

[G 1] Increase Achievement and Growth in ELA

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.

Discovery School 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 Discovery School 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.

Maintain the percentage of students scoring on-track and mastered (95.2%) on the TNReady ELA assessment

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 1.1] Standards-aligned instruction Align evidence-based curriculum, instruction, and assessment with the State's challenging academic content standards. Benchmark Indicator School administrators will monitor progress via quarterly walkthrough observations and by analyzing ELA benchmark data every nine weeks. Principal and instructional coach walkthroughs will be used to monitor implementation and trends will be collected to inform additional learning needs. Administrators and the coach will select indicators on the TN IPG for Knowledge-Building lessons and	[A 1.1.1] PLC Teachers, academic coach, and administrators will work collaboratively weekly to reflect on the score and sequence and alignment to the district provided curriculum.	Teachers and Administrators	08/05/2019	GP	

Foundational Skills to progress monitor each semester based on quarterly learning walks.					
	[A 1.1.2] Engage in professional development for staff on standards-aligned lessons through use of HQIM Administration, the academic coach, and teachers will engage in professional development on delivering standards-aligned lessons 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.	Administrators	05/03/2024	GP	
	[A 1.1.3] Implementation of New High-Quality Instructional Materials 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 and leaders will participate in professional learning and support to implement the curriculum materials with integrity, and teachers will regularly utilize the Prepare to Teach cycle to internalize units and lessons prior to their delivery. Teachers will engage in content-specific learning networks, which will meet once each month after school beginning in August and occurring throughout the school year. The learning outcome of these meetings will be shared by network members in order to improve instruction and improve student academic outcomes.	Administrators & Instructional Coach	05/05/2024	GP	
	[A 1.1.4] Participation in Literacy Network Teachers will engage in ongoing learning opportunities through grade-level Literacy Networks, which will meet once each month beginning in August and occurring throughout the school year. The learning outcome of these	Mallory Eaton, Rachel Cairo	04/30/2024	GP	

	meetings will be shared by network members in order to improve instruction and improve student academic outcomes. Teacher voice and autonomy will be encouraged throughout these meetings while ensuring the integrity and implementation of the EL ED curriculum.				
[S 1.2] Targeted interventions Discovery School's Professional Learning Communities will provide academic interventions and other focused supplemental supports throughout the year to improve achievement and close identified gaps. ** ** ** ** Benchmark Indicator Progress will be monitored by principals via quarterly walk-through observations, TEAM observation reviews, and the analysis of ELA and Math benchmark data quarterly in order to ensure Discovery School will be on target to meet AMO goals.	[A 1.2.1] BOOST Along with walkthroughs and monthly data team meetings, school staff will consistently utilize formative and summative data to guide the groupings, strategies, and resources used in BOOST/ intervention as well as the movement of our students across the various tiers of intervention and enrichment.	Teachers, Interventionist, Administration	05/08/2024	GP	
	[A 1.2.2] Conduct professional development and provide coaching targeted towards meeting the needs of gifted and high-achieving students. Beginning in August 2023, the Gifted Specialist, instructional coach, and administration will work with 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.	Administration, Instructional Coach, Heather Knox	04/26/2024	GP	
	[A 1.2.3] Engage in ongoing learning opportunities in PLCs. Administrators, academic coaches, and teachers will engage in ongoing learning opportunities during the school year by in grade-level PLC professional developments. The PDs will include learning walks	Administrators, Instructional Coach	05/26/2024	GP	

	with feedback/reflection, talent shares, and lesson studies. Administration will ensure follow-up opportunities to support teachers to deepen their understanding of the ELA curriculum and standards along with Early Literacy instructional practices, working collaboratively to improve teaching practices.				
[S 1.3] Effective Teachers Support all teachers through job-embedded professional development activities, mentoring programs, induction programs, etc. Benchmark Indicator Instructional staff from Central Office will 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 Discovery School will be on target to meet our AMO goals.	[A 1.3.1] Job-embedded Literacy Coaching Beginning in August 2023, Discovery School'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 coach to refine specific crafts of teaching to increase student achievement.	Mallory Eaton	05/22/2024	GP	
	[A 1.3.2] Mentoring Programs Beginning in August 2023, teachers who have been teaching for 3 years or fewer will be invited to participate in a mentorship with a highly effective veteran teacher. A school-level mentor coordinator will provide guiding questions for mentors to review with their novice teacher counterparts during monthly meetings. The Mentor Coordinator will facilitate workshops every 6-8 weeks for all novice teachers and teachers who are new to the building to receive support in effective instructional practices aligned with Discovery School's school goals. Novice teachers will also be invited to attend Teacher-to-Teacher meetings each month at Central Office.	Mallory Eaton, Administrators	04/22/2024	GP	
[S 1.4] Family and Community Engagement Activities Plan, implement, support, and promote effective family and community engagement activities that	[A 1.4.1] Family Nights to increase awareness of academic content Discovery School will conduct periodic themed "Family Nights" beginning in October 2023 to	Caitlin Bullard, Charise McDaniel,	04/29/2024	GP	

are meaningful and aligned with student academic achievement in the school. Discovery School will implement programs and activities specifically designed to engage all families in improving student outcomes and enhancing the school climate. Activities will include opportunities to inform parents about student progress, support family involvement in home-learning activities, and encourage family participation in school planning and decision-making. 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.	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, STEAM Nights, and more.	Leadership Team			
	[A 1.4.2] Encourage and support family participation in parent conferences, stakeholder surveys and other opportunities to share feedback. Beginning in the Fall of 2023 and continuing throughout the year, Discovery School will encourage family participation in efforts to share school program and student performance information. A Google Form will be available to parents on Dojo 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.	Administration, Teachers	04/01/2024	GP	
[G 2] Increase Achievement and Growth in Math Through the use of standards-aligned core instruction, high-quality instructional materials, and effective technology, Discovery School 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, Discovery School will achieve a Level 3 TVAAS score or higher in numeracy and increase achievement percent of math proficiency using TN Ready and iReady data. The school will increase the percentage of students scoring on track or mastered from 93.2% to 94% 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
[S 2.1] Standards-aligned core instruction With support from the Math Coordinator and Academic coach, math teachers will ensure the effective implementation of the evidence-based curriculum, instruction, and assessment in order to align with the State's challenging academic content standards in order to improve student growth and achievement in math. ** ** ** ** Benchmark Indicator Progress will be monitored by school administrators and the academic coach via quarterly walk-through observations and by the analysis of benchmark data (i-Ready Diagnostic assessment), every nine weeks via Quarterly Data Reviews in order to ensure the school 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.	[A 2.1.1] Building Thinking Classrooms Teachers will engage in collaboration with the district math coordinator, colleagues, and administrators to incorporate practices that build mathematical thinking. Teacher-leaders will offer a book study on Building Thinking Classrooms by Peter Liljedahl.	Administrators, Lauren Fluharty, Kaitlyn Campbell	03/29/2024	GP	
	[A 2.1.2] Utilize district scope and sequence and high-quality instructional materials. MCS is implementing a new textbook this year and teachers will use the pacing guide recommended by the publisher and outlined by the district.	Mallory Eaton, Math Teachers, Administrators	05/17/2024	GP	

	Teachers will implement the district scope and sequence, while monitoring data and providing feedback during the school year to assist leaders in evaluating and revising identified grade-level curriculum scope and sequences and include curriculum resources that support standards-aligned instruction.				
	[A 2.1.3] Engage in ongoing professional development for staff on developing standards-aligned lessons. Teachers, the academic coach, and administrators will participate in intentional, ongoing, professional development during the school year, beginning Fall 2023, which will focus on developing effective lessons aligned to the TN Math Standards and NCTM Math Teaching Practices.	Administrators, instructional coach, math teacher-leaders	04/26/2024	GP	
	[A 2.1.4] Participate in ongoing Math learning opportunities through district-wide grade-level Math Network. Teacher leaders will participate in ongoing learning opportunities through grade-level Math Networks, which will meet at least once each month after school beginning in August and occurring throughout the school year. These meetings will focus on standards, effective teaching math practices, tasks, student work samples, and assessments. The learning gained in these cross-district meetings will be taken back to Discovery School by math leads and shared by network members in order to improve instruction and student academic outcomes.	Math content leads	05/17/2024	GP	
[S 2.2] Targeted Interventions District-level support staff will provide academic interventions and other focused supplemental support to target instruction, improve student achievement and close identified gaps. Benchmark Indicator Progress will be measured by administrators and Instruction Department staff conducting quarterly walk-through observations and by analysis of	[A 2.2.1] Professional Learning Communities Beginning in August 2023, Special Education teachers and the interventionist will attend grade-level PLC meetings at least once a quarter to collaborate with teachers to discuss specific math needs of students. Special education teachers will have access to all Tier 1 lesson plans through Google Drive. Special Education teachers will continue to provide professional development training to enhance teachers' understanding of	Administrators, Craig Nelius, Heather Knox, Beth Warren	05/22/2024	GP	

District Benchmark Assessments (iReady), three times a year, in order to ensure the schools and our district will be on target to meet our proficiency and growth goals. Progress reports will be shared with school administrators and school teams during Quarterly Data Reviews.	research-based strategies that support student learning.				
	[A 2.2.2] Teachers will provide data- driven instruction/interventions based on individualized student data. With support from the Math Coordinator, teachers will utilize the data from the district benchmark in PLC meetings to determine student needs and to provide math intervention for targeted students. Training will be provided to all educators on recommendations to support struggling students. Special attention will be paid to students in subgroups, especially SWD and ELL. Data meetings will be held after each benchmark assessment to identify students for Tier 2 and Tier 3 Math Intervention. Discovery School will utilize the MCS framework for math intervention. Tier 3 interventionists will use Bridges Intervention to support student learning.	Teachers, Beth Warren, Administration	05/10/2024	GP	
	[A 2.2.3] Provide an uninterrupted 60-90 minute block for Tier 1 math instruction time. School administrators will ensure the provision of an uninterrupted 60-90 minute block for Tier 1 math instruction time before school begins in August 2023 with the intention of improving the math instructional block, improving math instruction, and increasing student growth and achievement in math.	Caitlin Bullard, Jessica Snell	10/20/2023	GP	
[S 2.3] 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 district. Discovery School will implement programs and activities specifically designed to engage all families in improving student outcomes and enhancing the school	[A 2.3.1] Encourage and support family participation in parent conferences, stakeholder surveys and other opportunities to share feedback. School administration will encourage family participation each quarter in an effort to share school program and student performance information. Discovery School will utilize the TN School Climate Measurement Package and other	Caitlin Bullard, Jessica Snell	04/01/2024	GP	

climate. Activities will include opportunities to inform parents about student progress, support family involvement in home-learning activities, and encourage family participation in school planning and decision-making. 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.	tools to gather parent input and feedback and will support family participation by eliminating barriers to participation.				
	[A 2.3.2] Family Nights Discovery School will conduct periodic themed "Family Nights" beginning in October 2023 to support families' understanding of academic content area concepts and to encourage family participation in learning opportunities for home use. Examples include Math Nights, Parent Academy, STEAM Nights, and more.	Administration, STEAM Team members, Charise McDaniel	03/29/2024	GP	
[S 2.4] Effective Teachers Discovery School administrators, Academic Coach, and teacher-leaders will support all teachers through job-embedded professional development activities, mentoring programs, and induction programs in order to retain effective teachers and support improved instruction. Benchmark Indicator Compile and analyze human capital data at the end of each semester to track recruitment and retention information for comparison.	[A 2.4.1] Job-Embedded Math Coaching Beginning in August 2023, Discovery School's academic coach will provide job-embedded mathematical coaching to provide continued learning for teachers that will increase teacher effectiveness. Teachers will participate in coaching cycles with the coach to refine specific crafts of teaching to increase student achievement.	Mallory Eaton, Administrators	05/03/2024	GP	
	[A 2.4.2] Teachers engage in ongoing learning opportunities through book studies. Book studies will be offered throughout the year at both the district and school levels as a way to collectively focus educators on a district initiative. The focus will be to take the learning back to the classroom to help refine their practice. Teachers in	Molly Oliver, Lauren Fluharty, Kaitlyn Campbell, Mallory Eaton, Administrators	04/26/2024	GP	

	the math subcommittee of the Discovery School Leadership Team will track progress in both participation in book studies and schoolwide results of Learning Walks.				
	[A 2.4.3] Professional Learning Communities Teachers will bring predetermined student work samples to professional learning community meetings once a month for collaborative discussion with the academic 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. Teachers will implement the Student Work Analysis protocol from the Prepare to Teach Cycle.	Caitlin Bullard, Jessica Snell, Mallory Eaton	05/10/2024	GP	

[G 3] Recruit, retain, and train highly effective and culturally competent educators and employees to maximize student outcomes.

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.

Performance Measure

Instructional staff, including principals and the academic coach, 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, support teacher practices, and ensure Discovery School district will be on target to meet our AMO goals and Level 3 TVAAS.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 3.1] 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. Benchmark Indicator Discovery School 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	[A 3.1.1] Establish and review Teacher Assistance Plans for teachers who score Level 1 or Level 2 on TVAAS. School administrators will develop Teacher Assistance Plans at the beginning of the school year for teachers who score level I or level II on TVAAS. The outcome will be to improve teacher practices in order to improve instruction. Plans will be reviewed and updated quarterly based on formative assessment data, walkthroughs, and TEAM evaluations.	Caitlin Bullard, Jessica Snell	03/01/2024	GP	

activities, redirect teacher practices, and to ensure the school will be on target to meet our AMO goals.					
	[A 3.1.2] 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.	Caitlin Bullard, Jessica Snell, Mallory Eaton	05/24/2024	GP	
	[A 3.1.3] 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. 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 understanding of the sixth-grade TN Standards and instructional practices. 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.	Mallory Eaton, Administrators	05/03/2024	GP	
	[A 3.1.4] Develop and implement an active mentoring program for teachers with 0-3 years of experience. Discovery School administrators and designated mentor leaders will further develop, revise, and implement an active mentoring program for 2021-2022 for all first- through third-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.	Caitlin Bullard, Jessica Snell, Mallory Eaton, Kelly Kleppinger	05/10/2024	GP	

[S 3.2] Develop and grow our school-based mentorship program to build partnerships and engage and prepare educators and employees Support all teachers through our mentorship and site-based professional development and growth to increase educator capacity. 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 the district-level Teacher2Teacher Network that will meet monthly and then be facilitated at the school level by the academic coach. Benchmark Indicator Progress will be monitored via monitoring of evaluations, survey of mentorship program, and new staff feedback.	[A 3.2.1] Mentorship for Novice Teachers Teachers in their first through third years of education will receive additional supports from site-based mentors and the instructional coach, including regular meetings with the mentor program participants and focused monthly topics to discuss with their mentors, to support their growth and increase retention. Additionally, 2nd and 3rd-year teachers will be encouraged to participate in a district book study that will assist them in continuing to strengthen their instructional practices.	Mallory Eaton	05/03/2024	GP	
	[A 3.2.2] Job-Embedded Instructional Coaching The Academic Coach will assist with job-embedded growth and support for new teachers, priority teachers, or other teachers in need.	Mallory Eaton	05/17/2024	GP	
[S 3.3] Develop and grow teacher-leaders through distributive leadership strategies. Grow future teacher-leaders through distributive leadership strategies designed to increase educator capacity. Benchmark Indicator Progress will be monitored via monitoring of LOE Scores, retention rates of employees, and educator surveys.	[A 3.3.1] 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.	Caitlin Bullard, Jessica Snell, Leadership Team Members	05/14/2024	GP	
	[A 3.3.2] Leadership Team Subcommittees Beginning August 2023, Leadership Team representatives will participate in sub-committees directly aligned to one of the four school improvement goals. Through their work on the sub-committee, they will take an increased ownership role in developing and tracking success metrics/ key performance indicators and keeping staff and families apprised of school progress.	Caitlin Bullard	05/03/2024	GP	

	[A 3.3.3] Utilization of peer observations to enhance teacher modeling and leadership opportunities. Beginning September 2021, all certified staff will be encouraged to complete at least one peer observation per semester. Administrators will promote opportunities to learn from highly effective teachers by providing specific peer observation recommendations as needed after Learning Walks and TEAM observations.	Administrators	04/05/2024	GP	
	[A 3.3.4] Mentor Leader and Teacher Mentorship Programs Beginning August 2023, the academic coach will facilitate a Mentor Leadership Committee, who will be responsible for school-wide Teacher Mentorship Programs.	Mallory Eaton	05/23/2024	GP	

[G 4] 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

Discovery School will improve behavioral interventions and supports as measured by periodic RTI2-B data, discipline data, and periodic administrative interviews and improve mental health supports as measured by periodic RTI2-B data, Mental Health Crisis Report Data, DCS Report data and periodic administrative interviews.

Additionally, DS will sustain or improve attendance, resulting in a chronic absenteeism rate of less than 3.4%. Discovery School will improve access for all students as measured by RTI2B behavior intervention and SRSS data, which will indicate that 100% students who are at risk on SRSS receive one or more interventions during the school day. Discovery School will also 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
[S 4.1] Behavioral interventions and supports Develop and support programs and initiatives (including RTI2-B, Social-Personal Competency instruction, De-escalation Training, Crisis Prevention and Intervention) that address identified behavior needs and provide appropriate student supports. Benchmark Indicator	[A 4.1.1] Continue implementation of RTI2-B Behavior Supports in all schools Building-level administrators will work with district-level staff to partner with the Tennessee Tiered Support Center to continue implementation of all three tiers of the RTI2-B framework with high (>80%) fidelity as measured by the Tiered Fidelity Inventory (TFI) and the Primary Intervention Rating Scale (PIRS). Scores from the TFI will be used at	Kelsey McKnight, Kim Frank, Administrators	05/06/2024	GP	

Progress will be monitored by building administrators and Tier II/ Tier III Team Members via quarterly walk-through observations in order to measure protocol compliance; 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; and quarterly data reviews to measure exclusionary discipline practice usage and school/district attendance measure success.	the school level to create an action plan that addresses areas in need of improvement.				
	[A 4.1.2] Continue integration of student social-personal competencies (SEL learning) into MTSS framework. School administration and counseling staff will oversee the continued school-wide integration of student social-personal competencies into the MTSS framework. Discovery School will continue to adopt and implement social-personal competencies as a means of developing safe, supportive, and healthy learning environments.	Kelsey McKnight, Amber Herrick, Administrators	05/09/2024	GP	
	[A 4.1.3] Increase capacity to meet the behavioral needs of all students by providing "De-escalation Training" for all DS staff. All staff members, certified and classified, will be trained in de-escalation practices, beginning in Fall 2023 and continuing over the course of next school year.	Kim Frank, Kelsey McKnight, Amanda Adams	04/26/2024	GP	
[S 4.2] Mental health supports 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. Benchmark Indicator Progress will be monitored by school administrators and school counselors through a review of SRSS data and behavior referrals three times per year and the a periodic review of school	[A 4.2.1] Continue Referrals to External Partners Kelsey McKnight and Amber Herrick, school counselors, will continue to evaluate student needs and determine community partners for supporting identified mental health needs.	Kelsey McKnight, Amber Herrick	05/22/2024	GP	

needs and resources, as communicated by external and internal counselors.					
	[A 4.2.2] Ongoing Implementation of Trauma-Informed Practices Discovery School staff has been previously trained on trauma-informed practices. Through their work with mental health providers, including Stephanie Stavinoga and Emily Hughes (STARS), DS staff will continue to develop their capacity to integrate trauma-informed practices into their daily work.	Kelsey McKnight, Stephanie Stavinoga, Emily Hughes	04/30/2024	GP	
[S 4.3] Targeted interventions Provide social-emotional and behavioral interventions and other focused supplemental supports to improve engagement and behavior and close identified gaps. Benchmark Indicator 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.	[A 4.3.1] Ensure students with disabilities receive core instruction in Tier 1, to the greatest extent possible. Beginning Fall 2023 and throughout the school year, in order to ensure students are exposed to the state's rigorous standards in the least restrictive environment and to improve academic growth and achievements, school administrators will encourage all instructional staff to give first consideration to having students with disabilities receive core instruction in Tier 1 by 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 from the general education setting.	Craig Nelius, Heather Knox, Jessica Snell	04/26/2024	GP	
	[A 4.3.2] Sustain Attendance through Multi-Tiered System of Support 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	Cathy Adrian, Caitlin Bullard, Jessica Snell	05/24/2024	GP	

	up an Attendance Panel meeting with all stakeholders.				
	[A 4.3.3] Calm Coach Discovery School will implement the use of a Calm Coach position to increase students' access to self-regulation tools and minimize lost instructional time. By empowering teachers to make a proactive Calm Coach referral, DS will ensure that students have the opportunity to reset and regulate with support, and then return to the classroom as quickly as is appropriate.	Kelsey McKnight, Julie Seymour	05/03/2024	GP	
[S 4.4] School Health and Healthy Living 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 DS staff and the provision of interventions for affected children and families. Benchmark Indicator Progress will be monitored by the analysis of school health and attendance data monthly by the Attendance Intervention Team in order to ensure attainment of the school AMO goal for chronic absenteeism.	[A 4.4.1] Support and promote Coordinated School Health campaigns to encourage healthy living and improve school outcomes, including COVID-related guidelines and protections. Building administrators will support and promote the Coordinated School Health campaigns, including COVID-related safety guidance and protections, Farm to School campaign, and Chef Academy campaign to promote healthy living, 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.	Administrators, Molly Royer, Jennifer Lanier	05/09/2024	GP	
	[A 4.4.2] Support and promote School Nursing Department school health campaigns throughout the year, including COVID-related campaigns, protocols and guidance. Building administrators 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.	Administrators, Jennifer Lanier	05/22/2024	GP	
[S 4.5] Family and Community Engagement Activities The Discovery School Leadership Team will plan,	[A 4.5.1] Conduct periodic "Family Nights" to encourage family understanding and participation in content area learning	Administrators, Leadership Team	05/03/2024	GP	

implement, support, and promote effective family and community engagement activities that are meaningful and aligned with student academic achievement in the district. DS will implement programs and activities specifically designed to engage all families 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. 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.	opportunities. Beginning Fall 2023 and continuing throughout the year, Discovery School 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, Behavior Awards Meetings, cultural celebration nights, and Parent Academies that promote understanding of RTI2-B, the importance of good attendance, and more.				
	[A 4.5.2] Encourage and support family participation in parent conferences, stakeholder surveys and other opportunities to share feedback. Beginning Fall 2023 and throughout the school year, administrators will encourage family participation in efforts to share school program and student performance information. DS will utilize the TN School Climate Measurement Package and other tools to gather parent input and feedback. Discovery School will support family participation by the elimination of barriers to participation.	Administrators	03/29/2024	GP	
[S 4.6] Integration of STEAM Approach in Instruction 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.	[A 4.6.1] 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, Discovery School will promote activities that support and encourage exploration of post-secondary education opportunities and	Administrators, Mallory Eaton, Karen Cook	05/17/2024	GP	

Benchmark Indicator Progress towards goal will be analyzed through a periodic review of activities, participation records, and examination of alignment with the Discovery School STEM Action and Sustainability Plan.	careers, especially through the use of community partners.				
	[A 4.6.2] 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, promote activities that support and encourage exploration of post-secondary education opportunities and careers.	Kelsey McKnight, Amber Herrick	04/19/2024	GP	
	[A 4.6.3] Provide activities and experiences through field trips and other exploration opportunities to promote college and career readiness. Beginning Fall 2023 and continuing throughout the year, provide activities and experiences each semester in all grades through field trips (actual and virtual) and other exploration opportunities to promote college and career readiness. Examples can range from actual field trips to the MTSU Farm by all third graders in the Spring, or all students grades 2-6 attending an MTSU Basketball game on the MTSU campus, to virtual field trips by kindergarten students to the Nashville Zoo, or 5th graders participating in an overnight trip to Land Between the Lakes.	Administrators, Grade Level Teachers	05/10/2024	GP	
	[A 4.6.4] Develop and grow community partnerships. Beginning Fall 2023 and continuing throughout the school year, school staff will develop and grow community partners quarterly to serve as resource/experts for STEAM projects and career exploration.	Administrators, Mallory Eaton, Teachers	05/03/2024	GP	

[G 5] Increased Academic Achievement and Growth: Science

Discovery School will improve achievement in science for all students by building capacity in teachers and administrators so they can establish a culture of learning that reflects how science works (curiosity, collaboration, exploration of phenomenon), select lesson tasks and activities that integrate all dimensions of the science standards, and

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, Discovery School will increase TVAAS growth from a Level 3 in school-wide Science to Level 4.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 5.1] 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. Benchmark Indicator Progress will be monitored by the Science Coordinator, Director 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.	[A 5.1.1] 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. 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. Professional Learning Communities will provide opportunities for teachers to plan assessments that align with state standards.	Administrators, Mallory Eaton	04/29/2024	GP	
	[A 5.1.2] Educators engage in ongoing professional learning opportunities. Professional learning opportunities will provide a scaffold approach in order to target the specific learning needs of teachers and to address specific shifts that need to occur in the classrooms based on teacher input, administrator input, observations, student work, assessments/data, etc. Examples of anticipated PDs include Three-dimensions of the standards, using phenomenon for sense-making (Science Talks), conceptual understanding of the Disciplinary Core Ideas (DCIs), Science Notebooks, Early Childhood Science Experiences, Labs, planning instruction with the 5E instructional model, assessments, and integration of content	Lea Bartch, Mallory Eaton, Administrators	04/26/2024	GP	

	areas. Professional development sessions will begin in Summer 2023 and will continue throughout the year. Using input from grade-level teams of teachers, design a scope and sequence and support documents that will support opportunities for connections and applications of the 3-dimensional science standards across the disciplinary core ideas to relevance and student comprehension.				
	[A 5.1.3] Provide students learning opportunities through a multidisciplinary approach (STEAM) to instruction. 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 opportunities 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. Build capacity in teachers by selecting a grade-level team member in each grade level of Discovery School to receive specialized training in the 3D standards to support science planning at the school level done by grade-level teams.	Lea Bartch, Science Grade-Level Leads, Mallory Eaton	04/29/2024	GP	
[S 5.2] Effective Teachers The Director of Curriculum and Instruction, the Science Coordinator, and Discovery School administrators will support all teachers through job-embedded professional development activities, mentoring programs, and induction programs in order to retain effective teachers and support improved instruction.	[A 5.2.1] Engage in ongoing training through Professional Learning Communities. 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	Mallory Eaton, Lea Bartch	05/03/2024	GP	

Benchmark Indicator Compile and analyze human capital data at the end of each semester to track recruitment and retention information for comparison.	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 science storylines, labs, and design projects and to increase abilities to make connections and think abstractly.				
	[A 5.2.2] Engage in co-teaching, co-planning, and/or modeling for professional learning The Academic Coach and Science Coordinator will offer support through co-planning, co-teaching, and/or modeling lessons with teams/teachers. The Coach and Coordinator will use filmed lessons as a tool for learning during planning or PLCs. Discovery School teachers will also engage in a science network that consists of a grade-level content lead from each school that receives 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.	Mallory Eaton, Lea Bartch, Science Content Leads	03/29/2024	GP	
[S 5.3] Family and Community Engagement Events Discovery school will plan , implement, support, and promote effective family and community engagement activities that are meaningful and aligned with student academic achievement in the district. DS will implement programs and activities specifically designed to engage all families in improving student outcomes and enhancing the school climate. Activities will include opportunities to inform parents about student progress, support family involvement in home-learning activities, and encourage family participation in district and school planning and decision-making. Benchmark Indicator Progress will be monitored and evaluated by the collection of activity logs indicating family	[A 5.3.1] Conduct periodic "Family Nights" to encourage family understanding and participation in content area learning opportunities. Discovery School will conduct STEAM Nights to show the engineering projects, the integration of the content, and/or to promote STEM Literacy among all families and students.	Karen Cook, Mallory Eaton, Science Teacher-Leaders	05/01/2024	GP	

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.					
	[A 5.3.2] Encourage and support family participation in parent conferences, stakeholder surveys and other opportunities to share feedback Discovery School administration will encourage family participation each quarter in an effort to share school program and student performance information. Schools will utilize the TN School Climate Measurement Package and other tools to gather parent input and feedback and will support family participation by the elimination of barriers to participation.	Administrators	04/29/2024	GP	