

Cason Lane Academy Annual Plan (2023 - 2024)

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[G 1] Increase Achievement and Growth in ELA/Reading

Through the use of standards-aligned core instruction, using high-quality curriculum instructional materials, and effective technology, we will experience improved achievement and growth in literacy for all students (Tier 1, Tier 2, and Tier 3). Via the use of an aligned curriculum scope and sequence, literacy walk-throughs with feedback, and ongoing, intentional professional development, we will experience improvement in (1) teacher practice, (2) student reading proficiency, and (3) a decrease in gaps w/ subgroups. In addition, we will focus efforts in Kindergarten-2nd (early literacy) using explicit and systematic foundational skills instruction (Phonological/Phonemic Awareness, Phonics, and Fluency) that will result in increased performance, reduced skill gaps, and improved achievement and growth from primary grade students and intervention students more rapidly.

CLA will offer ongoing, effective professional development that is coherent, curriculum-based, targeted to data-based instructional needs, offered in a variety of modalities and includes strategies to allow access to academic content for all students

Performance Measure

For 2023-2024 the CLA will achieve a Level 3 TVAAS score or higher in literacy, increase achievement percent of reading proficiency using TNReady and iReady data to meet AMO; and an increase in microphase early literacy growth by EOY.

Increase the percentage of students scoring below on-track from 34% to 44% on the TNReady ELA assessment

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 1.1] Standards-aligned instruction CLA will implement evidence-based curriculum, instruction and assessment with the challenging academic content standards.</p> <p>Benchmark Indicator Progress will be monitored by the Coordinator of Reading, Director of Teaching and Learning, and by the administrators via quarterly walk-through observations and by the analysis of ELA benchmark data every nine weeks.</p> <p>Grade level teams will participate in prepare to teach cycles to implement HQIM with integrity.</p> <p>Principal and instructional coach bi-weekly walk-throughs will be used to monitor implementation and trends will be collected to</p>	<p>[A 1.1.1] Professional Learning Communities Beginning July 2023, Professional Learning Community meetings will take place at least once per week, intentionally focused on collaboratively planning standards-aligned Tier I instruction with the support of the academic coach. Collaborative conversations that take place during PLC sessions will include an integrated approach to knowledge building, an emphasis on research-based materials, and discussion of rigorous instruction and responding to assessment data.</p>	<p>Sonya Cox, Kimberly Hix, Suzanne St. John, and teams</p>	<p>05/27/2024</p>	<p>General Funds</p>	

<p>inform additional learning needs. Feedback will be shared bi-weekly through PLCs and grade level emails. Professional development will be planned and implemented based on trends observed during walkthroughs.</p>					
	<p>[A 1.1.2] Professional Learning Development Beginning in June 2023, administration, academic coach, and teachers will participate in professional development on aligning lessons with our state standards, implementing the reading curriculum, implementing systematic, explicit early literacy instruction, and content areas, ongoing throughout the school year. ELA standards will be connected to other content areas to provide robust, synergistic, and engaged learning for students. The goal is to build knowledge and vocabulary (language comprehension) along with early literacy skills (word recognition—PA, Phonics and Fluency) in content areas through rigorous, systematic and explicit ELA instruction. Administrators will provide lesson feedback and follow-up support on an ongoing basis as needed. Teachers who are observed to need additional professional development in ELA will be asked to include those opportunities in their individual professional learning plans.</p>	<p>Administration, Suzanne St. John, ELA Content Leads, District Level Content Leads</p>	<p>05/27/2024</p>	<p>General Funds</p>	
	<p>[A 1.1.3] Early Literacy Training (Reading 360) Kindergarten through 2nd grade teachers at Cason Lane Academy will participate in Early Literacy (Reading360) state trainings and receive ongoing support and feedback throughout the year on the implementation of strategies and resources.</p>	<p>Sonya Cox, Kimberly Hix, Kathy Daughtery</p>	<p>05/27/2024</p>	<p>General Funds</p>	
	<p>[A 1.1.4] Implementation of High Quality curriculum Continued implementation of high-quality curriculum instructional materials in grades K-6 will ensure that all students have access to the resources and practices they need to be proficient. Teachers will receive ongoing professional learning and support to implement the curriculum materials with integrity. High-quality curriculum materials will</p>	<p>Sonya Cox, Kimberly Hix, Suzanne St. John</p>	<p>05/27/2024</p>	<p>General Funds</p>	

	<p>be provided for ESL teachers and Tier 1 growth positions to ensure implementation in all classrooms in the school. As we continue the implementation, we will have a focus on using all the components of the curriculum with integrity. We will support staff in this through continued training and co-teaching lessons with all components of curriculum.</p>				
	<p>[A 1.1.5] Monthly Content Meetings Cason Lane Academy teachers will participate in monthly network meetings beginning in August and occurring throughout the school year. Teacher voice and autonomy will be encouraged throughout these meetings while ensuring the integrity and implementation of the EL ED curriculum. The learning outcome of these meetings will be shared by network members in order to improve instruction and improve student academic outcomes.</p>	<p>Sonya Cox, Kimberly Hix, Suzanne St. John, Content Leads for each grade level</p>	05/27/2024	General Funds	
<p>[S 1.2] Targeted interventions, with a focus on supporting subgroups Teachers and staff will provide academic interventions and other focused supplemental supports throughout the year to improve achievement and close identified gaps.7.</p> <p>** **</p> <p>** **</p> <p>Benchmark Indicator Progress will be monitored by Content leads and administration via quarterly walk-through observations, TEAM observation reviews, and the analysis of ELA and Math benchmark data quarterly in order to ensure the schools and our district will be on target to meet our AMO goals. CLA will aim to decrease the percentage of all students and students in each subgroup scoring at the below level in state assessed subjects annually.</p>	<p>[A 1.2.1] Customized Professional Development to Support Students with Disabilities Building- and district-level special Education support staff will provide customized professional development to support students with disabilities and their teachers. Cason Lane Academy's Special Education PLC Team will also work to identify relevant topics and train general education teachers and educational assistants on additional strategies for supporting students with disabilities within the Tier 1 setting.</p>	<p>Special Education team, Sonya Cox, Kimberly Hix, Jennifer Clunie, Veroncia Mumford</p>	05/27/2024	General Fund	
	<p>[A 1.2.2] ESL Professional Development ESL Staff will conduct ESL professional</p>	<p>Jessica Wing, Zena Mohsen,</p>	05/27/2024	General Funding	

	development for Tier 1 teachers and educational assistants, beginning in August 2022 and continuing throughout the year. Topics covered in the PD will include: ELLevation program, Understanding "Can Do Descriptors", Understanding WIDA, appropriate accommodations for ELL students, Using Individual Learning Plans, Strategies for Tier I instruction, and other topics to improve Tier 1 instruction for EL students.	Petrina Smith, Kristin Winters, Aerial Mosely			
	[A 1.2.3] Gifted Training and Support Beginning in August 2023, the Gifted Specialist will conduct professional development and provide weekly check-ins with for teachers of gifted and high-performing students to increase achievement through strategies that support cognitive demand in conjunction with in-depth analysis of benchmark/formative assessment data. Additionally, the Gifted Specialist will collaborate with all classroom teachers on a biweekly basis to discuss additional strategies for enriching student learning.	Amy Jackson, Lisa Carr, Sonya Cox, and Kimberly Hix	05/27/2024	General Funds	
	[A 1.2.4] Targeted Reading Intervention With support from the administration and the Academic Coach, teachers and interventionists will utilize the data from the district benchmark in RTI2 Data Team Meetings to determine student needs and to provide reading intervention for targeted students. All educators will participate in trainings related to supporting struggling students (Tier 1, Tier 2 and Tier 3) using a literacy lesson framework to emphasize targeted, intentional instruction. Special attention will be paid to students in subgroups, especially SWD and ELL.	Taba Karna, Michelle Follis, Suzanne St. John	05/27/2024	General Funds	
[S 1.3] Effective Leaders Support all teachers through job embedded professional development activities, mentoring programs, induction programs, etc. Benchmark Indicator Instructional support staff from Central Office will	[A 1.3.1] Literacy Coaching Beginning in August 2023, Cason Lane Academy's instructional coach will provide job-embedded literacy coaching to provide continued learning for teachers that will increase teacher effectiveness. Teachers will participate in coaching cycles with the	Suzanne St. John, Kathy Daughtry, Cathy Presnell	05/27/2024	General Funds	

<p>join school administration and the instructional coach to conduct classroom walk-through observations. Administrators will analyze formative assessments with grade-level PLC groups to determine the effectiveness of the professional development activities, redirect teacher practices, and to ensure Cason Lane Academy will be on target to meet our AMO goals.</p>	<p>coach to refine specific crafts of teaching to increase student achievement.</p>				
	<p>[A 1.3.2] Mentorship program Beginning in July 2023, teachers who have been teaching for 3 years or less will be invited to participate in a mentorship with a highly effective veteran teacher. Two school-level mentor coordinators will provide guiding questions for mentors to review with their novice teacher counterparts during monthly meetings. The Mentor Coordinators will facilitate workshops every 4 weeks for all novice teachers and teachers who are new to the building to receive support in effective instructional practices aligned with CLA's school goals. Novice teachers will also be invited to attend New Teacher meetings each month at Central Office.</p>	<p>Sonya Cox, Kimberly Hix, Suzanne ST. John, Sheri Arnette</p>	<p>05/27/2024</p>	<p>General Funds</p>	
	<p>[A 1.3.3] ELA Content Lead Meetings Beginning in August 2023, Kindergarten through 6th grades will each send at least one representative per grade level to district-wide ELA Network Meetings. Grade level representatives will share strategies and information discussed with their PLC team members upon returning to the school.</p>	<p>ELA Content Leads, Sonya Cox, Kimberly Hix, Suzanne St. John</p>	<p>05/27/2024</p>	<p>general funds</p>	
<p>[S 1.4] Family and Community Engagement Activities Cason Lane Academy will plan, implement, support, and promote effective family and community engagement activities that are meaningful and aligned with student academic achievement in the school. The school will implement programs and activities specifically designed to engage all families, especially the parents and families of historically under-served</p>	<p>[A 1.4.1] Family Engagement Nights to support School Improvement Goals Cason Lane Academy will conduct periodic themed "Family Engagement Nights" beginning in September 2023 to support families' understanding of academic content area concepts and to encourage family participation in learning opportunities for home use. Examples include Literacy Nights, Parent Academy for using iReady</p>	<p>Grade Level teams, Carolene Goff, Laura Gavin, Danielle Gregory, Sonya Cox, Kimberly Hix, Community Partners</p>	<p>05/25/2023</p>	<p>Title 1</p>	

<p>student groups, in improving student outcomes and enhancing the school climate. Activities will include opportunities to inform parents on student progress, support family involvement in home-learning activities, and encourage family participation in district and school planning and decision-making.</p> <p>** **</p> <p>** **</p> <p>Benchmark Indicator Progress will be monitored and evaluated by the collection of activity logs indicating family participation in planned activities. Family surveys will be conducted annually to measure parent satisfaction with family engagement activities. Information will be gathered at periodic meetings to collect family input and feedback.</p>	<p>at home, STEAM Nights, Title 1 Meetings and more.</p>				
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	<p>[A 1.4.2] Utilize Parent Feedback Beginning in the Fall of 2023 and continuing throughout the year, Cason Lane Academy will encourage family participation in efforts to share school program and student performance information. A Google Form will be available to parents through the school website throughout the year as an opportunity to provide input. All teachers will strive to engage 100% of their students in student-led conferences with a family member or mentor adult. We will utilize the TN School Climate Measurement Package (during the designated window) and other tools to gather parent input and feedback. We will support family participation year-round by the elimination of barriers to participation.</p>	<p>Sonya Cox, Kimberly Hix, Carolene Goff, Laura Gavin, and Cason Lane Academy families</p>	<p>05/27/2024</p>	<p>GEneral Funds</p>	
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[G 2] Increase Achievement and Growth in Math
Through the use of standards-aligned core instruction, high-quality instructional materials, and effective technology, Cason Lane Academy will experience improved achievement and growth in math for each and every student. Developing effective teachers and school leaders through targeted professional development will yield improved academic outcomes in math for all students. Encouraging family engagement and participation in academic improvement will improve student outcomes in math for all students.

Performance Measure

For 2023-2024, Cason Lane Academy will achieve a Level 3 TVAAS score or higher in numeracy and increase achievement percent of math proficiency using TN Ready and iReady data. Increase the percentage of students scoring on track or mastered from 31.4 % on the TNReady Math assessment for Grades 2-6 and iReady Diagnostic for Kindergarten and First Grade.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 2.1] Standards-aligned core instruction With support from the Math Coordinator and Academic coach, we will align the evidence-based curriculum, instruction, and assessment with the State's challenging academic content standards in order to improve student growth and achievement in math.</p> <p>** **</p> <p>** **</p> <p>Benchmark Indicator Progress will be monitored by the Coordinator of Math and CLA administrators via quarterly walk-through observations and by the analysis of benchmark data (i-Ready Diagnostic assessment), every nine weeks via Quarterly Data Reviews (A 2.2.4) in order to ensure the district will be on target to meet our AMO goals. Reviews will incorporate data from the TDOE-developed Math Learning Walk Tool and from i-Ready school, grade, and class data looking for trends that identify on-track performance. Negative trends become indicators for targeted professional development.</p>	<p>[A 2.1.1] Math IPG Walkthroughs Cason Lane Academy administration and academic coach in partnership with the District Math Coordinator will complete at a monthly walk-through. We will use data from IPG walkthroughs to give specific feedback to grade-levels and teachers to target standards-based instruction.</p>	Sonya Cox, Kimberly Hix, Suzanne St. John, Molly Oliver	05/24/2024		
	<p>[A 2.1.2] Professional Learning Communities Beginning August 2023, Professional Learning Community meetings will take place at least once per week, intentionally focused on collaboratively planning standards-aligned Tier I instruction with the support of the academic coach.</p>	Suzanne St. John, Grade-Level Teachers, Administration	05/24/2024	General Fund	

	<p>Planning that takes place during PLC sessions will include an integrated approach to knowledge building through STEAM. Science and Social Studies content standards will promote knowledge building, while discussions regarding Math Standards will be focused on building knowledge in content areas through rigorous instruction and research-based materials.</p> <p>Professional Learning Communities will provide opportunities for teachers to plan assessments that align to state standards.</p>				
	<p>[A 2.1.3] Lesson Plans At the start of the school year, August 2023, all Kindergarten through 6th-grade teachers will submit lesson plans weekly via their STEAM calendar. Lesson plans will reflect standards-aligned student learning goals and assessments that were planned during collaborative PLC meetings and will align with the Murfreesboro City Schools scope and sequence. The TDOE Instructional Focus Documents will provide guidance for rigorous instruction.</p> <p>Administrators will review lesson plans during planning and PLC meetings and when conducting walkthroughs and observations to provide feedback on the alignment between standards and instruction.</p>	<p>Teachers, Administration</p>	<p>05/24/2024</p>	<p>General Funds</p>	
	<p>[A 2.1.4] Professional Development Beginning at the start of the school year, July 2023, the academic coach and the district Math Coordinator will provide professional development for teachers that promotes deep understanding of the mathematics, as well as the knowledge and skills embedded in standards and integration of content standards.</p> <p>Administrators will provide lesson feedback and follow-up support on an ongoing basis as needed.</p>	<p>Dr. Oliver, Suzanne St. John, Sonya Cox, Kimberly Hix, Math Content Leads</p>	<p>05/24/2024</p>	<p>General Funding</p>	

	<p>Data from the TDOE-developed Math Learning Walk Tool and from i-Ready class data will guide targeted professional development.</p> <p>Teachers who are observed to need additional professional development in Math will be asked to include those opportunities in their individual professional learning plans.</p>				
<p>[S 2.2] Effective Teachers and Leaders The Director of Schools and Assistant Superintendent of Curriculum and Instruction will develop policies, procedures, and programs to support and build the capacity of school and district leaders to effectively develop, implement and manage instructional programs for students and be accountable for the results. At the same time, Cason Lane Academy administration will develop policies, procedures, and programs to support and build the capacity of school educators to effectively develop, implement and manage instructional programs for students and be accountable for results.</p> <p>Benchmark Indicator Progress will be evaluated as a part of the TEAM Administrator rubric during the first semester and during school walk-through observations conducted by the Director of Schools and Director of Curriculum and Instruction quarterly in order to ensure the schools and our district will be on target to meet our TVASS goal. Data will be delivered via principal evaluation meetings each semester and via Quarterly Data Reviews with principals and school teams to review student growth and achievement on benchmark assessments.</p> <p>Progress will be evaluated for teachers as part of the TEAM Teacher rubric during each semester based on the number of observations required.</p>	<p>[A 2.2.1] Job-Embedded Math Coach Beginning in September 2023, Cason Lane Academy's instructional coach will provide job-embedded mathematical coaching to provide continued learning for teachers that will increase teacher effectiveness.</p> <p>Teachers will participate in coaching cycles with the coach to refine specific crafts of teaching to increase student achievement.</p>	<p>Suzanne St. John</p>	<p>05/24/2024</p>	<p>General Funds</p>	

Feedback will be given to grade-levels based on IPG driven walk-throughs monthly.					
	<p>[A 2.2.2] Quarterly Data Meetings Beginning in October, the administration and Instructional Coach will meet quarterly with Central Office Instruction staff to discuss student performance data and the most recent results from various measurement tools. These meetings will include discipline and attendance data as a part of the analysis. In these meetings we will look for trends that indicate school and subgroup needs, areas where schools and students are not performing to expectations, and assist the schools in planning and implementing solutions to improve outcomes for students.</p>	Sonya Cox, Kimberly Hix, Suzanne St. John	05/24/2024		
	<p>[A 2.2.3] Professional Learning Communities Teachers will bring predetermined student work samples to professional learning community meetings once a month for collaborative discussion with Instructional Coach regarding math strategies and expectations. Instructional decisions will be determined based on student progress and alignment of student work to TDOE Instructional Focus Documents.</p> <p>During professional learning communities, teachers will also work with math specialist to plan and implement a lesson study. The goal of this is to strengthen instructional strategies.</p>	Suzanne St. John, Team Leads, Kimberly Hix, Sonya Cox	05/24/2024	General Funds	

[G 3] Increased Academic Achievement and Growth: Science

Through standards-aligned and high-quality instruction, support for teachers and administrators, and standards-aligned resources, we will improve achievement in Science for ALL students. As a result of the efforts to increase student achievement, we will experience notable improvement in (1) teacher practice, (2) standards-aligned student work, and (3) the use of Science and Engineering Practices due to the focus on understanding the three-dimensions of the TN Science Standards for intentional planning and increased conceptual understanding.

Performance Measure

For 2023-2024, the district will increase achievement percentages from 31.2% on TCAP of students scoring “on track” or “mastery” on the TCAP science assessment.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
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<p>[S 3.1] Standards-aligned core instruction and high quality materials Align the scope and sequence, district resources, teacher support documents, and instructional methodology to the TN Science Standards for Science instruction for ALL students in grades K-6.</p> <p>Benchmark Indicator Progress will be monitored by the Science Coordinator, Assistant Superintendent of Curriculum and Instruction, and Principals via walkthroughs, attendance in Professional Learning Community (PLC) meetings, feedback forms or survey results, recordings of model lessons or PDs, follow-up from PDs, analyzed student work or assessments, lesson plans and materials, and usage reports from Discovery Education.</p>	<p>[A 3.1.1] Professional Learning Communities Beginning August 2023, Professional Learning Community meetings will take place at least once per week, intentionally focused on collaboratively planning standards-aligned Tier I instruction with the support of the academic coach.</p> <p>Planning that takes place during PLC sessions will include an integrated approach to knowledge building through STEAM. Science and Social Studies content standards will promote knowledge building, while discussions regarding Math Standards will be focused on building knowledge in content areas through rigorous instruction and research-based materials.</p> <p>Professional Learning Communities will provide opportunities for teachers to plan assessments that align to state standards.</p>	<p>Grade-Level Teams, Academic Coach, Lea Bartch, Sonya Cox, Kimberly Hix</p>	<p>05/24/2024</p>	<p>Gen Funding</p>	
	<p>[A 3.1.2] Professional Development- MCS Science Network Beginning Fall 2023 and continuing throughout the year, the Science Coordinator will offer support through co-planning, co-teaching, and/or modeling lessons with grade level content leads. The Science Coordinator will use filmed lessons as a tool for learning during planning or PLCs.</p> <p>Grade level content leads will participate in a science network wherein they will receive training on the 3-dimensional standards, the scope and sequence, and the suggested correlating materials. Quarterly science collaborative meetings will be used to vertically build teacher content knowledge of the disciplinary core ideas (DCIs) to explore phenomena. Grade level content leads will share methodology and implementation strategies with teams during PLCs.</p>	<p>Content Leads, Lea Bartch, Suzanne St. John, Kimberly Hix, Sonya Cox</p>	<p>05/24/2024</p>	<p>Gen Fund</p>	
<p>[S 3.2] Effective teachers The Director of Curriculum and Instruction and the Science Coordinator will support all teachers</p>	<p>[A 3.2.1] Quarterly Science Collaborative Meetings Grade level content leaders will receive training on</p>	<p>Lea Bartch, Suzanne St. John, Kimberly</p>	<p>05/24/2023</p>	<p>Gen Funding</p>	

<p>through job embedded professional development activities, mentoring programs, and induction programs in order to retain effective teachers and support improved instruction.</p> <p>Benchmark Indicator Compile and analyze human capital data at the end of each semester to track recruitment and retention information for comparison.</p>	<p>the 3-dimensional standards, the scope and sequence, and the suggested correlating materials. Quarterly science collaborative meetings will be used to vertically build teacher content knowledge of the disciplinary core ideas (DCIs) to explore phenomena. Grade level content leaders will share content knowledge during professional learning community meetings and professional development opportunities.</p>	<p>Hix, Sonya Cox, Grade-Level Content Leads</p>			
	<p>[A 3.2.2] Provide ongoing learning opportunities through grade-level PLCs. Beginning Fall 2023 and continuing throughout the year, the Science Coordinator and Academic Coach will provide ongoing learning opportunities during the school-year by facilitating grade-level PLCs as opportunities for educators to deepen their understanding of the TN Science Standards and working collaboratively to improve teaching practices. This will include providing training on the science and engineering practices (SEPs) and the Cross Cutting Concepts (CCCs) to increase teacher capacity for implementing labs and design projects and to increase abilities to make connections and think abstractly.</p>	<p>Lea Bartch, Suzanne St. John, Kimberly Hix, Sonya Cox, Grade-Level Content Leads</p>	<p>05/24/2024</p>	<p>Gen Funding</p>	
<p>[S 3.3] Effective Leaders The Director of Schools and Assistant Superintendent of Curriculum of Instruction will develop policies, procedures, and programs to support and build the capacity of school and district leaders to effectively develop, implement and manage instructional programs for students and be accountable for the results.</p> <p>Benchmark Indicator Progress will be evaluated as a part of the TEAM Administrator rubric during the first semester and during school walk-through observations conducted by the Director of Schools and Assistant Superintendent of Curriculum of Instruction quarterly in order to ensure the schools and our district will be on target to meet our goal. Data will</p>	<p>[A 3.3.1] Quarterly Data Meetings Beginning in October, the administration and Instructional Coach will meet quarterly with Central Office Instruction staff to discuss student performance data and the most recent results from various measurement tools. These meetings will include discipline and attendance data as a part of the analysis. In these meetings we will look for trends that indicate school and subgroup needs, areas where schools and students are not performing to expectations, and assist the schools in planning and implementing solutions to improve outcomes for students.</p>	<p>Sonya Cox, Kimberly Hix, Suzanne St. John, Lea Bartch</p>	<p>05/24/2024</p>	<p>Gen Funding</p>	

<p>be delivered via principal evaluation meetings each semester and via Quarterly Data Reviews with principals and school teams to review student growth and achievement on assessments.</p>					
	<p>[A 3.3.2] Professional Learning Opportunities for Administrators Through professional learning opportunities (PD or classroom walkthroughs, etc.), administrators will gain a deeper understanding of the content as well as how Three-Dimensional Science instruction should be implemented and received in the classroom to support TEAM observations and walk-throughs.</p>	<p>Sonya Cox, Kimberly Hix, Lea Bartch</p>	<p>05/24/2024</p>	<p>Gen Funding</p>	
<p>[S 3.4] Family and Community Engagement Activities Plan, implement, support, and promote effective family and community engagement activities that are meaningful and aligned with student academic achievement in the school. Cason Lane Academy will implement programs and activities specifically designed to engage all families, especially the parents and families of historically under-served student groups, in improving student outcomes and enhancing the school climate. Activities will include opportunities to inform parents on student progress, support family involvement in home-learning activities, and encourage family participation in district and school planning and decision-making.</p> <p>Benchmark Indicator Progress will be monitored and evaluated by the collection of activity logs indicating family participation in planned activities. Family surveys will be conducted annually to measure parent satisfaction with family engagement activities. Information will be gathered at periodic meetings to collect family input and feedback.</p>	<p>[A 3.4.1] Promote Project Based Learning Opportunities that Support Authentic Learning Beginning in August 2023 and continuing throughout the year, teachers will plan through STEM/STEAM based studies and promote activities, such as project based learning, that support and encourage exploration of post-secondary education opportunities and careers, especially through the use of community partners. Teachers will establish ongoing relationships with community partners to serve as resource/experts for STEAM projects and career exploration.</p>	<p>Grade-Level Teams, Dr. Hoens, Suzanne St. John, Sonya Cox, Kimberly Hix</p>	<p>05/24/2024</p>	<p>Gen Funding</p>	
	<p>[A 3.4.2] Conduct periodic "Family Nights" to encourage family understanding and participation in content area learning</p>	<p>STEAM Team, Sonya Cox, Kimberly Hix</p>	<p>05/24/2024</p>	<p>GEn Funding</p>	

	<p>opportunities Beginning September of 2023, the CLA STEAM Team will assist in the planning and implementation of Quarterly STEAM Nights providing opportunities for students to demonstrate understanding of the engineering process, project based learning opportunities, and the integration of content standards to promote STEAM Literacy among all families and students.</p>				
<p>[S 3.5] Science and Engineering Practices Cason Lane Academy will focus on the Science and Engineering Practices to improve methodology and build scientific skills in students.</p> <p>Benchmark Indicator Progress will be monitored by District Science Coordinator, School administrator, and Academic coach. Observations will include increased science vocabulary, increased opportunities in the classroom, evidence in student work (such as improved claim writing or increase in quantity and quality of student generated questions, and follow-up from professional development.</p>	<p>[A 3.5.1] Learning Opportunities focused on STEAM For students to understand and apply the content, to build background knowledge, and to retain the information, rich and complex texts will be used during a lab or science lesson. Application of math in the real-world will be done through tasks and science labs, such as data collection and measurement. Students will have increased opportunity for writing, such as claims in scientific explanations or lab notes. These learning opportunities will be standards aligned to support grade-level expectations of student performance and for additional support among the content areas. Social Studies and Science standards are bundled and strategically sequenced to support integration connections.</p>	Grade-Level Teams, Science Content Leads, Dr. Hoens, Sonya Cox, Kimberly Hix	05/24/2024	Gen Funding	
	<p>[A 3.5.2] Professional Development for Effective Strategies The MCS science coordinator will promote and train teachers on specific strategies such as the question formulation technique, Notice/wonder, phenomenon for sense-making, or increased wait time to increase student capacity to ask questions and build skills for inquiry.</p>	Lea Barch, Science Content Leads (Danielle Gregory, Ty Wallace, and Laura Caylor)	05/24/2024	Gen Funding Gen Funds	
<p>[G 4] Recruit, retain, and train highly effective and culturally competent educators and employees to maximize student outcomes. Through the use of ongoing professional development, job-embedded coaching, and active recruitment, Cason Lane Academy will seek to ensure that all faculty and staff members are highly trained, highly effective, and aware of the needs of our community.</p> <p>Performance Measure For the 2023-2024 school year, CLA will monitor and see increases in the level of effectiveness scores of educators, positive responses on educator surveys, results from TEAM evaluations, and feedback on summative conferences.</p>					

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 4.1] Effective Teachers Support all teachers through job embedded professional development activities, mentoring programs, induction programs, etc. to enhance content knowledge, instructional practices, and understanding of research-based best practices.</p> <p>Benchmark Indicator CLA administrators will conduct classroom walkthrough observations and analyze formative assessments with grade-level PLC groups weekly in order to determine the effectiveness of the professional development activities, redirect teacher practices, and to ensure the schools and our district will be on target to meet our AMO goals.</p>	<p>[A 4.1.1] Develop and implement an active mentoring program for teachers new to CLA. CLA administrators and designated mentor leaders will further develop, revise, and implement an active mentoring program for 2023-2024 for all first-year teachers and all teachers new to CLA. Additionally, the goal of the mentoring program will be to grow and retain highly effective teachers new to CLA. Administrations will also provide coverage and encourage first-year teachers to attend Teacher 2 Teacher, our district mentoring program.</p>	<p>Sonya Cox, Kimberly Hix, Suzanne St. John, Mentors, Maria Johnson</p>	<p>05/24/2024</p>	<p>General Funds</p>	
	<p>[A 4.1.2] Retain effective teachers. School administrators, district-level instructional coordinators, and the Academic Coach will promote retention of effective teachers through annual new teacher training, professional learning opportunities, year-round mentoring, day-to-day coaching, and other methods of support.</p>	<p>Sonya Cox, Kimberly Hix, Suzanne St. John</p>	<p>05/24/2024</p>	<p>General Funds</p>	
	<p>[A 4.1.3] Promote instructional networks and PLC Meetings to enhance teacher content knowledge and provide support. The school administration and Academic Coach will provide ongoing learning opportunities during the school year by facilitating grade-level PLCs as opportunities for educators to deepen their understanding of the TN Standards and working collaboratively to improve teaching practices.</p> <p>Sixth grade teachers will meet bi-weekly in district-wide content specific PLC teams. The focus of these sessions will be to offer ongoing professional learning and collaboration across the district. This support will help deepen their</p>	<p>Central Office Instructional Department, Suzanne St. John, Sonya Cox, Kimberly Hix</p>	<p>05/24/2024</p>	<p>General Funds</p>	

	<p>understanding of the sixth grade TN Standards and instructional practices.</p> <p>Content level networks will be held monthly for teachers to provide feedback and input on district instructional choices and material as well as to receive information to deliver to their individual schools.</p>				
<p>[S 4.2] Develop and grow community partnerships to engage and prepare educators and employees Support all teachers through community partnerships and outreach activities designed to increase educator capacity.</p> <p>Benchmark Indicator Progress will be monitored via monitoring of LOE Scores, retention rates of employees, diverse employee population, and educator surveys.</p>	<p>[A 4.2.1] Representation and active participation in school-wide Leadership Team. All grade levels will have the opportunity to be represented on the school-wide Leadership Team and will assist in co-constructing Leadership Team meeting agendas. Representatives will participate in a monthly "open forum" to bring questions, comments, and concerns from their teams to be addressed by the group.</p>	<p>Sonya Cox, Kimberly Hix, Team Leads</p>	<p>05/24/2024</p>	<p>General Funds</p>	
	<p>[A 4.2.2] Utilization of peer observations to enhance teacher modeling and leadership opportunities. Beginning September 2023, all certified staff will complete one peer observations per semester. After each peer observation, teachers will complete the observation reflection tool created by the school Leadership Team. Administrators will promote opportunities to learn from highly effective teachers by providing specific peer observation recommendations as needed after Learning Walks and TEAM observations.</p>	<p>Teachers</p>	<p>05/24/2024</p>	<p>General Funds</p>	

[G 5] Address and support the needs of the whole child to decrease the achievement gap.

For 2023-2024, students will have equal access to a safe and healthy learning environment that promotes academic achievement, limits the amount of lost instructional time by improving attendance and reducing exclusionary discipline practices, ensures that all students have the opportunity to learn, and promotes and classroom instruction that includes age-appropriate activities to help elementary students explore careers and develop an understanding of the connection between school and the world of work.

Performance Measure

* Improve behavioral interventions and supports as measured by periodic RTI2-B data, discipline data, and periodic administrative interviews.

* Improve mental health supports as measured by periodic RTI2-B data, Mental Health Crisis Report Data, DCS Report data and periodic administrative interviews.

* Improve attendance, decrease exclusionary discipline practices, and improve access for all students as measured by attendance data, discipline data and school access data.

* Improve school health as measured by attendance data, nurse department data, and school access data

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 5.1] Behavioral interventions and supports Develop and support programs and initiatives (including RTI2-B, De-escalation Training, Crisis Prevention and Intervention, addition of Calm Down Coach) that address identified behavior needs and provide appropriate student supports.</p> <p>Benchmark Indicator Progress will be monitored by building administrators, RTI2B team, and Behavior team via -</p> <ul style="list-style-type: none"> * weekly review of Behavior trends and data *monthly review of RTI2B data * quarterly review of SRSS-IE data in order to see a decrease in inappropriate student behavior and an increase in appropriate student behavior; * quarterly RTI2-B fidelity checks in order to measure program fidelity; * quarterly data reviews to measure exclusionary discipline practice usage and school attendance measure success. 	<p>[A 5.1.1] Continued Implementation of RTI2-B Behavior Supports Cason Lane Academy will continue the implementation of RTI2-B Behavior Supports by holding a beginning of the year and mid-year staff training. Additionally, quarterly staff trainings will be held to connected existing RTI2-B practices to Trauma-Informed training. School counselors will have ongoing refresher sessions with new teachers and staff throughout the year. All staff will follow the RTI2-B Implementation Manual for Tier 1, 2, and 3 in order to have a systematic approach to behavioral interventions and supports. The RTI2-B school team will ensure the fidelity of implementation by conducting the Tiered Fidelity Inventory in the Fall, Winter, and Spring. The PIRS and TFI Walkthrough will also be conducted annually.</p>	<p>RTI2B Team, Sonya Cox, Kimberly Hix, Nicollette Sanders, Amber Herrick</p>	<p>05/25/2024</p>	<p>General Funds</p>	
	<p>[A 5.1.2] Continued School-wide Use of Student Social-Emotional (SRSS) Data Continue the use of the student social-emotional (SRSS) benchmark data to monitor student and school progress. Grade levels will meet during quarterly behavior PLCs to review the SRSS data</p>	<p>Nicollette Sanders, Amber Herrick, Kimberly Hix, Sonya Cox</p>	<p>05/24/2024</p>	<p>General Funds</p>	

	and help provide social, emotional, and behavioral supports to all students.				
	<p>[A 5.1.3] Refined Crisis Team Response Strategies</p> <p>Starting in Fall 2023 and continuing throughout the year, Behavior Support Team and Crisis Team members will collaborate to evaluate, refine, and redesign crisis prevention and crisis intervention processes. Staff members will prioritize needs and elect which capacity-building strategies to implement as needed. Behavior Team will meet monthly to analyze data and review processes. The Crisis Team will meet quarterly to discuss crisis intervention processes.</p>	Nicollette Sanders, Amber Herrick, Sonya Cox, Kimberly Hix, Behavior Support Team, Katie Johnson	05/24/2024	General Funds	
	<p>[A 5.1.4] Application of Restorative Practices</p> <p>Continue introduction of Restorative Practices through professional development to staff at least once per year. Staff will be trained on how to respond to students doing harm and students that are harmed through the restorative practice question cards. CARE Team members will also use restorative practice questions during student breaks. If a student is sent to the office for a disciplinary offense, they will be asked to complete a restorative practice worksheet in order for both sides to be heard. Students that are harmed or doing the harm can participate in restorative circles, meetings, and conferences.</p>	All Staff, Nicollette Sanders, Amber Herrick, Katie Johnson, Kimberly Hix, Sonya Cox	05/24/2024	General Funds	
<p>[S 5.2] Mental health supports</p> <p>Develop external partnerships with mental health service providers (including Centerstone, STARS, School Based Health Solutions, The Family Center and others), develop procedures and provide necessary student supports for identified mental health needs.</p> <p>Benchmark Indicator</p> <p>Progress will be monitored by the Coordinator of Behavior Support</p> <p>* via quarterly needs assessments with school</p>	<p>[A 5.2.1] Continue Referrals to External Partners</p> <p>Nicollette Sanders and Amber Herrick, school counselors, will continue to evaluate student needs and determine community partners for supporting identified mental health needs.</p>	Nicollette Sanders, Amber Herrick, Katie Johnson	05/24/2024	General Funds	

<p>counselors and behavior support staff,</p> <p>* quarterly review of SRSS-IE data and behavior referrals,</p> <p>* and quarterly needs assessments with building administrators in order to ensure that all students have the opportunity to learn.</p> <p>*</p>					
	<p>[A 5.2.2] Implementation of Trauma-Informed Practices</p> <p>The Trauma-Informed Leadership Committee will lead ongoing professional learning for staff about the impact of trauma and trauma-informed practices. The Leadership Committee will guide Cason Lane Academy through participation in the two-year TDOE Trauma-Informed Schools Cohort and will participate in monthly Community of Practice calls. In August 2023, all staff completed Poverty Simulation training to close our Trauma-Informed Practices cohort.</p>	<p>Staff, Nicollette Sanders, Amber Herrick</p>	<p>05/24/2024</p>	<p>General Funds</p>	
<p>[S 5.3] Targeted interventions</p> <p>CLA will provide academic interventions and other focused supplemental supports to improve achievement and close identified gaps.</p> <p>Benchmark Indicator</p> <p>Progress will be monitored by building administrators, attendance secretary, and grade level attendance team members via monthly review of attendance data, and quarterly review of MTSS meetings and results in order to ensure attainment of the school AMO goal of 13.1% for chronic absenteeism.</p>	<p>[A 5.3.1] Ensure students with disabilities receive core instruction in Tier 1, to the greatest extent possible.</p> <p>Beginning Fall 2023 and throughout the school year, in order to ensure students are exposed to the state's rigorous standards to the greatest extent possible and to improve academic growth and achievements, school administrators will require all instructional staff to give first consideration to having students with disabilities receive core instruction in Tier 1 by reviewing students' placement in Tier 1 monthly during RTI2 Data PLCs and Special Education PLCs. During these PLCs, administrators and teachers will discuss which students need to receive more core instruction support from the general education setting.</p>	<p>Kimberly Hix, Sonya Cox, SpEd PLC, Interventionists</p>	<p>05/24/2024</p>	<p>General Funds</p>	
	<p>[A 5.3.2] Improve Attendance through Multi-Tiered System of Support</p>	<p>Attendance Committee,</p>	<p>05/24/2024</p>	<p>General Funds</p>	

	<p>School administrators will, beginning in August, monitor and address attendance issues using a Multi-Tiered System of Support in order to improve attendance and decrease chronic absenteeism. Teachers will be the first level of contact with parents/guardians to reach out regarding unexcused absences. Once the teacher has reached out, if the student continues to miss, the administrators will then set up a meeting with the family and establish an attendance contract. If the student continues to have absences, then the School Social Worker or School Counselor will set up a Attendance Panel meeting with all stakeholders.</p>	<p>Ashley Goodin, Sonya Cox, Kimberly Hix</p>			
	<p>[A 5.3.3] Monitor, review, and decrease exclusionary discipline practices. Starting Fall 2023 and continuing throughout the year, administrators and Behavior Team members will monitor school discipline practices quarterly, provide data regarding exclusionary practices during Behavior Team Meetings, and work to decrease exclusionary practices by supporting other means of discipline, including Restorative Practices.</p>	<p>Behavior Team, Kimberly Hix, Sonya Cox</p>	<p>05/24/2024</p>	<p>General Funds</p>	
<p>[S 5.4] School Health and Healthy Living CLA will continue to promote and support the prevention of diseases and health problems and the mitigation of the impact of illnesses and absenteeism by continued training of CLA staff and the provision of interventions for affected children and families.</p> <p>Benchmark Indicator Progress will be monitored by the Coordinator of Behavior Support and department supervisors via monthly walk-through observations in CLA and by the analysis of school health and attendance data monthly in order to ensure attainment of the district AMO goal for chronic absenteeism.</p>	<p>[A 5.4.1] Support and promote School Nursing Department school health campaigns throughout the year, including COVID-related campaigns, protocols and guidance. Building administrators and Code Blue Team will support and promote the School Nursing Department school health campaigns, such as Flu Prevention, Hand-washing Emphasis, Healthy Eating campaign, Good Night Sleep promotion, and COVID-related guidance and protocols, as well as other promotions throughout the year to improve healthy habits and attendance. Support and promotion will begin Fall 2023 and continue throughout the year.</p>	<p>Code Blue Team, Natonya Bragg, Kimberly Hix, Sonya Cox</p>	<p>05/24/2024</p>	<p>General Funds</p>	

	<p>[A 5.4.2] Support and promote Coordinated School Health campaigns to encourage healthy living and improve school outcomes, including COVID-related guidelines and protections.</p> <p>Building administrators will support and promote Coordinated School Health campaigns, including COVID-related safety guidance and protections, Farm to School campaign and Chef Academy campaign to promote healthy living, promote a well-rounded education, and to improve school outcomes. Support and promotion will begin in Fall 2023 and will continue throughout the year.</p>	Kimberly Hix, Sonya Cox, Farmer Molly	05/24/2024	General Funds	
<p>[S 5.5] Family and Community Engagement Activities</p> <p>The CLA Leadership Team and Title 1 Liaisons will plan, implement, support, and promote effective family and community engagement activities that are meaningful and aligned with student academic achievement in the district. Cason Lane Academy will implement programs and activities specifically designed to engage all families, especially the parents and families of historically under-served student groups, in improving student outcomes and enhancing the school climate. Activities will include opportunities to inform parents on student progress, support family involvement in home-learning activities, and encourage family participation in school planning and decision-making.</p> <p>Benchmark Indicator</p> <p>Progress will be monitored and evaluated by the collection of activity logs indicating family participation in planned activities. Family surveys will be conducted annually to measure parent satisfaction with family engagement activities. Information will be gathered at periodic meetings to collect family input and feedback.</p>	<p>[A 5.5.1] Conduct periodic "Family Nights" to encourage family understanding and participation in content area learning opportunities.</p> <p>Cason Lane Academy will conduct periodic "Family Nights" to support family understanding of academic content area concepts and to encourage family participation in learning opportunities for home use. Examples include Literacy Nights, Math Nights, STEAM Nights. Cason Lane Academy will also offer virtual Parent Academies for academic support, Behavior Awards Meetings, understanding RTI2-B, the importance of good attendance, and more.</p>	Staff, Family Engagement Committee	05/24/2024	Title 1	
	<p>[A 5.5.2] Encourage and support family participation in parent conferences, stakeholder surveys and other opportunities to</p>	Sonya Cox, Kimberly Hix,	05/24/2024	Title 1	

	<p>share feedback. School administrators and the school Leadership Team will encourage family participation in an effort to share school program and student performance information. Cason Lane Academy will utilize the TN School Climate Measurement Package and other tools to gather parent input and feedback. School staff will support family participation by the elimination of barriers to participation, providing a variety of formats and times to accommodate a wide range of family schedules.</p>	Leadership Team			
<p>[S 5.6] Integration of STEAM Approach in Instruction Provide students, in all grades across the district, with STEAM opportunities early in their school careers that assist students in identifying interests and career-expectations as well as opportunities to understand the school to work connection.</p> <p>Benchmark Indicator Periodic review of activities, participation and consumer satisfaction surveys by the Director of Curriculum and Instruction.</p>	<p>[A 5.6.1] Through STEM/STEAM-based studies, promote activities that support and encourage exploration of post-secondary education and career opportunities. Through quarterly STEM/STEAM based studies beginning Fall 2023, CLA will promote activities that support and encourage exploration of post-secondary education opportunities and careers, especially through the use of community partners.</p>	STEAM Team, Staff	05/24/2024	Gen Funds	
	<p>[A 5.6.2] Provide activities through school counselor programs that support and encourage exploration of post-secondary education and career opportunities. Through school counselor program activities and grade-level STEAM planning, CLA will promote activities that support and encourage exploration of post-secondary education opportunities and careers. These activities include virtual visits with community partners, virtual field trips, and explicit connections and instruction regarding post-secondary careers linked with grade-level Project-Based Learning.</p>	Nicollette Sanders, Amber Herrick, Suzanne St. John, Dr. Hoens	05/24/2024	Gen Funds	
	<p>[A 5.6.3] Develop and expand upon relationships with community partners. Beginning Fall 2023 and continuing throughout the school year, schools and district staff will develop and grow community partners quarterly to serve as</p>	Dr. Hoens, STEAM Team, Sonya Cox, Kimberly Hix	05/24/2024	Gen Funds	

	resource/experts for STEAM projects and career exploration. Community partners will present real-world problems, provide authentic feedback on project-based learning experiences, and participate in STEAM Nights as they are able.				
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