

Black Fox Elementary 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 Pre-K-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.

Black Fox will participate in and 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 Black Fox 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 on-track from 34.8% to 38.0% on the TNReady ELA assessment

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p><b>[S 1.1] Standards-aligned instruction</b> Align evidence-based curriculum, instruction and assessment with the State's challenging academic content standards.</p> <p><b>Benchmark Indicator</b> Progress will be monitored by Administration, Instructional Coaches, and District Leaders via quarterly walk-through observations and by the analysis of ELA benchmark data every nine weeks.</p> <p>Administration and instructional coach will conduct walk-throughs to monitor implementation and collect trends to inform additional learning needs.</p>	<p><b>[A 1.1.1] ELA Professional Development on delivering standards-aligned lessons through use of HQIM</b> Our Academic Coach and district support staff will provide professional development and coaching to align lessons with state standards through the use of HQIM implementing systematic, explicit early literacy instruction, and reading in the content areas, ongoing throughout the school year. The goal is to build early literacy skills (word recognition, phonemic awareness, phonics, and fluency), knowledge and vocabulary (language comprehension), and writing proficiency through rigorous, systematic, and explicit ELA instruction. ELA standards will be connected to other content</p>	<p>Tiffany Strevel, Kim Inglis</p>	<p>05/16/2024</p>	<p>GP</p>	

	areas to promote engagement. In addition, students will explore the importance of ELA to the work force and its value for succeeding in life.				
	<p><b>[A 1.1.2] Implementation of HQIM Materials</b> Continued implementation of HQIM in grades PK-6 will ensure that all students have access to the resources and practices they need to be proficient. On-going professional learning and support will be provided to ensure that materials are implemented with integrity. Black Fox has established an ELA Network that will meet each month with the district ELA Network and multiple times each semester with the school network. The purpose of this network is to collaborate, analyze data, and deepen the team's knowledge around HQIM materials. The outcomes of these meetings will be shared by network members in order to improve instruction and improve student academic outcomes.</p>	Tiffany Strevel, Kim Inglis, Black Fox ELA Network	05/16/2024	GP	
	<p><b>[A 1.1.3] Follow grade-level Scope and Sequence for ELA</b> All K-6 teachers will follow the ELA Scope and Sequence that was created by district leaders, coaches, and teachers. The scope and sequence aligns to grade-level standards and provided supporting resources that also align to the standards. Lessons and resources will be discussed in weekly grade level PLCs.</p>	Tiffany Strevel, Kim Inglis, K-6 Grade Teachers	05/16/2024	GP	
	<p><b>[A 1.1.4] Participate in ongoing ELA learning through school-wide ELA Networks and school-wide PD tracks</b> Academic coaches, school ELA leaders, and district leaders will provide ongoing learning during PLCs, after-school PLC's, and focused PD tracks that will target staff needs based on teacher feedback, observations, IPG learning walks, and student data.</p>	Tiffany Strevel, Kim Inglis	05/16/2024	GP	
	<p><b>[A 1.1.5] Conduct ELA Learning Walks Quarterly</b> ELA Learning walks have been scheduled multiple</p>	Tiffany Strevel, Kim Inglis,	05/01/2024	GP	

	<p>times throughout each semester. Each learning walk will be conducted by Admin, Academic Coaches, and the district Reading Coordinators. The team will use the IPG tool and provide glows and grows feedback based on trends seen throughout the walks. The ELA Network will discuss this information and work with school leaders to determine needed training for PD tracks and to determine support needed during PLCs.</p>	MCS Reading Coordinators			
	<p><b>[A 1.1.6] Follow the Prepare to Teach Cycles during Grade Level ELA PLCs</b>          Black Fox teams will follow the Prepare to Teach Cycle during grade level ELA PLCs. The grade level ELA Network lead will meet with the academic coach to set up the agenda for upcoming PLCs. The Prepare to Teach Cycle will allow teachers, admin, and coaches time to understand the learning expected throughout the unit, review student expectations by looking over the unit assessments, internalize lessons that are critical to learning, and provide opportunities to review student data/work samples. The purpose is to provide an intentional focus on teaching and learning using HQIM that align to the standards.</p>	Tiffany Strevel, Kim Inglis, Grade Level ELA Network Leads	05/16/2024	GP	
<p><b>[S 1.2] Targeted interventions, with a focus on supporting subgroups</b>          Black Fox support staff, along with the district instruction department, will provide academic interventions and other focused supplemental supports throughout the year to improve achievement and close identified gaps.</p> <p>** **</p> <p>** **</p> <p><b>Benchmark Indicator</b>          Progress will be monitored by admin via quarterly walk-through observations, TEAM observation reviews, and the analysis of ELA and Math benchmark data quarterly in order to ensure Black</p>	<p><b>[A 1.2.1] Conduct ELL professional development for Tier 1 teachers throughout the school</b>          The ESL Staff will provide professional develop on WIDA Standards, ELLevation strategies, and SIOP principles to Tier 1 teachers throughout the school. The purpose of these trainings is to provide a better understanding of resources available, best practices for our multilingual learners, and to ensure that teachers are meeting the needs of their multilingual learners in order to improve student performance.</p>	Tiffany Strevel, Lisa Wright (ELL)	12/21/2023	GP	

<p>Fox is on track to meet our AMO goals. Black Fox 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><b>[A 1.2.2] Utilize Digital Data Notebooks</b>          Black Fox teachers will complete a digital data chart that identifies the subgroups of each student in their class. This chart will contain academic and behavior data and will be reviewed after each of the three academic and behavior benchmarks. Teachers will utilize these notebooks for weekly data chats during PLCs.</p>	<p>Tiffany Strevel,          Kim Inglis, K-6          Grade          Teachers</p>	<p>05/16/2024</p>	<p>GP</p>	
	<p><b>[A 1.2.3] Conduct SPED professional development for Tier 1 teachers</b>          Special Education support staff will provide professional development to Tier 1 teachers to support students with disabilities. Some of these trainings will include Understanding Accommodations and Modifications, Behaviors verses Disabilities, Referral Process, and Supports within the Classrooms (visuals, task boxes, etc.)</p>	<p>Tiffany Strevel,          Beverly          Johnson,          SPED Team</p>	<p>12/22/2023</p>	<p>GP SPED</p>	
	<p><b>[A 1.2.4] Participate in professional development and provide coaching for teachers of gifted and high-performing students</b>          Gifted specialist will conduct professional development and provide coaching quarterly for teachers of gifted and high-performing students on increasing achievement through students.</p>	<p>Tiffany Strevel,          Gabrielle          Howe, Gifted          Teachers</p>	<p>05/16/2023</p>	<p>GP</p>	
	<p><b>[A 1.2.5] Provide data-driven instruction/interventions based on individualized student data</b>          Teachers and interventionists will utilize data from the district benchmark in monthly RTI data meetings to determine student needs and to provide reading intervention for targeted students. Training will be provided to all educators for recommendations to support struggling Tier 1, Tier 2, and Tier 3 students. Special attention will be paid to students in subgroups, especially SWD and ELL.</p>	<p>Robin Bailey,          Caren Evans,          Grade Level          Teachers</p>	<p>05/21/2024</p>	<p>GP</p>	

	<p><b>[A 1.2.6] Ensure students with disabilities receive core instruction in Tier 1, to the greatest extent possible</b> Admin, Special Education teachers, and K-6 teachers will work together to ensure students with disabilities are exposed to standards-based instruction in the least restrictive environment in order to improve academic growth and achievement.</p>	Tiffany Strevel, Beverly Johnson, SPED Teachers, K-6 Teachers	05/24/2024	GP SPED	
<p><b>[S 1.3] Effective Leaders</b> 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><b>Benchmark Indicator</b> Progress will be evaluated by admin and coaches through learning walk observations, analyzing benchmark assessments, and weekly PLCs in order to ensure that we are on target to meet our AMO goals.</p>	<p><b>[A 1.3.1] Provide on-going professional development to teachers</b> Admin and coaches will ensure that teachers participate in weekly PLCs focused on the use of HQIM aligned to the standards. Teachers will also participate in monthly professional development through the ELA network, after-school PLCs, and PD tracks.</p>	Tiffany Strevel, Kim Inglis	05/16/2024	GP	
	<p><b>[A 1.3.2] Teacher Mentor Program</b> First, second, and third year teachers will be assigned a school mentor at the beginning of the 2023-2024 school year. Mentors and mentees will participate in an active school mentoring program that provides ongoing support from mentors, admin, coaches, and district leaders.</p>	Tiffany Strevel, Beverly Johnson	05/24/2024	GP	
	<p><b>[A 1.3.3] Quarterly Data Review</b> Admin will meet the Director of Schools, Curriculum of Instruction, and Coordinator of Data and Effectiveness in the Fall and Spring to discuss student performance data and the most recent results from various measurement tools, including attendance data and discipline data. In these meetings, we will look for trends that indicate school and subgroup needs where schools and students are not performing to expectations, and to plan for and implement solutions to improve</p>	Tiffany Strevel, Beverly Johnson, Kim Inglis, Jon Simmons	04/04/2024	GP	

	outcomes for students. Admin will schedule a follow-up meeting with Academic Coaches to plan for implementation with teachers.				
	<p><b>[A 1.3.4] Instructional Walk-Throughs</b> Admin and Academic Coach will work with district Reading Coordinators to schedule and complete reading instructional walk-throughs using the TNDOE Reading Foundation Skills Instructional Practice Guide (K-2) and the Knowledge-Building Instructional Practice Guide (3-6). These walk-throughs will provide norming opportunities to ensure admin and coaches can collaborate around the specific practices occurring in their building.</p>	Tiffany Strevel, Kim Inglis	05/01/2024	GP	
	<p><b>[A 1.3.5] Build capacity of ELA Leaders through school and district network participation</b> Black Fox has created an ELA Network that will meet multiple times a semester to analyze ELA data, develop a school-wide commitment to the use of EL Education with integrity, review IPG walkthrough data and trends, and deepen understanding of ELA practices school-wide. The network will also attend monthly district ELA meetings. The learning outcome of these meetings will be shared by network members with their grade level teams in order to improve instruction and improve student academic outcomes.</p>	Tiffany Strevel, Kim Inglis, Black Fox ELA Network	05/24/2024	GP	
<p><b>[S 1.4] Family and Community Engagement Activities</b> Plan, implement, support, and promote effective family and community engagement activities that are meaningful and aligned with student academic achievement at Black Fox. As a school, we 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</p>	<p><b>[A 1.4.1] Family Surveys</b> A survey will be sent out to Black Fox families bi-annually to gather feedback on home to school communication, home to teacher communication, school environment, and school activities. The survey will help the school identify strengths and identify areas of improvement.</p>	Tiffany Strevel, Sandy McDonald	05/24/2024	GP	

<p>decision-making.</p> <p>** **</p> <p>** **</p> <p>** **</p> <p><b>Benchmark Indicator</b>  Progress will be monitored and evaluated by the collection of activity logs indicating family participation in planned activities. Family surveys will be conducted twice a year to measure parent satisfaction with family engagement activities. Information will be gathered at periodic meetings to collect family input and feedback.</p>					
	<p><b>[A 1.4.2] Class DOJO</b>  As a school, we will continue to use Class DOJO as a communication tool. DOJO allows the school and individual classroom teachers to share upcoming events, newsletters, behavior concerns, and so much more with our families. DOJO also offers translation in different languages to reach more of our families.</p>	Black Fox Staff	05/24/2024	GP	
	<p><b>[A 1.4.3] Conduct monthly "Family Engagement Nights" to encourage family understanding and participation in content area learning</b>  Each month, Black Fox will conduct "Family Engagement Nights" to support family understanding of academic content area concepts and behavior concepts and to encourage family participation in learning opportunities for home use. Examples include: Math Nights, Literacy Nights, STEAM Nights, RTI2B Nights, Cultural Competence, and more.</p>	Tiffany Strevel, Sandy McDonald	05/16/2024	Title	
	<p><b>[A 1.4.4] Encourage and support family participation in parent conferences, stakeholder surveys and other opportunities to share feedback</b>  Beginning in the Fall of 2023 and continuing throughout the year, Black Fox will encourage</p>	Tiffany Strevel	05/16/2024	Title	

	<p>family participation in efforts to share school program and student performance information. This will include the use of virtual Parent-Teacher Conferences, and the opportunity to include even more parents in the process. Similarly, we will utilize the TN School Climate Measurement Package and other tools to gather parent input and feedback. We will support family participation year-round by eliminating barriers to participation.</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, Murfreesboro City Schools 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 Black Fox 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 42.6% to 46.0% 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><b>[S 2.1] Standards-aligned core instruction</b>            With support from the Math Coordinator and Academic coaches 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><b>Benchmark Indicator</b>            Progress will be monitored by Administration, Instructional Coaches, and District Leaders via quarterly walk-through observations and by the analysis of benchmark data (i-Ready Diagnostic assessment), every nine weeks via Quarterly Data</p>	<p><b>[A 2.1.1] Math Professional Development on delivering standards-aligned lessons through the use of HQIM</b>            Our Academic Coach and district support staff will provide intentional, on-going professional development during the school year with a focus on developing effective lessons aligned to the TN Math Standards and the NCTM Math Teaching Practices through the use of HQIM in PLC planning.</p>	<p>Tiffany Strevel,            Jon Simmons</p>	<p>05/24/2024</p>	<p>GP</p>	



<p>Reviews (A 2.2.4) in order to ensure Black Fox is on track 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 and personalized intervention for students.</p>					
	<p><b>[A 2.1.2] Math Scope and Sequence</b>          Black Fox teachers will follow the Math Scope and Sequence that was created by district leaders, coaches, and teachers. The scope and sequence aligns to grade level standards and provides supporting resources that also align to the standards. Lessons and resources will be discussed in weekly grade level PLCs.</p>	<p>Tiffany Strevel,          Jon Simmons</p>	<p>05/23/2024</p>	<p>GP</p>	
	<p><b>[A 2.1.3] Participate in ongoing Math learning through school-wide Math Networks and school-wide PD Tracks</b>          Academic coaches, school Math Network leaders, and district leaders will provide ongoing learning during PLCs, after-school PLCs, and focused PD tracks that will target staff needs based on teacher feedback, observations, IPG learning walk data, and student data.</p>	<p>Tiffany Strevel,          Jon Simmons,          Black Fox          Math Network</p>	<p>05/24/2024</p>	<p>GP</p>	
	<p><b>[A 2.1.4] Conduct Math Learning Walks Quarterly</b>          Math learning walks have been scheduled multiple times throughout each semester. Each learning walk will be conducted by Admin, Academic Coaches, and the district Math Coordinator. The team will use the IPG tool and provide glows and grows feedback based on trends seen throughout the walks. The Math Network will discuss this information and work with school leaders to determine needed training for PD Tracks and to determine support needed during PLCs.</p>	<p>Tiffany Strevel,          Jon Simmons</p>	<p>04/01/2024</p>	<p>GP</p>	
	<p><b>[A 2.1.5] Follow the Prepare to Teach Cycles during Grade Level Math PLCs</b></p>	<p>Tiffany Strevel,          Jon Simmons,</p>	<p>05/16/2024</p>	<p>GP</p>	

	<p>Black Fox teams will follow the Prepare to Teach Cycle during grade level Math PLCs. The grade level Math Network lead will meet with the academic coach to set up the agenda for upcoming PLCs. The Prepare to Teach Cycle will allow teachers, admin, and coaches time to understand the learning expected throughout the unit, review student expectations by looking over the unit assessments, internalize lessons that are critical to learning, and provide opportunities to review student data/work samples. The purpose is to provide an intentional focus on teaching and learning using HQIM that align to the standards.</p>	Grade Level Math Network Leads			
<p><b>[S 2.2] Targeted interventions, with a focus on supporting subgroups</b> Black Fox support staff will provide academic interventions and other focused supplemental support to target instruction, improve student achievement and close identified gaps.</p> <p><b>Benchmark Indicator</b> Progress will be monitored by admin via quarterly walk-through observations, review of TEAM data, review of student work during PLCs, weekly data chats, and the analysis of Math benchmark data (iReady) to ensure Black Fox is on track to meet our AMO goals. Black Fox 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><b>[A 2.2.1] Conduct ELL professional development for Tier 1 teachers throughout the school</b> The ELL staff will provide professional development on WIDA Standards, ELLevation strategies, and SIOP principles to Tier 1 teachers throughout the school. The purpose of these trainings is to provide a better understanding of the resources available, best practices for our multilingual learners, and to ensure that teachers are meeting the needs of their multilingual learners, and to ensure that teachers are meeting the needs of their multilingual learnings in order to improve student performance.</p>	Tiffany Strevel, Lisa Wright (ELL)	12/21/2023	GP	
	<p><b>[A 2.2.2] Utilize Digital Data Notebooks</b> Black Fox teachers will complete a digital data chart that identifies the subgroups of each student in their class. This chart will contain academic and behavior data and will be reviewed after each of the three academic and behavior benchmarks. Teachers will utilize these notebooks for weekly data chats during PLCs.</p>	Tiffany Strevel, Jon Simmons, K-6 Grade Level Teachers	05/16/2024	GP	
	<p><b>[A 2.2.3] Conduct SPED professional development for Tier 1 teachers</b> Special Education support staff will provide</p>	Tiffany Strevel, Beverly	12/22/2023	GP SPED	

	<p>professional development to Tier 1 teachers to support students with disabilities. Some of these trainings will include Understanding Accommodations and Modifications, Behaviors verses Disabilities, Referral Process, and Supports within the Classroom (visuals, task boxes, etc.).</p>	Johnson, SPED Team			
	<p><b>[A 2.2.4] Participate in professional development and provide coaching for teachers of gifted and high-performing students</b>          Gifted specialist will conduct professional development and provide coaching quarterly for teachers of gifted and high-performing students on increasing achievement through students.</p>	Tiffany Strevel, Gabrielle Howe, Gifted Teachers	05/16/2024	GP	
	<p><b>[A 2.2.5] Provide data-driven instruction/interventions based on individualized student data</b>          Teachers and interventionists will utilize data from the district benchmark in monthly RTI data meetings to determine student needs and to provide math intervention for targeted students. Training will be provided to all educators for recommendations to support struggling Tier 1, Tier 2, and Tier 3 students. Special attention will be paid to students in subgroups, especially SWD and ELL.</p>	Robin Bailey, Caren Evans, Grade Level Teachers	05/21/2024	GP	
	<p><b>[A 2.2.6] Ensure students with disabilities receive core instruction in Tier 1, to the greatest extent possible</b>          Admin, Special Education teachers, and K-6 teachers will work together to ensure students with disabilities are exposed to standards-based instruction in their least restrictive environment in order to improve academic growth and achievement.</p>	Tiffany Strevel, Beverly Johnson, SPED Teachers, K-6 Teachers	05/24/2024	GP SPED	
<p><b>[S 2.3] Effective Teachers and Leaders</b>          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><b>[A 2.3.1] Provide on-going professional development to teachers</b>          Admin and coaches will ensure that teachers participate in weekly PLCs focused on the use of HQIM aligned to the standards. Teachers will also participate in monthly professional development</p>	Tiffany Strevel, Jon Simmons	05/16/2024	GP	

<p><b>Benchmark Indicator</b> Progress will be evaluated admin and coaches through learning walk observations, analyzing benchmark assessments, and weekly PLCs in order to ensure that we are on target to meet our AMO goals.</p>	<p>through the Math network, after-school PLCs, and PD tracks.</p>				
	<p><b>[A 2.3.2] Teacher Mentor Program</b> First, second, and third year teachers will be assigned a school mentor at the beginning of the 2023-2024 school year. Mentors and mentees will participate in an active school mentoring program that provides ongoing support from mentors, admin, coaches, and district leaders.</p>	<p>Tiffany Strevel, Beverly Johnson</p>	<p>05/24/2024</p>	<p>GP</p>	
	<p><b>[A 2.3.3] Quarterly Data Review</b> Admin will meet with the Director of Schools, Curriculum of Instruction, and Coordinator of Data and Effectiveness in the Fall and Spring to discuss student performance data and the most recent results from various measurement tools, including attendance and discipline data. In these meetings, we will look for trends that indicate school and subgroup needs where students are not performing to expectations, and to plan for and implement solutions to improve outcomes for students. Admin will schedule a follow-up meeting with Academic Coaches to plan for implementation with teachers.</p>	<p>Tiffany Strevel, Beverly Johnson, Kim Inglis, Jon Simmons</p>	<p>04/04/2024</p>	<p>GP</p>	
	<p><b>[A 2.3.4] Instructional Walk-Throughs</b> Admin and Academic Coach will work with district Math Coordinator to schedule and complete math instructional walk-throughs using the IPG tool. These walk-throughs will determine upcoming professional development and PD Tracks and will also allow us to adjust PLC's to meet the needs of teachers and students.</p>	<p>Tiffany Strevel, Jon Simmons, Molly Oliver</p>	<p>05/01/2024</p>	<p>GP</p>	
	<p><b>[A 2.3.5] Build Capacity of Math Leaders through school and district network participation</b> Black Fox has created a Math Network that will meet multiple times a semester to analyze Math data, develop a school-wide commitment to the use</p>	<p>Tiffany Strevel, Jon Simmons, Black Fox Math Network</p>	<p>05/24/2024</p>	<p>GP</p>	

	of Ready with integrity, review IPG walkthrough data and trends, and deepen understanding of Math practices school-wide. The network will also attend monthly district Math meetings. The learning outcome of these meetings will be shared by network members with their grade level teams in order to improve instruction and improve student academic outcomes.				
<p><b>[S 2.4] Family and Community Engagement Activities</b> Plan, implement, support, and promote effective family and community engagement activities that are meaningful and aligned with student academic achievement at Black Fox. As a school, we 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>** **</p> <p>** **</p> <p><b>Benchmark Indicator</b> Progress will be monitored and evaluated by the collection of activity logs indicating family participation in planned activities. Family surveys will be conducted twice a year to measure parent satisfaction with family engagement activities. Information will be gathered at periodic meetings to collect family input and feedback.</p>	<p><b>[A 2.4.1] Family Surveys</b> A survey will be sent out to Black Fox families bi-annually to gather feedback on home to school communication, home to teacher communication, school environment, and school activities. The survey will help the school identify strengths and identify areas of improvement.</p>	Tiffany Strevel, Sandy McDonald	05/24/2024	Title	
	<p><b>[A 2.4.2] Class DOJO</b> As a school, we will continue to use Class DOJO as a communication tool. DOJO allows the school and individual classroom teachers to share</p>	Black Fox Staff	05/24/2024	GP	

	upcoming events, newsletters, behavior concerns, and so much more with our families. DOJO also offers translation in different languages to reach more of our families.				
	<p><b>[A 2.4.3] Conduct monthly "Family Engagement Nights" to encourage family understanding and participation in content area learning</b></p> <p>Each month, Black Fox will conduct "Family Engagement Nights" to support family understanding of academic content area concepts and behavior concepts to encourage family participation in learning opportunities for home use. Examples include: Math Nights, Literacy Nights, STEAM Nights, RTI2B Nights, Cultural Competence, and more.</p>	Tiffany Strevel, Sandy McDonald	05/24/2024	Title	
	<p><b>[A 2.4.4] Encourage and support family participation in parent conferences, stakeholder surveys and other opportunities to share feedback</b></p> <p>Beginning in the Fall of 2023 and continuing throughout the year, Black Fox will encourage family participation in efforts to share school program and student performance information. This will include the use of virtual Parent-Teacher Conferences, and the opportunity to include even more parents in the process. Similarly, we will utilize the TN School Climate Measurement Package and other tools to gather input and feedback. We will support family participation year-round by eliminating barriers to participation.</p>	Tiffany Strevel	05/24/2024	Title	

**[G 3] Increased Academic Achievement and Growth: Science**

Black Fox will improve achievement in science for ALL students by building capacity in teachers and administrators so they can (1) **\*\*establish a culture of learning\*\*** that reflects how science works (curiosity, collaboration, exploration of phenomenon), (2) select **\*\*lesson tasks and activities\*\*** that integrate all dimensions of the science standards (Disciplinary Core Ideas, Crosscutting Concepts, and Science and Engineering Practices), and (3) **improve\*\* instructional competencies\*\*** for delivering coherent and accurate sequences of science ideas in a way that student ideas are revealed, supported, and challenged. Achievement will increase as students have authentic opportunities to make sense of the science they are learning versus teachers telling students about science.

**Performance Measure**

For 2023-2024, Black Fox will increase achievement percentages from 36.4% to 38% 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
<p><b>[S 3.1] Standards-aligned core instruction and high quality materials</b> 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><b>Benchmark Indicator</b> Progress will be monitored by the Science Coordinator, Admin, and Academic Coach via walkthroughs, attendance in Professional Learning Community (PLC) meetings, follow-up from PDs, analyzed student work or assessments, and lesson plans and materials.</p>	<p><b>[A 3.1.1] Science Professional Development on delivering standards-aligned lessons through the use of Science Storylines</b> Our Academic Coach, Science Network Lead, and district Science Coordinator will provide intentional, on-going professional development during the school year, beginning September 2023, there will be a focus on developing effective lessons aligned to the standards through the use of Science Storylines during PLC planning.</p>	Tiffany Strevel, Lea Bartch, Kim Inglis, Kristy Lewis	05/01/2024	GP, TSIN	
	<p><b>[A 3.1.2] Science Scope and Sequence</b> Black Fox teachers will follow the Science Scope and Sequence that was created by the Science Coordinator. The scope and sequence aligns to grade level standards and provides supporting resources that makes connections to Disciplinary Core Ideas. Lessons and resources will be discussed during grade level Science PLCs.</p>	Tiffany Strevel, Kim Inglis, Jon Simmons	05/24/2024	GP	
	<p><b>[A 3.1.3] Provide students learning opportunities through a multidisciplinary approach (STEAM) to instruction</b> Grade level teams will develop quarterly STEAM units that allows students to make connections across multiple content areas, provides them opportunities to be exposed to a variety of careers through community partners, opportunities to work through the Engineering Design Process, and make connections to real-world problems.</p>	Tiffany Strevel, Grade Level Teachers, Kim Inglis, Jon Simmons	05/24/2024	TSIN	
	<p><b>[A 3.1.4] Participate in ongoing Science learning through school-wide Science Networks and school-wide PD Tracks</b> Academic coaches, school Science Network leaders, and the district Science Coordinator will</p>	Tiffany Strevel, Jon Simmons, Black Fox Science Network	05/24/2024	TSIN	

	provide ongoing learning during PLCs, after-school PLCs, and focused PD tracks that will target staff needs based on teacher feedback, IPG learning walk data, and student data.				
	<p><b>[A 3.1.5] Conduct Science Learning Walks three times a year</b></p> <p>Science learning walks have been scheduled three times for the 2023-2024 school year. Each learning walk will be conducted by Admin, Academic Coaches, and the district Science Coordinator. The team will use the IPG tool and provide glows and grows feedback based on trends seen throughout the walks. The Science Network will discuss this information and work with school leaders to determine needed training and to determine team supported needed during PLCs.</p>	Tiffany Strevel, Lea Bartch, Kim Inglis, Jon Simmons	05/24/2024	TSIN	
	<p><b>[A 3.1.6] Follow the Prepare to Teach Cycles during Grade Level Science PLCs</b></p> <p>Black Fox teams will begin using the Prepare to Teach Cycle during grade level Science PLCs. The grade level Science Network lead will meet with the academic coach to set up the agenda for upcoming Science PLCs. The Prepare to Teach Cycle will allow teachers, admin, and coaches time to understand the learning expected throughout the unit, review student expectations by looking over the unit assessments, internalize lessons that are critical to learning, and provide opportunities to review student data/work samples. The purpose is to provide an intentional focus on teaching and learning using HQIM that align to the standards.</p>	Tiffany Strevel, Kim Inglis, Jon Simmons, Grade Level Science Network Leads	05/16/2024	TSIN	
<p><b>[S 3.2] Effective Teachers and Leaders</b></p> <p>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><b>Benchmark Indicator</b></p> <p>Admin and coaches will evaluate progress through learning walk observations, analyzing benchmark</p>	<p><b>[A 3.2.1] Provide on-going professional development to teachers</b></p> <p>Admin and coaches will ensure that teachers participate in Science PLCs focused on the use of Science Storylines aligned to the standards. Teachers will also participate in monthly professional development through the Science Network, after-school PLCs, in-service PD, and PD Tracks.</p>	Tiffany Strevel, Kim Inglis, Jon Simmons, Kristy Lewis	05/24/2024	TSIN	



assessments, and Science PLCs in order to ensure that we are on target to meet our AMO goals.					
	<p><b>[A 3.2.2] Teacher Mentor Program</b>  First, second, and third year teachers will be assigned a school mentor at the beginning of the 2023-2024 school year. Mentors and mentees will participate in an active school mentoring program that provides ongoing support from mentors, admin, coaches, and district leaders.</p>	Tiffany Strevel, Beverly Johnson	05/24/2024	GP	
	<p><b>[A 3.2.3] Quarterly Data Review</b>  Admin will meet with the Director of Schools, Curriculum of Instruction, and Coordinator of Data and Effectiveness in the Fall and Spring to discuss student performance data and the most recent results from various measurement tools, including attendance and discipline data. In these meetings, we will look for trends that indicate school and subgroups where students are not performing at expectations, and to plan for and implement solutions to improve outcomes for students. Admin will schedule a follow-up meeting with Academic Coaches to plan for review and implementation of plan with teachers.</p>	District Leaders, Tiffany Strevel, Beverly Johnson, Kim Inglis, Jon Simmons	05/24/2024	GP	
	<p><b>[A 3.2.4] Instructional Science Walk-Throughs</b>  Admin and Academic Coaches will work with district Science Coordinator to schedule and complete Science learning walk-throughs using the IPG tool. These walks will provide information an opportunity to observe science instruction in classrooms, determine trends across the grade levels, plan for professional development, and adjust PLCs as needed.</p>	Tiffany Strevel, Jon Simmons, Kim Inglis, Lea Barch	05/01/2024	GP	
	<p><b>[A 3.2.5] Build Capacity of Science Leaders through school and district network participation</b>  Black Fox has created a Science Network that will meet multiple times a semester to analyze Science data, develop a school-wide commitment to the use of Science Storylines, review IGPG walkthrough data, and deepen understanding of Science</p>	Tiffany Strevel, Kristy Lewis, Black Fox Science Network	05/24/2024	GP	

	practices school-wide. The network will also attend district Science meetings as they are scheduled. The learning outcome of these meetings will be shared by network members with their grade level teams in order to improve instruction and improve student academic outcomes.				
<p><b>[S 3.3] Family and Community Engagement Activities</b> Plan, implement, support, and promote effective family and community engagement activities that are meaningful and aligned with student academic achievement in the district. Schools 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><b>Benchmark Indicator</b> 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><b>[A 3.3.1] Family Surveys</b> A survey will be sent out to Black Fox families bi-annually to gather feedback on home to school communication, home to teacher communication, school environment, and school activities. The survey will help the school identify strengths and identify areas of improvement.</p>	Tiffany Strevel, Sandy McDonald	05/24/2024	Title	
	<p><b>[A 3.3.2] Class DOJO</b> As a school, we will continue to use Class DOJO as a communication tool. DOJO allows the school and individual classroom teachers to share upcoming events, newsletters, behavior concerns, and so much more with our families. DOJO also offers translation in different language to reach more of our families.</p>	Black Fox Staff	05/24/2024	GP	
	<p><b>[A 3.3.3] Conduct monthly "Family Engagement Nights" to encourage family understanding and participation in content area learning</b></p>	Tiffany Strevel, Kristy Lewis,	05/24/2024	Title	

	Each month, Black Fox will conduct "Family Engagement Nights" to support family understanding of academic content area concepts and behavior concepts to encourage family participation in learning opportunities for home use. Examples include: Math Nights, Literacy Nights, STEAM Nights, RTI2B Nights, Cultural Competence, and more.	Sandy McDonald			
	<b>[A 3.3.4] Encourage and support family participation in parent conferences, stakeholder surveys and other opportunities to share feedback</b> Beginning in the Fall of 2023 and continuing throughout the year, Black Fox will encourage family participation in efforts to share school program and student performance information. This will include the use of virtual Parent-Teacher Conferences, and the opportunity to include even more parents in the process. Similarly, we will utilize the TN School Climate Measurement Package and other tools to gather input and feedback. We will support family participation year-round by eliminating barriers to participation.	Tiffany Strevel	05/25/2024	Title	
<b>[S 3.4] Science and Engineering Practices</b> Black Fox will focus on the Science and Engineering Practices to improve methodology and build scientific skills in students.  <b>Benchmark Indicator</b> 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.	<b>[A 3.4.1] Engineering Opportunities</b> Black Fox will provide opportunities for students to plan and carry out investigations that require observations, data collection, analyzing, and interpreting data through charts and graphs. We will also provide opportunities for students to design and use models to construct meaning or explain their thinking and provide opportunities for students to construct scientific explanations from their own observations and investigations.	Grade Level Teachers	05/24/2024	GP, TSIN	
	<b>[A 3.4.2] Use of an integrated STEAM approach (interdisciplinary)</b> Integrated content standards will be held together through connections made during the planning and	Tiffany Strevel, Kim Inglis, Jon Simmons, Kristy Lewis,	05/24/2024	GP, Title	

	an overarching question that incorporates Cross-Cutting Concepts (3 Dimensional Standards) to increase student engagement and promote critical thinking/problem-solving skills. Black Fox teachers will provide opportunities for students to experience the recursive nature of the Engineering Design Process through design challenges.	Grade Level Teachers			
	<b>[A 3.4.3] Real-World and Career Exploration</b> Black Fox teachers will provide opportunities for career exploration to increase student motivation and engagement in science. These opportunities will include ongoing, real-world application to get student buy-in through relevance to build on prior knowledge through real-world texts, events, or design challenges.	Tiffany Strevel, Kim Inglis, Jon Simmons, Kristy Lewis, Grade Level Teachers	05/24/2024	GP, TSIN	

**[G 4] Recruit, retain, and train highly effective and culturally competent educators and employees to maximize student outcomes.**

Through the use of on-going professional development, job embedded coaching, and active recruitment, Black Fox will seek to ensure the work force of all departments are highly trained, highly effective, and aware of the needs of our community.

**Performance Measure**

For the 2023-2024 school year, Black Fox 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.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p><b>[S 4.1] Effective Teachers</b> 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><b>Benchmark Indicator</b> Admin, Academic Coaches, and the Coordinators of Reading and Math will conduct classroom walk-through observations and analyze formative assessments with grade-level PLC groups weekly in order to determine the effectiveness of the professional development activities, redirect</p>	<p><b>[A 4.1.1] Implement active mentoring program for 1st-3rd year teachers</b> Black Fox has developed, revised, and implemented an active mentoring program for 2023-2024 for all first-year teachers and for continuing, ongoing support for 2nd-3rd year teachers. The goal of the mentoring program will be to grow and retain highly effective teachers over the course of the three-year period. This will be conducted by school level mentors (monthly), admin (quarterly), coaches (weekly through first quarter and then once a month), and the district Teacher2Teacher Network that will meet monthly.</p>	Tiffany Strevel, Carrie Newberg & Becky Smith (New Teacher Mentor Leaders), Mentor Teachers, Maria Johnson	05/21/2024	GP	

teacher practices, and to ensure Black Fox will be on target to meet our AMO goals					
	<p><b>[A 4.1.2] Recruit Effective Teachers</b>  Black Fox will work with the Human Resource Department during the Spring of 2024 and beyond, seek out and recruit effective teachers via numerous outlets, including job fairs and recruiting opportunities.</p>	Tiffany Strevel, Beverly Johnson, Maria Johnson	05/21/2024		
	<p><b>[A 4.1.3] Job Embedded Coaching</b>  Black Fox will utilize instructional coaches to assist with job-embedded growth and support for new teachers, priority teachers, or other teachers in need.</p>	Tiffany Strevel, Kim Inglis, Jon Simmons	05/21/2024		
	<p><b>[A 4.1.4] Retain effective teachers</b>  Black Fox will work to retain effective teachers through annual new teacher trainings, professional learning opportunities, year-round mentoring, day-to-day coaching, daily communication from admin, and other methods of support.</p>	Tiffany Strevel, Beverly Johnson	05/21/2024		
	<p><b>[A 4.1.5] Instructional Networks and PLCs</b>  Admin and Academic Coaches will provide ongoing learning opportunities during the school year by facilitating grade-level PLCs. Grade-level PLCs will follow the Prepare to Teach Cycle which will provide opportunities for teachers to deepen their understanding of the standards and the work of the units, work collaborative to internalize lessons, and look at student work and data. School-wide professional development and focused PD tracks will also be provided to teachers multiple times a semester, as well as opportunities to learn within content networks.</p>	Tiffany Strevel, Kim Inglis, Jon Simmons, Kristy Lewis	05/21/2024	GP	
	<p><b>[A 4.1.6] Target a diverse pool of applicants for all positions in Black Fox to continue to meet the needs of our diverse student population.</b>  During the 2023-2024 school year and beyond, seek out and recruit effective teachers vis job fairs and other recruiting opportunities.</p>	Tiffany Strevel	05/24/2024		

<p><b>[S 4.2] Develop and grow community partnerships to engage and prepare educators and employees</b> Support all teachers through community partnerships and outreach activities designed to increase educator capacity.</p> <p><b>Benchmark Indicator</b> Progress will be monitored via monitoring of LOE Scores, retention rates of employees, diverse employee population, and educator surveys.</p>	<p><b>[A 4.2.1] MTSU Partnership</b> Black Fox will continue to partner with MTSU during the 2023-2024 school year. The focus of this partnership is to support MTSU in training highly effective teachers. This partnership also allows us to contribute to the MTSU teacher candidates to ensure that they possess skills necessary to be successful MCS teachers.</p>	Tiffany Strevel, Maria Johnson	05/09/2024		
	<p><b>[A 4.2.2] Diversity Task Force</b> Black Fox admin and teachers will continue to engage with district teachers, administrators, and community partners to increase the diversity and cultural competency of themselves and to bring back information to other school staff. The task force will meet quarterly to review data and adjust established action steps as needed.</p>	Tiffany Strevel, Maria Johnson	05/24/2024		
<p><b>[S 4.3] Effective Leaders</b> 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><b>Benchmark Indicator</b> Progress will be evaluated during the first semester by district staff and during school walk-through observations conducted by the Director of Schools and Assistant Superintendent of Instruction quarterly in order to ensure that Black Fox will be on target to meet our AMO goals.</p>	<p><b>[A 4.3.1] Participate in professional development that supports administrators with goals.</b> Admin will participate monthly in professional development that deepens the knowledge of the ELA and Math curriculum and STEAM through principal and assistant principal meetings, observations of classrooms, district-wide planning, data review, etc.</p>	Tiffany Strevel, Beverly Johnson	08/05/2024		
	<p><b>[A 4.3.2] Principal and Assistant Principal PLC Meetings</b> Black Fox Admin will participate in monthly principal and assistant principal PLC meetings that allow for collaboration around relevant topics of the administrators choosing.</p>	Tiffany Strevel, Beverly Johnson, Assistant Superintendent of Curriculum and Instruction	05/24/2024		

	<p><b>[A 4.3.3] Participate in Principal Input Team</b>          Black Fox admin will participate in content-specific input teams. The purpose of these teams will be to allow school administrators to provide input and feedback on district decisions and to ensure that Black Fox admin, along with other administrators, have a voice in decisions.</p>	Tiffany Strevel, Beverly Johnson, Director of Schools	05/24/2024		
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**[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 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><b>[S 5.1] Behavioral interventions and supports</b>            Black Fox will develop and support programs and initiatives (including RTI2-B, Social-Personal Competency instruction, De-escalation Training, Crisis Prevention and Intervention, Words that Matter) that address identified behavior needs and provide appropriate student supports.</p> <p><b>Benchmark Indicator</b>            Black Fox will decrease the percentage of students Chronically Out of School from 12.1% to 10.6% and decrease the percentage of exclusionary discipline actions through monitoring by administrators, counselors, RTI2A+B Network, and Truancy Trooper Network via -</p>	<p><b>[A 5.1.1] Continue implementation of RTI2B</b>            Anna Pzenney, the Behavior Support Coordinator, Tammy Stout, Kristi Knitter, School Counselors, Admin, and staff will continue implementation of our RTI2B behavior plan and provide supports that address the needs of individual students.</p>	Tiffany Strevel, Tammy Stout, Kristi Knitter, Anna Pzenney	05/24/2024	GP	

<p>*monthly Truancy Trooper meetings to review student absences in each grade level</p> <p>*monthly RTI2A+B meetings to review behavior data and trends</p> <p>* quarterly walk-through observations in order to measure protocol compliance;</p> <p>* quarterly review of SRSS-IE data in order to see a decrease in inappropriate student behavior and an increase in appropriate student behavior;</p> <p>* quarterly RTI2-B fidelity checks in order to measure program fidelity;</p> <p>* quarterly data reviews to measure exclusionary discipline practice usage and school attendance</p>					
	<p><b>[A 5.1.2] Continue Use of Restorative Practices</b>  We will review and continue to use Restorative Practices at Black Fox. A review of Restorative Practices will be shared with faculty prior to the start of school, along with using classroom meetings and circles. This will help maintain a positive climate and community within our classrooms and school.</p>	<p>Tiffany Strevel,  Beverly Johnson,  Tammy Stout,  Kristi Knitter</p>	<p>05/24/2024</p>	<p>GP</p>	
	<p><b>[A 5.1.3] Continue integration of student social-personal competencies (SEL Learning) into MTSS framework</b>  School counselors will oversee the continued school integration of student social-personal competencies into MTSS framework. Black Fox will continue to implement social-personal competencies as a means of developing safe, supportive, and healthy learning environments.</p>	<p>Kristi Knitter,  Tammy Stout</p>	<p>05/24/2024</p>	<p>GP</p>	
	<p><b>[A 5.1.4] Increase capacity to meet the behavioral needs of all students by developing and delivering "De-Escalation Training" for all Black Fox staff.</b>  The district behavior support team will provide</p>	<p>Amanda Adams, Kim Frank</p>	<p>09/14/2023</p>		



	"De-escalation Training" to the Black Fox staff in September.				
<p><b>[S 5.2] Mental health supports</b> Develop external partnerships with mental health service providers (including Centerstone, Volunteer Behavior Support Counselor, School Based Health Solutions, and others), develop procedures and provide necessary student supports for identified mental health needs.</p> <p><b>Benchmark Indicator</b> Progress will be monitored by admin and counselors</p> <p>* via quarterly needs assessments with school counselors and behavior support staff,</p> <p>* quarterly review of SRSS-IE data and behavior referrals,</p> <p>* and quarterly needs assessments with RTI2B team to ensure that all students have the opportunity to learn.</p>	<p><b>[A 5.2.1] Mental Health Support</b> Continue to partner with Centerstone and Volunteer Behavior Support Counselor to provide outside support for students needs and mental health services.</p>	Tiffany Strevel, Tammy Stout, Kristi Knitter	05/24/2024	GP	
	<p><b>[A 5.2.2] Continue to provide information on the prevention of ACEs and the impact of adverse childhood experiences.</b> The Volunteer Behavior Support Counselor will work with school counselors to promote the prevention of ACEs and the impact of adverse childhood experiences by training all Black Fox staff, providing intervention for students, and supporting teachers and families impacted by ACEs.</p>	Tiffany Strevel, Tammy Stout, Kristi Knitter, Jemell Jones	05/24/2024	GP	
	<p><b>[A 5.2.3] Social Skills Group</b> Students who are identified on the SRSS-IE benchmark and are having internalizing behaviors can be placed in a small social skills groups for support. Parent and teacher recommendations are also accepted.</p>	Tammy Stout, Kristi Knitter	05/24/2024	GP	

	<p><b>[A 5.2.4] Individual School Counseling</b> Students who need school appropriate mental health supports can be referred for individual school counseling services. Referrals can be made by teachers, parents, or self-referrals.</p>	Tammy Stout, Kristi Knitter	05/24/2024	GP	
	<p><b>[A 5.2.5] Support from MCS Social Worker</b> Black Fox will continue to work with our social worker providing information and mental health support to students and families.</p>	Tiffany Strevel, Tammy Stout, Kristi Knitter, Taylor Richardson	05/24/2024	GP	
<p><b>[S 5.3] Targeted interventions</b> Provide academic interventions and other focused supplemental supports to improve achievement and close identified gaps.</p> <p><b>Benchmark Indicator</b> Progress will be monitored by administrators via monthly review of attendance data, and quarterly review of MTSS meetings and results in order to ensure attainment of the school AMO goal for chronic absenteeism.</p>	<p><b>[A 5.3.1] Ensure students with disabilities receive core instruction in Tier 1, to the greatest extent possible.</b> Beginning Fall 2023 and throughout the school year, admin will work with SPED teachers and general education teachers to ensure students with disabilities receive core instruction in Tier 1, in order to ensure students are exposed to the state's rigorous standards in the least restrictive environment and to improve academic growth and achievement.</p>	Tiffany Strevel, Beverly Johnson	05/24/2024	GP	
	<p><b>[A 5.3.2] Monitor, review and decrease exclusionary disciplinary practices</b> Starting Fall 2023 and continuing throughout the year, admin and counselors will monitor school discipline practices quarterly, provide data regarding exclusionary practices during Quarterly Reviews, and work to decrease exclusionary practices by supporting other means of discipline, including Restorative Practices.</p>	Tiffany Strevel, Beverly Johnson, Tammy Stout, Kristi Knitter	05/24/2024	GP	
<p><b>[S 5.4] Effective leaders</b> Develop policies, procedures and programs to support and build the capacity of school and district leaders to effectively develop, implement and manage instructional and support programs for students and be accountable for the results.</p> <p><b>Benchmark Indicator</b> Progress will be evaluated throughout the year through walk-through observations conducted by</p>	<p><b>[A 5.4.1] Provide professional development and support to teachers to enable them to support action steps for this goal.</b> Admin and Coaches will work with teams weekly during PLCs and bi-monthly during after-school PLCs and Network meetings to support action steps of this goal. Admin will also provide a daily morning memo that will communicate various support opportunities for staff.</p>	Tiffany Strevel, Kim Inglis, Jon Simmons, Beverly Johnson	05/24/2024	GP	

Admin and Coaches quarterly in order to ensure attainment of the AMO goal for chronic absenteeism.					
	<p><b>[A 5.4.2] Quarterly Data Meetings</b> Admin will meet quarterly with coaches, counselors, and Network leaders to discuss student performance data and the most recent results from various measurement tools. These meeting will include discipline and attendance data as part of the analysis. In these meetings we will look for trends that indicate school and subgroup needs, areas where students are not meeting expectations, and then make a plan for implementing solutions.</p>	Tiffany Strevel, Beverly Johnson, Kim Inglis, Jon Simmons, Tammy Stout, Kristi Knitter, Network Leaders	05/24/2024	GP	
<p><b>[S 5.5] School Health and Healthy Living</b> 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 MCS staff and the provision of interventions for affected children and families.</p> <p><b>Benchmark Indicator</b> Progress will be monitored by the Coordinator of Behavior Support and department supervisors via monthly walk-through observations in each school 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><b>[A 5.5.1] CPR Training</b> Select faculty members will attend CPR training. 5th grade students will attend CPR training by the end of the first semester.</p>	Leann Story, School Nurse	05/24/2024	GP	
	<p><b>[A 5.5.2] Handwashing</b> Students and adults will be encourage to wash their hands regularly through emails, posters, and verbal reminders. Preschool teachers will be trained on proper handwashing using a kit to train students.</p>	Leann Story, School Nurse	05/24/2024	GP	
<p><b>[S 5.6] Promote and Support Emergency Preparedness</b> Starting Fall 2023 and continuing throughout the year, Admin will promote and support Emergency Preparedness to create a safe environment</p>	<p><b>[A 5.6.1] Explore, promote, support and monitor all efforts to make the school environment as safe as possible.</b> Admin will explore, promote, support and monitor all efforts to make the school environment as safe</p>	Tiffany Strevel, Beverly Johnson, Safety Team	05/24/2024	GP	

<p>conducive to learning and achievement.</p> <p><b>Benchmark Indicator</b> Progress will be monitored via semester walk-through observations and by the monthly analysis of attendance, benchmark academic data, and school behavior and discipline data in order to ensure attainment of the AMO goal for chronic absenteeism and discipline and to ensure all students have the opportunity to learn.</p>	<p>as possible. In addition, the school will work with district leaders, MPD and Black Fox SRO to continue evaluating safety and adjusting as needed. Black Fox also has a safety team that will meet quarterly to review safety needs and communicate any needed changes.</p>				
<p><b>[S 5.7] Family and Community Engagement Activities</b> Plan, implement, support, and promote effective family and community engagement activities that are meaningful and aligned with student academic achievement in the district. Schools 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><b>Benchmark Indicator</b> 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><b>[A 5.7.1] Conduct monthly "Family Engagement Nights" to encourage family understanding and participation in content area learning opportunities.</b> We will conduct monthly "Family Engagement Nights" to support family understanding of academic content area concepts and to encourage family participation in learning opportunities for home use. Ex: Literacy Nights, Math Nights, STEAM, Awards, etc.</p>	<p>Tiffany Strevel, Tammy Stout, Kristi Knitter, Sandy McDonald</p>	<p>05/24/2024</p>	<p>GP</p>	
	<p><b>[A 5.7.2] Encourage and support family participation in stakeholder surveys, and other opportunities to share feedback.</b> Admin and school staff will encourage family participation in efforts to share school program and student performance information. We will also utilize the TN School Climate Measurement and</p>	<p>Tiffany Strevel</p>	<p>05/24/2024</p>	<p>GP</p>	

	<p>other tools to gather parent input and feedback. Black Fox will support family participation by the elimination of barriers to participation.</p>				
<p><b>[S 5.8] Integration of STEAM Approach in Instruction</b> Provide students, in all grades, 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><b>Benchmark Indicator</b> Periodic review of activities, participation and consumer satisfaction surveys by the Director of Curriculum and Instruction.</p>	<p><b>[A 5.8.1] Through STEM/STEAM-based studies, promote activities that support and encourage collaboration of post-secondary education and career opportunities</b> Through quarterly STEM/STEAM activities, we will promote activities that support and encourage exploration of post-secondary education opportunities and careers, especially through the use of community partners.</p>	<p>Tiffany Strevel, Kristy Lewis, Kim Inglis, Jon Simmons, Grade Level Teachers</p>	05/24/2024	GP	
	<p><b>[A 5.8.2] Provide activities through school counselor programs that support and encourage exploration of post-secondary education and career opportunities.</b> Through school counselor program activities and grade level STEAM planning, promote activities that support and encourage exploration of post-secondary education opportunities and careers.</p>	<p>Tiffany Strevel, Tammy Stout, Kristi Knitter</p>	05/24/2024	GP	
	<p><b>[A 5.8.3] Develop and grow community partners</b> We will continue to bring in community partners throughout the year. We continue to work with community partners quarterly to serve as resource/experts for STEAM projects and career exploration.</p>	<p>Kim Inglis, Jon Simmons, Kristy Lewis, Grade Level Teachers</p>	05/24/2024	GP	