfect attendance will be recognized at the awards program and receive a ribbon.-Administration included the importance and positive effects of good attendance during our Open House presentation with our parents and students.</p>	James Brown, Elaine Johnson	05/22/2020		
<p>Update/Develop Discipline Procedures Before the start of the 2019-20 school year, review current data, procedures, practices across the district, determine what discipline practices are effective and what areas are in need of improvement.</p> <p>Benchmark Indicator Decrease suspensions from school to below 15% for the 2019-2020 school year.</p>	<p>Decreasing Discipline -Harrold will fully implement Response to Instruction and Intervention-Behavior plan.-RTI2-B committee will meet monthly to review progress and determine next plan of action. Staff will teach, demonstrate, and remind students of expectations, to be ready, respectful, and responsible. Buzzworthies will be given as an incentive for making good choices. Students redeem the tickets for prizes. Students will be reminded the benefits of good choices.-Parents completed form at</p>	Patricia Speight, James Brown, Elaine Johnson	05/22/2020		

	<p>registration to give permission for our school counselor to have individual or small group counseling with their child to help meet emotional or behavioral needs to help deter misbehavior. Hopefully, this counseling is allowing us the opportunity to be proactive.-Other counseling services in small groups include the following: our school psychologist who delivers "Social Stories" to individuals and small groups, Professional Care Services (PCS), an outside counseling service, is available to meet with students each Tuesday, and our district-wide social worker who is at our school twice a week to meet with individuals or small groups as well.-Our administration seeks to have improved tracking for student discipline and determine trends that impact chronic absenteeism and academic progress.</p>				
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By spring 2020, we will improve K-12 literacy, with a particular emphasis on Tier I instruction. We believe ensuring strong Tier I instruction will set up all of our students for future success.

As noted in the insights captured within our prioritized need in literacy, our overall literacy rates are low across the board. Through analysis of the data, it was determined that many of our outcomes connect through a stronger support of Tier I instruction. The disconnect between the teacher observation scores and student growth and achievement raises the question, how is our tier I instruction supporting student learning and growth? The purpose of the TEAM rubric is to support teachers in providing strong Tier I instruction to students each day. There is a direct correlation between effective instruction and student achievement and growth. We have a very high percentage of teachers who have an observation score of 4 or 5, yet have low student achievement percentages. This points to the need of supporting school administrators in using the TEAM rubric to build on teacher strengths and grow areas to strengthen. On the same accord with supporting Tier I instruction, we have a high number of students in the approaching achievement group in our ELA academic achievement, with all and subgroup categories. We fall below the achievement of our comparable districts. This points to a need of support for teachers in differentiating instruction in order to best assess and group the students to meet their academic need and grow them. More tailored professional development is needed to best support each teacher, both regular education and special education, with their instructional needs.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>School norming of TEAM evaluations to strengthen instructional practice.</p> <p>To best use the TEAM evaluations to support teachers in delivery high quality instruction, district administration and school evaluation teams will work together to ensure that we have consistency in our evaluations and use the results to best support the professional development needs of each teacher.</p>	<p>TEAM norming</p> <p>-Continue to work closely with Southwest Core staff in using walk throughs to gain valuable feedback and determine if instruction is aligned to standards appropriately. This feedback also helps determine if the tasks are engaging and lead to opportunities for students to produce high quality work.-School evaluating team will participate in district quarterly meetings to analyze team observation scores and determine support needed for improvement. District</p>	<p>Patricia Speight, James Brown, Kelly Cline</p>	<p>07/24/2020</p>		

<p>Benchmark Indicator Alignment of observation scores of teachers and the student academic achievement and growth. The evaluation team can observe trends throughout the year (December/March) by using TEAM evaluation scores and ELA benchmark data. The evaluation TEAM will determine if the gap between the two is closed and if strategies listed in action steps were successful.</p>	<p>Literacy Coach and Instructional Facilitators will be used to help provide support.-Areas of refinement seen on TEAM data will be used to determine professional development needed.-School evaluating team participated and were re-certified through online TEAM training course.</p>				
<p>Strengthen Professional Development to best meet teacher need and support student achievement and growth. In order to better support our teachers and instructional practices, more strategic professional development and coaching will be implemented. Our school will create a more systematic way of determining teacher need and provide support for that need.</p> <p>Benchmark Indicator TEAM data for reinforcements and refinements will be used to determine growth in individual domains. Benchmark data/TN Ready results will be used to determine growth in instruction on standards. Walk-throughs by district coaches, Southwest Core staff, and evaluating team will also be used to determine effectiveness of professional development as it leads to professional growth and student achievement.</p>	<p>Professional Development -Use TEAM data to determine areas of refinement-Utilize District Literacy Coach and Instructional Facilitator to provide ongoing support in regards to the areas of need according to data-Use Swivl and Thrivist to video/upload exemplar instruction to share with others-Utilize Southwest Core staff to conduct walk throughs and provide instructional feedback-Use Data Digs to analyze data, gain feedback, and determine plan of action to ensure effective instruction and academic growth-Attend professional developments to improve ELA instruction</p>	<p>Patricia Speight, James Brown, Kelly Cline</p>	<p>07/24/2020</p>		
<p>Prepare to implement new high-quality curriculum Adopting new, high-quality literacy instructional materials will ensure that teachers have the resources to support strong tier I literacy instruction.</p> <p>Benchmark Indicator Completed district-wide assessment to determine depth of knowledge of characteristics of instructional materials. Complete district-wide systems and structure check to determine if</p>	<p>High Quality Curriculum -Our school will actively participate in adoption process, provide input to ensure selection of high quality curriculum.-Leaders will be selected to attend informational meetings. They will redeliver the information to the staff.-Our staff will use provided rubrics to determine which instructional materials are aligned to standards and best meet instructional needs.-New pacing guides will be written to be aligned to the newly adopted resource.</p>	<p>Patricia Speight, Kelly Cline</p>	<p>06/01/2020</p>		

additional support is needed (August, December, and May).					
Additional Support After reviewing our data and instructional schedule, we have found it beneficial to add two part time interventionists to help meet the instructional needs for our Tier 2 and 3 students. This additional support will help bridge the gap of deficits and move the students to understanding/learning Tier I more successfully. Online subscriptions and other resources are also used to support/enhance instruction. Benchmark Indicator Review/analyze AimsWeb data. Review/analyze TN Ready results.	Additional Support -Hire two part time interventionists to assist with Tier 2 and 3 intervention-Utilize research-based resources and online subscriptions that support and enhance instruction	Kelly Cline	04/30/2020		
By spring 2020, we will improve K-12 math with a particular emphasis on Tier I instruction. We believe ensuring strong Tier I instruction will set up all of our students for future success. As noted in the insights captured within our prioritized need in math, our student achievement rates need to grow., moving more students from approaching to on-track. Through analysis of the data, it was determined that many of our outcomes connect through a stronger support of Tier I instruction. The disconnect between the teacher observation scores and student growth and achievement raises the question, how is our tier I instruction supporting student learning and growth? The purpose of the TEAM rubric is to support teachers in providing strong Tier I instruction to students each day. There is a direct correlation between effective instruction and student achievement and growth. We have a very high percentage of teachers who have an observation score of 4 or 5, yet have low student achievement percentages. This points to the need of supporting school administrators in using the TEAM rubric to build on teacher strengths and grow areas to strengthen. On the same accord with supporting Tier I instruction, we have a high number of students in the approaching achievement group in our math academic achievement. This points to a need of support for teachers in differentiating instruction in order to best assess and group the students to meet their academic need and grow them. More tailored professional development is needed to best support each teacher, both regular education and special education, with their instructional needs.					
Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
School norming of TEAM evaluations to strengthen instructional practice. The school norming and follow-up process of observations using the TEAM rubric will help to strengthen teacher capacity and student learning in all of our classrooms. To best use the TEAM evaluations to support teachers in delivering high quality instruction, district administration and school evaluation teams will work together to ensure that we have consistency in our evaluations and use	TEAM norming -Continue to work closely with Southwest Core staff in using walk throughs to gain valuable feedback and determine if instruction is aligned to standards appropriately. This feed back also helps determine if the tasks are engaging and lead to opportunities for students to produce high quality work.-School evaluating team will participate in district quarterly meetings to analyze team observation scores and determine support needed for improvement. The	Patricia Speight, James Brown, Kelly Cline	07/24/2020		

<p>the results to best support the professional development needs of each teacher.</p> <p>Benchmark Indicator Alignment of observation scores of teachers and the student academic achievement and growth. The evaluation team can observe trends throughout the year (December/March) by using TEAM evaluation scores and math benchmark data. The evaluation TEAM will determine if the gap between the two is closed and if strategies listed in action steps were successful.</p>	<p>District and School Instructional Facilitators will be used to help provide support.-Areas of refinement seen on TEAM data will be used to determine professional development needed.-School evaluating team participated and were re-certified through online TEAM training course.</p>				
<p>Strengthen Professional Development to best meet teacher need and support student achievement and growth. In order to better support our teachers and instructional practices, more strategic professional development and coaching will be implemented. The district will create a more systematic way of determining teacher need and provide support for that need.</p> <p>Benchmark Indicator TEAM data for reinforcements and refinements will be used to determine growth in individual domains. Benchmark data/TN Ready results will be used to determine growth in instruction on standards. Walk-throughs by district coaches, Southwest Core staff, and evaluating team will also be used to determine effectiveness of professional development as it leads to professional growth and student achievement.</p>	<p>Professional Development -Use TEAM data to determine areas of refinement-Utilize District and School Instructional Facilitators to provide ongoing support in regards to the areas of need according to data-Use Swivl and Thrivist to video/upload exemplar instruction to share with others-Utilize Southwest Core staff to conduct walk throughs and provide instructional feedback-Use Data Digs to analyze data, gain feedback, and determine plan of action to ensure effective instruction and academic growth-Attend professional developments to improve math instruction</p>	<p>Patricia Speight, James Brown, Kelly Cline</p>	<p>07/24/2020</p>		
<p>Additional Support After reviewing our data and instructional schedule, we have found it beneficial to add two part time interventionists to help meet the instructional needs for our Tier 2 and 3 students. This additional support will help bridge the gap of deficits and move the students to understanding/learning Tier 1 more successfully. Online subscriptions and other resources are also used to support/enhance</p>	<p>Additional Support -Hire two part time interventionists to assist with Tier 2 and 3 intervention-Utilize research-based resources and online subscriptions that support and enhance instruction</p>	<p>Kelly Cline</p>	<p>04/30/2020</p>		

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Benchmark Indicator Review/analyze AimsWeb data. Review/analyze TN Ready results.					