

Mitchell-Neilson 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.

Mitchell-Nielson will offer consistent and ongoing PD this is curriculum-based and based off of our targeted needs.

Performance Measure

For 2023-2024 the Mitchell-Neilson 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

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 1.1] Standards-aligned instruction Align evidence-based curriculum, instruction and assessment with the State's challenging academic content standards.</p> <p>Benchmark Indicator Progress will be monitored by the school Academic Coach, the Assistant Principals, School Principal, and District Academic Coaches regularly during the year. We will also have Quarterly walkthroughs with our our school instructional team as was as the the district team.</p> <p>Principal and instructional coach walk-throughs will be used to monitor implementation and trends will be collected to inform additional learning needs. Professional Development opportunities will created based off of walkthrough needs.</p>	<p>[A 1.1.1] Deep Planning with Academic Coach ###</p> <p>All grade level teachers will attend weekly PLC meetings with the Academic Coach. They will dig into grade level standards and teaching strategies to plan authentic and meaningful lessons.</p> <p>Teachers will attend professional development sessions to enrich skill set and strengthen pedagogy.</p> <p>Teachers will attend local and out of town learning walks in schools who best utilize the EL curriculum.</p> <p>Teachers will utilize all advanced technology to meet student needs.</p>	<p>Adam Bryson/Sarah Johnson</p>	<p>05/23/2024</p>	<p>GP</p>	

	[A 1.1.2] ELA Walkthroughs MNS will go through the Prepare to Teach Cycle with all grade levels.	Adam Bryson/Sarah Johnson	05/23/2024	GP	
[S 1.2] Targeted interventions, with a focus on supporting subgroups Mitchell-Neilson Elementary School 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 walk-through and formal 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. MNS will aim to decrease the percentage of all students and students in each subgroup scoring at the below level in state assessed subjects annually	[A 1.2.1] BOOST Mitchell-Neilson Elementary School has placed a focus on our BOOST time. All grade levels will use the "walk-to-learn" model to ensure learning gaps are decreased.	Adam Bryson	05/24/2024	Adam Bryson	
	[A 1.2.2] BOOST EAs We have are hiring three additional EA's to ensure we have multiple EA's push into classrooms during our BOOST time.	Adam Bryson	05/24/2024	Title 1 [\$75000.00]	
[G 2] Increase Achievement and Growth in Math Mitchell-Neilson will utilize standards-aligned core instruction, high-quality instructional materials, and effective technology. Mitchell-Neilson Elementary 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. We will also utilize our new Math Academic Coach to provide large scale and individualized support for all teachers of math. Performance Measure For 2023-2024 the Mitchell-Neilson will achieve a Level 3 TVAAS score or higher in numeracy and increase achievement percent of math proficiency using TN Ready and iReady data.					
Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes

<p>[S 2.1] Standards-aligned core instruction Mitchell-Neilson has added an academic coach who is focused on Math instruction. With support from this Academic Coach and our District Math Coordinator we will align the evidence-based curriculum, instruction, and assessment with the State's challenging academic content standards in order to improve student growth and achievement in math.</p> <p>** **</p> <p>** **</p> <p>Benchmark Indicator Progress will be monitored by the School Principal, Assistant Principals, and Academic Coaches via weekly admin observations. We will also hold quarterly District-Led 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.</p>	<p>[A 2.1.1] Part-Time Math Coach We have hired a part-time math coach for the 23-24 school year.</p>	<p>Adam Bryson</p>	<p>08/05/2024</p>	<p>Title 1 [\$50000.00]</p>	
<p>[S 2.2] Effective teachers The School Principal, Assistant Principal, and Academic Coaches will support all teachers through job-embedded professional development activities. All new teachers (1-3 years of experience) will be placed in our school mentoring program. The TEAM evaluation process will be used as a coaching process for all MNS teachers. School administrators will provide specific feedback for teachers based on their formal observations. New teachers will meet once a month with academic coach to goal set. ** **</p> <p>** **</p> <p>Benchmark Indicator Team Observations</p>	<p>[A 2.2.1] New Teacher Supports All new teachers (1-3 years of experience) will be placed in our school mentoring program. The TEAM evaluation process will be used as a coaching process for all MNS teachers. School administrators will provide specific feedback for teachers based on their formal observations. New teachers will meet once a month with academic coaches to set goals and focus on common hurdles for new teachers.</p>	<p>Adam Bryson</p>	<p>05/24/2024</p>	<p>Title [\$50000.00]</p>	

End-of-year teacher meetings					
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[G 3] Address and support the needs of the whole child to decrease the achievement gap.

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

Performance Measure

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

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 3.1] 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.</p> <p>Benchmark Indicator Benchmark Indicator Progress will be monitored by the school administrators, school counselors, and RTI2B committee Members:</p> <ul style="list-style-type: none"> * quarterly walk-through observations in order to measure protocol compliance; * quarterly review of SRSS data in order to see a decrease in inappropriate student behavior and an increase in appropriate student behavior; * quarterly RTI2-B fidelity checks in order to measure program fidelity; * quarterly data reviews to measure exclusionary discipline practice usage and school/district attendance measure success. 	<p>[A 3.1.1] RT1 2B Continue to follow RTI2B protocols by enforcing rules and expectations with rewards and consequences. Referrals for interventions and intervention implementations will be put in place once data is collected regarding unwanted or disruptive behaviors at school. If there is evidence of trauma, referrals are made and on site counselors and the social worker will work with the teacher to develop functional plans for the student. In each case, data will be collected over a period of time to determine the appropriate next steps/placement</p>	Gina Kenne & Nancy Herbek	05/07/2024	GP	

<p>[S 3.2] Mental Health Supports Continued to build partnerships with mental health supports and provide necessary student supports for identified mental health needs.</p> <p>Benchmark Indicator Progress will be monitored by Coordinator of Behavior Support</p> <ul style="list-style-type: none"> * via quarterly needs assessments with school counselors and behavior support staff, * quarterly review of SRSS data and behavior referrals, * and quarterly needs assessments with building administrators in order to ensure that all students have the opportunity to learn. 	<p>[A 3.2.1] Centerstone services Continue to collaborate with on-site mental health analysts and/or Centerstone counselors to provide school-based counseling for targeted students. We also will ensure students are getting in-class social lessons to help them cope with maladjusted feelings and learn how to engage appropriately.</p>	<p>Gina Keene, Nancy Herbek & Gabby Jordan</p>	<p>04/26/2024</p>	<p>GP</p>	
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