

Hobgood 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 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.

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

**Performance Measure**

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

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

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p><b>[S 1.1] Standards-aligned instruction</b> Align evidence-based curriculum, instruction, and assessment with the State's challenging academic content standards. The EL curriculum will be implemented with a high degree of integrity. Every student will access high-quality literacy instruction, and we are dedicated to implementing best practices using the instructional practice guide to provide an equitable education to all.</p> <p><b>Benchmark Indicator</b> Progress will be monitored by the Coordinator of Reading, Director of Teaching and Learning, and by principals via quarterly walk-through observations and by the analysis of ELA benchmark data every nine weeks.</p>	<p><b>[A 1.1.1] Deep Planning with Instructional Coach</b> Teachers will meet weekly with instructional coaches to prepare and plan for weekly and monthly lessons/units using the Prepare to Teach Cycle. Learning walks will be performed with goal setting using the IPG and specific feedback given for productive use of instructional time.</p>	<p>Dameeka McClish, Susan Watson, Liz Rueby, Quinena Bell</p>	<p>05/24/2024</p>	<p>GP</p>	

<p>The Coordinator of Reading will monitor and record the completion of PD sessions and coaching sessions using participant surveys.</p> <p>Principal and instructional coach walk-throughs will be used to monitor implementation and trends will be collected to inform additional learning needs.</p>					
<p><b>[S 1.2] Targeted interventions, with a focus on supporting subgroups</b>  The 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 principals via quarterly walk-through observations, TEAM observation reviews, and the analysis of ELA and Math benchmark data quarterly in order to ensure the schools and our district will be on target to meet our AMO goals. MCS 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 1.2.1] Targeted interventions, with a focus on supporting subgroups</b>  Data will be collected through assessments and used to determine appropriate tiers to close achievement gaps.</p>	<p>Terri Guess,  Kristen Treinen,  Wendy Lawless</p>	<p>05/24/2024</p>	<p>Title 1</p>	
<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 as a part of the TEAM Administrator rubric during the first semester and during school walk-through observations conducted by the Director of Schools and Assistant</p>	<p><b>[A 1.3.1] Leadership Team</b>  Hobgood will develop a leadership team trained to support other teachers and students in the building in multiple capacities. These leaders will also create new ways to motivate teachers to move forward with technology, STEAM, and other initiatives that will grow student learning.</p>	<p>Quinena Bell,  Liz Rueby,  Dameeka McClish,  Susan Watson,  Kelsey Rone</p>	<p>05/24/2024</p>	<p>GP</p>	

<p>Superintendent of Instruction quarterly in order to ensure the schools and our district will be on target to meet our AMO goals.</p>					
<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 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>** **</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 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 1.4.1] Family and Community Engagement Projects</b>  Hobgood will host an open house to allow parents to see inside the building, teacher's classrooms, and meet the teachers. Teachers will then host room meetings to review rules and procedures and allow parents to ask questions. Teachers will partner with various community members throughout the year. Events for parents to participate will be held such as Reading in the Schools, STEAM Night, Math Night, Literacy Night, BINGO Night, and others to engage families.</p>	<p>Quinena Bell,  Liz Rueby,  Bailey Rose,  Kelsey Rone</p>	<p>05/24/2024</p>	<p>GP   Title 1</p>	
<p><b>[G 2] Increase Achievement and Growth in Math</b>  Through the use of standards-aligned core instruction, high-quality instructional materials, and effective technology, Hobgood 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.</p> <p><b>Performance Measure</b>  For 2023-2024 Hobgood will achieve a Level 3 TVAAS score or higher in numeracy and increase achievement percent of math proficiency using TN Ready and iReady data.</p>					

Increase the percentage of students scoring on track or mastered from 32.3 to 36% 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 to improve student growth and achievement in math. Every child will have access to high-quality instructional materials through our Ready curriculum. The curriculum will be implemented with a high degree of integrity and teachers will engage in best practices using the instructional practice guide.</p> <p>** **</p> <p>** **</p> <p><b>Benchmark Indicator</b>            Progress will be monitored by the Coordinator of Math and building administrators via quarterly walk-through observations and by the analysis of benchmark data (i-Ready Diagnostic assessment), every nine weeks via Quarterly Data Reviews (A 2.2.4) in order to ensure the district will be on target to meet our AMO goals. Reviews will incorporate data from the TDOE-developed Math Learning Walk Tool and from i-Ready school, grade, and class data looking for trends that identify on-track performance. Negative trends become indicators for targeted professional development.</p>	<p><b>[A 2.1.1] Deep planning with Instructional Coaches</b>            Teachers will meet weekly with instructional coaches for planning using the prepare to teach cycle. The school instructional leadership meet weekly to discuss trends and supports need throughout the school.</p>	Dameeka McClish, Susan Watson, Liz Rueby, Quinena Bell	05/24/2024	General Purpose	
<p><b>[S 2.2] Effective teachers</b>            Assistant Superintendent of Curriculum and</p>	<p><b>[A 2.2.1] Instructional Coaching, Mentor Program</b></p>	Dameeka McClish,	05/24/2024	General Purpose	

<p>Instruction and Math Coordinator 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.</p> <p>** **</p> <p>** **</p> <p><b>Benchmark Indicator</b> Compile and analyze human capital data at the end of each semester to track recruitment and retention information for comparison.</p>	<p>Instructional coaches will meet with teachers weekly to discuss class instruction and student performance to determine how to move students forward.</p> <p>Mentors will meet with teachers in order to make sure teachers feel confident and supported throughout the school year.</p> <p>Culture and morale at all levels will be focused on to maintain a high retention rate of employees.</p>	<p>Susan Watson, Nichole Bell</p>		<p>Title 1</p>	
<p><b>[S 2.3] Targeted interventions, with a focus on supporting subgroups</b> District-level 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 measured by administrators and Instruction Department staff conducting quarterly walk-through observations and by analysis of District Benchmark Assessments (iReady), three times a year, in order to ensure Hobgood will be on target to meet our proficiency and growth goals. Progress reports will be shared with teachers and school teams during Quarterly Data Reviews.</p>	<p><b>[A 2.3.1] Intervention</b> Data will be collected through assessments and used to determine appropriate tiers to close achievement gaps.</p>	<p>Kristen Treinen, Terri Guess, Wendy Lawless</p>	<p>05/24/2024</p>	<p>General Purpose  Title 1</p>	
<p><b>[S 2.4] Effective Leaders</b> The Principal and Assistant Principal will develop policies, procedures, and programs to support and build the capacity of school 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 as a part of the TEAM Administrator rubric during the first semester and</p>	<p><b>[A 2.4.1] Leadership Team</b> Hobgood will develop a leadership team that will be trained to support other teachers and students in the building in multiple capacities. These leaders will also create new ways to motivate teachers to move forward with technology, STEAM, and other initiatives that will grow student learning.</p>	<p>Quinena Bell, Liz Rueby, Bailey Rose, Kelsey Rone</p>	<p>05/24/2024</p>	<p>General Purpose  Title 1  STEAM Grant</p>	

<p>during school walk-through observations conducted by the Director of Schools and Director of Curriculum and Instruction quarterly in order to ensure the schools and our district will be on target to meet our TVASS goal. Data will be delivered via principal evaluation meetings each semester and via Quarterly Data Reviews with principals and school teams to review student growth and achievement on benchmark assessments.</p>					
<p><b>[S 2.5] 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>** **</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 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 2.5.1] Family and Community Engagement Project</b>  Hobgood will host an open house to allow parents to see inside the building's teachers' classrooms and meet the teachers. Teachers will then host virtual room meetings to review rules and procedures and allow parents to ask questions. Teachers had community members zoom into their classrooms for Reading in the Schools to allow our community partners to engage with the students. We will also have a Science and Math night which we will invite the community and our families to attend as well.</p>	<p>Bailey Rose,  Nicole Dyke</p>	<p>05/24/2024</p>	<p>Title 1   STEAM grant</p>	

**[G 3] Increased Academic Achievement and Growth: Science**  
Hobgood 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, the district will increase achievement percentages by 3 to 5% 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, Assistant Superintendent of Curriculum and Instruction, and Principals via walkthroughs, attendance in Professional Learning Community (PLC) meetings, feedback forms or survey results, recordings of model lessons or PDs, follow-up from PDs, analyzed student work or assessments, lesson plans and materials, and usage reports from CASE assessments.</p>	<p><b>[A 3.1.1] Planning with Instructional Coaches</b> Teachers will meet weekly with instructional coaches to plan. They will meet monthly with the school STEAM coordinator, and the STEAM teacher will collaborate monthly with the classroom teacher to ensure integration of concepts.</p>	<p>Dameeka McClish, Susan Watson, April Greene</p>	<p>05/24/2024</p>	<p>General Purpose  Title 1  STEAM grant</p>	
<p><b>[S 3.2] Effective teachers</b> The Director of Curriculum and Instruction and the Science Coordinator 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.</p> <p><b>Benchmark Indicator</b> Compile and analyze human capital data at the end of each semester to track recruitment and retention information for comparison.</p>	<p><b>[A 3.2.1] Deep Planning with Instructional Coaches</b> Teachers will meet weekly with instructional coaches to plan. They will designate a time to teach science with high-quality instructional materials.</p>	<p>Dameeka McClish, Susan Watson</p>	<p>05/24/2024</p>	<p>General Purpoe</p>	
<p><b>[S 3.3] Family and Community Engagement Activities</b> Plan, implement, support, and promote effective</p>	<p><b>[A 3.3.1] Conduct periodic "Family Nights" to encourage family understanding and participation in content area learning</b></p>	<p>Bailey Rose, Jessica Baxter</p>	<p>05/17/2024</p>	<p>Title</p>	

<p>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>opportunities</b> Beginning Fall 2022 and continuing throughout the year schools 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, using Ready Reading and Ready Math at home, Behavior Awards Meetings, cultural celebration nights, and understanding RT12-B, the importance of good attendance, and more</p>				
<p><b>[S 3.4] Science and Engineering Practices</b> Hobgood will focus on the Science and Engineering Practices to improve methodology and build scientific skills in students.</p> <p><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.</p>	<p><b>[A 3.4.1] Integration of STEAM Approach in Instruction</b> Provide students, in all grades across the district, with STEAM opportunities early in their school careers that assist students in identifying interests and career-expectations as well as opportunities to understand the school to work connection.</p> <p>** **</p> <p>** **</p>	STEAM Team	03/29/2024	STEAM	
<p><b>[G 4] Recruit, retain, and train highly effective and culturally competent educators and employees to maximize student outcomes.</b> Through the use of on-going professional development, job-embedded coaching, and active recruitment, Hobgood will seek to ensure the workforce of all departments are highly trained, highly effective, and aware of the needs of our community.</p> <p><b>Performance Measure</b></p>					



For the 2023-2024 school year, Hobgood 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> Instructional support staff, including the Director of Curriculum and Instruction, the Coordinators of Reading and Math ,and principals 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 teacher practices, and to ensure the schools and our district will be on target to meet our AMO goals</p>	<p><b>[A 4.1.1] Instructional Coaching/Mentor Program</b> The instructional team will meet weekly to determine trends. The team will analyze data in order to help teachers determine how to move students forward.</p> <p>Teaching tips will be sent weekly, coaching cycles will be implemented, and intentional walkthroughs will be conducted regularly.</p>	<p>Dameeka McClish, Susan Watson, Nichole Bell</p>	<p>05/24/2024</p>	<p>General Purpose  Title 1</p>	
<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] Community Partnerships</b> Hobgood will work with local churches and businesses in order to maintain a positive school climate and also to promote an inclusive school culture through the use of positive reinforcement provided by the community partners and outside stakeholders.</p>	<p>Quinena Bell, Liz Rueby</p>	<p>05/24/2024</p>	<p>General Purpose  Title 1</p>	
<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>[A 4.3.1] Leadership Team</b> Hobgood will develop a leadership team trained to support other teachers and students in the building in multiple capacities. These leaders will also create new ways to motivate teachers to move</p>	<p>Bailey Rose, Kelsey Rone, Liz Rueby, Quinena Bell</p>	<p>04/26/2024</p>	<p>General Purpose  Title 1</p>	

<p><b>Benchmark Indicator</b> Progress will be evaluated as a part of the TEAM Administrator rubric during the first semester and during school walk-through observations conducted by the Director of Schools and Assistant Superintendent of Instruction quarterly in order to ensure the schools and our district will be on target to meet our AMO goals.</p>	<p>forward with technology, STEAM, and other initiatives that will grow student learning.</p>				
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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. Last year Hobgood decrease their chronic absent rate from 23.4% to 19.4%. Hobgood will continue decreasing our chronic absent rate by at least 3% each year. This year's goal is 16%. Hobgood will decrease its truancy numbers by 50%.

**Performance Measure**

- \* Improve behavioral interventions and supports as measured by periodic RTI2-B data, discipline data, and periodic administrative interviews.
- \* Improve mental health supports as measured by periodic RTI2-B data, Mental Health Crisis Report Data, DCS Report data and periodic administrative interviews.
- \* Improve attendance, decrease exclusionary discipline practices, and improve access for all students as measured by attendance data, discipline data and school access data.
- \* Improve school health as measured by attendance data, nurse department data, and school access data
- \*

<b>Strategy</b>	<b>Action Step</b>	<b>Person Responsible</b>	<b>Estimated Completion Date</b>	<b>Funding Source</b>	<b>Notes</b>
<p><b>[S 5.1] Behavioral interventions and supports</b> 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.</p> <p><b>Benchmark Indicator</b> Progress will be monitored by Assistant</p>	<p><b>[A 5.1.1] Continue implementation of MTSS Behavior supports</b> The Principal, Assistant principal and MTSS team will continue implementation of all three tiers of the RTI2-B framework with high (&gt;80%) fidelity as measured by the Tiered Fidelity Inventory (TFI) and the Primary Intervention Rating Scale (PIRS).</p> <p>* Our District level behavior coach will meet with MTSS school level coaches to apply the rigorous</p>	<p>RTI-A &amp; B Team, Dee Potter</p>	<p>05/24/2024</p>	<p>General Purpose  Title 1</p>	

<p>Superintendent of Student Support Services and Coordinator of Behavior Supports), and building administrators via -</p> <ul style="list-style-type: none"> <li>* quarterly walk-through observations in order to measure protocol compliance;</li> <li>* quarterly review of SRSS-IE data in order to see a decrease in inappropriate student behavior and an increase in appropriate student behavior;</li> <li>* quarterly RTI2-B fidelity checks in order to measure program fidelity;</li> <li>* quarterly data reviews to measure exclusionary discipline practice usage and school/district attendance measure success.</li> <li>*</li> </ul>	<p>standards of the TFI rubric when scoring the individual components of the TFI. This practice will help schools identify areas of strength and areas that need improvement to achieve and maintain fidelity of implementation. Scores from the TFI will be used at the school level to create an action plan that addresses areas needing improvement.</p> <p>* Hobgood will collect data and the school action plan will be monitored based on the collection. Hobgood educates teachers, parents, and students on the importance of each tier and following a multi-tiered system.</p>				
	<p><b>[A 5.1.2] Continue integration of student social-personal competencies (SEL learning) into MTSS framework</b></p> <p>Hobgood will participate in the continued district-wide integration of student social-personal competencies into MTSS framework. Hobgood will continue to adopt and implement social-emotional learning as a means of developing safe, supportive, and healthy learning environments.</p>	<p>School Administration</p>	<p>05/24/2024</p>	<p>JP</p>	
<p><b>[S 5.2] Mental health supports</b></p> <p>Develop external partnerships with mental health service providers (including Centerstone, STARS, School Based Health Solutions, The Family Center and others), develop procedures and provide necessary student supports for identified mental health needs.</p> <p><b>Benchmark Indicator</b></p> <p>Progress will be monitored by the Coordinator of Behavior Support</p> <p>* via quarterly needs assessments with school</p>	<p><b>[A 5.2.1] Continue to develop community partnerships for supporting identified mental health needs</b></p> <p>Hobgood Administration will throughout the school year, continue to develop community partnerships for supporting identified mental health needs in the district.</p>	<p>School administration</p>	<p>05/17/2024</p>	<p>GP</p>	

<p>counselors and behavior support staff,</p> <p>* quarterly review of SRSS-IE data and behavior referrals,</p> <p>* and quarterly needs assessments with building administrators in order to ensure that all students have the opportunity to learn.</p> <p>*</p>					
	<p><b>[A 5.2.2] Continue to promote the prevention of STARS and Centerstone and the mitigation of the impact of adverse childhood experiences.</b> The Hobgood counselors, STARS and Centerstone Counselors will continue to promote the prevention of STARS and Centerstone and the mitigation of the impact of adverse childhood experiences by training of all MCS staff , providing intervention for students, and supporting teachers and families impacted by STARS and Centerstone.</p>	Administration	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 Assistant Superintendent of Instruction and building administrators via monthly review of attendance data, and quarterly review of MTSS meetings and results in order to ensure attainment of the district 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, the Principal, Assistant Principal, and the Special Education team will ensure all instructional staff give first consideration to having 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>	Administration	04/26/2024	GP	
<p><b>[S 5.4] Effective leaders</b> The Director of Schools, with the assistance of the Instruction Department, will 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>[A 5.4.1] Quarterly Data Meetings</b> Hobgood Administration will participate in quarterly meetings with administrative teams to discuss student performance data and the most recent results from various measurement tools.**These meetings will include discipline and attendance data as a part of the analysis.**In these In these meetings we will look for trends that indicate school and subgroup needs, areas where schools and</p>	Administration	05/24/2024	GP	

<p><b>Benchmark Indicator</b> Progress will be evaluated as a part of the TEAM Administrator rubric during the first semester and during school walk-through observations conducted by the Director of Schools and Assistant Superintendent of Instruction quarterly in order to ensure attainment of the district AMO goal for chronic absenteeism.</p>	<p>students are not performing to expectations, and assist the schools in planning and implementing solutions to improve outcomes for students.</p>				
<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] ] Support and promote School Nursing Department school health campaigns throughout the year.</b> Hobgood 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, as well as other promotions throughout the year to improve healthy habits and attendance. Support and promotion will begin Fall 2023 and continue throughout the year.</p>	<p>School Nurse and Administration</p>	<p>05/24/2024</p>	<p>GP</p>	
<p><b>[S 5.6] Promote and Support Emergency Preparedness</b> Starting Fall 2023 and continuing throughout the year, the Director of Schools will promote and support Emergency Preparedness in schools to create a safe environment conducive to learning and achievement.</p> <p><b>Benchmark Indicator</b> Progress will be monitored via semester walk-through observations in each school and by the monthly analysis of attendance, benchmark academic data, and school behavior and discipline data in order to ensure attainment of the district AMO goal for chronic absenteeism and discipline and to ensure all students have the opportunity to learn.</p>	<p><b>[A 5.6.1] Explore, promote, support and monitor all efforts to make the school environment as safe as possible</b> Hobgood administrators and SRO will monthly explore, promote, support and monitor all efforts to make the school environment as safe as possible.</p> <p>In addition, the Safety Coordinator and Assistant Superintendent of Student Support Services will work with the Murfreesboro Police Department and School Safety and Education Officers to attend professional development regarding threat assessments and will coordinate efforts to implement recommendations that result from those assessments.</p>	<p>School Administration</p>	<p>05/24/2024</p>	<p>GP</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 periodic "Family Nights" to encourage family understanding and participation in content area learning opportunities</b> Beginning Fall 2023 and continuing throughout the year schools 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, using Ready Reading and Ready Math at home, Behavior Awards Meetings, cultural celebration nights, and understanding RTI2-B, the importance of good attendance, and more</p>	Administration Title Team	05/24/2024	Title	
<p><b>[S 5.8] Integration of STEAM Approach in Instruction</b> Provide students, in all grades across the district, with STEAM opportunities early in their school careers that assist students in identifying interests and career-expectations as well as opportunities to understand the school to work connection.</p> <p><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] Develop and Grow Community Partners</b> Beginning Fall 2023 and continuing throughout the school year, Hobgood faculty and staff will develop and grow community partners quarterly to serve as resources/experts for STEAM projects and career exploration</p>	STEAM Team	04/19/2024	Steam	