

Reeves-Rogers 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, Reeves-Rogers 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.

Reeves-Rogers 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, Reeves-Rogers 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 Reeves-Rogers will meet the single AMO for ELA this year.</p> <p>Progress will be monitored by District personnel and by Mrs. Hardiman, Dr. Boyd and Mrs. Stump as well as the leadership team. via quarterly walk-through observations and by the analysis of ELA benchmark data every nine weeks.</p> <p>Kathy Daugherty and Cathy Pressnell will monitor and record the completion of PD sessions and</p>	<p>[A 1.1.1] K-2 and 3-6 ELA Coordinators Guidance and Teacher Support ###</p> <p>Reeves-Rogers has scheduled PLC's throughout the year with our ELA coordinators who will be leading and supporting our teachers through our prep to plan initiative. Teachers will be working along side our Academic Coach to implement and lead this planning strategy and help to meet students where they are using the curriculum as intended.</p>	Principal and Academic Coach	05/24/2024	GP	

<p>coaching sessions using participant surveys.</p> <p>Mrs. Hardiman, Dr. Boyd and Mrs Stump will conduct walk-throughs will be used to monitor implementation and trends will be collected to inform additional learning needs.</p>					
	<p>[A 1.1.2] Weekly Subject Specific PLC's Each week, teachers will be meeting to discuss and analyze data by standard and skill through a specific data reflection sheet that is turned in each week. Teachers receive feedback from these each week. Collaboration between teachers will help to gauge if students are responding to the instruction. ELA, Math and Science/Social Studies will be discussed weekly at separate times with Admin and the Academic Coach taking accountability and lead for each area.</p>	<p>Mrs. Hardiman, Dr. Boyd, Mrs. Stump</p>	<p>05/24/2024</p>	<p>GP</p>	
	<p>[A 1.1.3] Learning Walks We will conduct Learning Walks in K-2 and 3-6 monthly with the perspective coordinators for these areas throughout the year. We have planned follow up dates with the each coordinator to ensure we have PD/learning to address areas for improvement observed during the learning-walks. We will conduct Classroom Visits throughout the year as well to ensure consistency and rigor of standards are being taught daily. We will also plan learning walks through Special Areas and Intervention blocks as well.</p>	<p>Mrs. Hardiman, Dr. Boyd, Mrs. Stump</p>	<p>05/24/2024</p>	<p>GP</p>	
<p>[S 1.2] Targeted interventions, with a focus on supporting subgroups Reeves-Rogers 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>Benchmark Indicator</p>	<p>[A 1.2.1] Increase the number of ESL students who meet the Growth Standard ESL students are scoring significantly lower than the other subgroups. We are working with ESL Teacher and students throughout the year to improve achievement and close identified gaps. Benchmark Indicator Progress will be monitored by admin and the instructional coach via walk-through observations, TEAM observation reviews, and the analysis of ELA and Math benchmark data quarterly in order to ensure were on target to meet our AMO goals. We will be working with teachers to</p>	<p>Mrs. Hardiman, Dr. Boyd, Mrs. Bailey</p>	<p>05/24/2024</p>	<p>GP</p>	

<p>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>help support this area with overall ESL strategies. This will be done through WIDA, MTSU, and our Instruction Department EL Liaison. The teacher will be teaching the WIDA standards to specifically target student growth in Reading, Speaking, Listening, and Writing.</p>				
	<p>[A 1.2.2] Increase Proficiency with SWD's Students with Disabilities category has shown a low amount of growth the past two years. Our number of students continue to grow. This area is will be targeted by continuously monitoring data, having PLC's where SPED teachers can meet with grade level teachers to discuss student data and progress.</p>	<p>Mrs. Hardiman, Dr. Boyd, Mrs. Daniel and Mrs. Clark</p>	<p>05/24/2024</p>	<p>GP</p>	
<p>[S 1.3] Effective Leaders 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. The target focus will be to increase ELA proficiency by meeting the AMO and increasing proficiency with Students with Disabilities.</p> <p>Benchmark Indicator Progress will be evaluated as a part of the TEAM Administrator rubric during the first semester and during school walk-through observations conducted by the Director of Schools and Assistant Superintendent of Instruction quarterly in order to ensure the schools and our district will be on target to meet our AMO goals.</p>	<p>[A 1.3.1] Leadership, Team Leads, Content Leads Reeves-Rogers will be clearly defining roles for the leadership team, team leads and content leads. Leadership be the guiding body of the school. Team Leads will be the nuts and bolts leaders. Content leads will be attending district network meetings and relaying the information back to the school level.</p>	<p>Mrs. Hardiman</p>	<p>05/24/2024</p>	<p>GP</p>	
<p>[S 1.4] Family and Community Engagement Activities Plan, implement, support, and promote effective family and community engagement activities that are meaningful and aligned with student academic achievement in the school. Schools will implement</p>	<p>[A 1.4.1] Steam Walks and Community Partners Reeves-Rogers will have quarterly STEAM Walks throughout the school year. During STEAM Walks, students present their projects and research that they have been working on for that quarter. Parents and Community Members are invited to attend.</p>	<p>Mrs. Hardiman, Mrs. McClain</p>	<p>05/24/2024</p>	<p>GP</p>	

<p>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>** **</p> <p>** **</p> <p>** **</p> <p>Benchmark Indicator Progress will be monitored and evaluated by the collection of activity logs indicating family participation in planned activities. Family surveys will be conducted annually to measure parent satisfaction with family engagement activities. Information will be gathered at periodic meetings to collect family input and feedback.</p>	<p>Students prepare to speak on their topic and become the expert in that area after they have learned from their Community Partners. Community Partners are sought out by each grade for each project. They are encouraged to come in to speak with students, but some are virtual depending on availability.</p>				
	<p>[A 1.4.2] Family Literacy Night Reeves-Rogers will partner with Read to Succeed and MTSU for a Family Literacy Night. Parents, Students and Community Members will be invited to attend a night of reading strategies, activities and read alouds. There will be engaging activities for K-5.</p>	<p>Mrs. Hardiman, Dr. Boyd</p>	<p>05/24/2024</p>	<p>GP</p>	

[G 2] Increase Achievement and Growth in Math
Through the use of standards-aligned core instruction, high-quality instructional materials, and effective technology, Reeves-Rogers 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. Reeves-Rogers will maintain and increase achievement percent of math proficiency using TCAP and iReady data.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 2.1] Standards-aligned core instruction With support from the Math Coordinator and the Academic coach, Reeves-Rogers will align the evidence-based curriculum, instruction, and assessment with the State's challenging academic content standards in order to improve student growth and achievement in math.</p> <p>** **</p> <p>** **</p> <p>Benchmark Indicator Progress will be monitored by the Coordinator of Math and 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>[A 2.1.1] Math Coordinator Guidance and Teacher Support We have scheduled PLC's throughout the year with our Math coordinator, who will be leading and supporting our teachers through our prep to plan initiative. Teachers will be working along side our Academic Coach and the Assistant Principal to implement this planning strategy and help to meet students where they are and grow by skill and standard.</p>	Mrs. Hardiman, Dr. Boyd, Mrs. Stump	05/24/2024	GP	
	<p>[A 2.1.2] Weekly Subject Specific PLC's Each week, teachers will be meeting to discuss and analyze data by standard. Collaboration between teachers will help to gauge if students are responding to the instruction. ELA, Math and Science/Social Studies will be discussed weekly at separate times with Admin and the Academic Coach taking accountability and lead for each area.</p>	Mrs. Hardiman, Dr. Boyd, Mrs. Stump	05/24/2024	GP	
	<p>[A 2.1.3] Learning Walks We will conduct Learning Walks in K-5 with the perspective coordinators for these areas throughout the year. We have planned follow up</p>	Mrs. Hardiman, Dr. Boyd, Mrs. Stump	05/24/2024	GP	

	<p>dates with the each coordinator to ensure we have PD/learning to address areas for improvement observed during the learning-walks. We will conduct Classroom Visits throughout the year as well to ensure consistency and rigor of standards are being taught daily. We will also plan learning walks through Special Areas and Intervention blocks as well for integration of standards.</p>				
<p>[S 2.2] Effective teachers Mrs. Hardiman, Dr. Boyd and Mrs. Stump 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>Benchmark Indicator Reeves-Rogers will be using TN Compass data, I-Ready Data, and Aimsweb Data to analyze the effectiveness of teachers throughout the year.</p>	<p>[A 2.2.1] Mentor Program Reeves-Rogers first year teachers will be participating in a monthly Mentor Program to help them adjust to our school and give them an outlet to ask questions. They are assigned two mentors; one in their grade level and one at the school level. They plan PD, give time for discussion and ensure newer teachers have the background knowledge to continue teaching to the high standard set by our school and district. They are also utilizing other teachers through their strengths such as classroom management, lesson planning, etc.</p>	<p>Mrs. Hardiman, Dr. Boyd and Mrs. Stump</p>	<p>05/24/2024</p>	<p>GP</p>	
<p>[S 2.3] Targeted interventions, with a focus on supporting subgroups Reeves-Rogers will provide academic interventions and other focused supplemental support to target instruction, improve student achievement and close identified gaps.</p> <p>Benchmark Indicator 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 the schools and our district will be on target to meet our proficiency and growth goals.</p>	<p>[A 2.3.1] Increase the number of ESL students who meet the Growth Standard ESL students are scoring significantly lower than the other subgroups. We are working with ESL Teacher and students throughout the year to improve achievement and close identified gaps. Benchmark Indicator Progress will be monitored by admin and the instructional coach via walk-through observations, TEAM observation reviews, and the analysis of ELA and Math benchmark data quarterly in order to ensure were on target to meet our AMO goals. We will be working with teachers to help support this area with overall ESL strategies. This will be done through WIDA, MTSU, and our Instruction Department EL Liaison. The teacher will be teaching the WIDA standards to specifically</p>	<p>Mrs. Hardiman, Dr. Boyd, Mrs. Stump, Mrs. Bailey</p>	<p>05/24/2024</p>	<p>GP</p>	

	target student growth in Reading, Speaking, Listening, and Writing.				
<p>[S 2.4] Effective Leaders The Director of Schools and Assistant Superintendent of Curriculum and Instruction will develop policies, procedures, and programs to support and build the capacity of school and district leaders to effectively develop, implement and manage instructional programs for students and be accountable for the results.</p> <p>Benchmark Indicator Progress will be evaluated as a part of the TEAM Administrator rubric during the first semester and during school walk-through observations conducted by the Director of Schools and Director of Curriculum and Instruction quarterly in order to ensure the schools and our district will be on target to meet our TVASS goal. Data will be delivered via principal evaluation meetings each semester and via Quarterly Data Reviews with principals and school teams to review student growth and achievement on benchmark assessments.</p>	<p>[A 2.4.1] Math Content Leads We have a district-wide Math Network for K-5 teachers. Those in the building will participate and bring back learning to our building to share their learning and knowledge with our teachers.</p>	Mrs. Hardiman, Dr. Boyd	05/24/2024	GP	
<p>[S 2.5] 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. 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>[A 2.5.1] Steam Walks and Community Partners Reeves-Rogers will have quarterly STEAM Walks throughout the school year. During STEAM Walks, students present their projects and research that they have been working on for that quarter. Parents and Community Members are invited to attend. Students prepare to speak on their topic and become the expert in that area after they have learned from their Community Partners. Community Partners are sought out by each grade for each project. They are encouraged to come in to speak with students, but some are virtual depending on availability.</p>	Mrs. Hardiman and Mrs. McClain	05/24/2024	GP	

<p>***</p> <p>Benchmark Indicator Progress will be monitored and evaluated by the collection of activity logs indicating family participation in planned activities. Family surveys will be conducted annually to measure parent satisfaction with family engagement activities. Information will be gathered at periodic meetings to collect family input and feedback.</p>					
	<p>[A 2.5.2] Family Math Night We will partner with Dr. Jeremy Winters and his students from MTSU to run family math games throughout the school. Community Parters and Members will be invited along side parents and students.</p>	<p>Mrs. Hardiman, Dr. Boyd</p>	<p>05/24/2024</p>	<p>GP</p>	
<p>[G 3] Recruit, retain, and train highly effective and culturally competent educators and employees to maximize student outcomes. Through the use of on-going professional development, job embedded coaching, and active recruitment, Reeves-Rogers will seek to ensure the teachers and staff are highly trained, highly effective, and aware of the needs of our community.</p> <p>Performance Measure For the 2023-2024 school year, Reeves-Rogers will monitor and see increases in the level of effectiveness scores of educators, positive responses on educator surveys, results from TEAM evaluations, and feedback on summative conferences.</p>					
Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 3.1] Effective Teachers Reeves-Rogers will support all teachers through job embedded professional development activities, mentoring programs, induction programs, etc. to enhance content knowledge, instructional practices, and understanding of research-based best practices.</p> <p>Benchmark Indicator Instructional support staff, including the Coordinators of Reading and Math, administration and the academic coach will conduct classroom walk-through observations and analyze formative assessments with grade-level PLC groups weekly</p>	<p>[A 3.1.1] School Based Mentor Program Effective Teachers are leading our first year teachers through a monthly Mentor Program to help get them acclimated to our school and provide an opportunity for new teachers to ask questions. First to third year teachers are assigned two mentors; one in their grade level and one at the school level. Mentors plan PD, give time for discussion and ensure new teachers have the background knowledge needed to continue teaching at high levels. The program also utilizes other teachers through their strengths such as classroom management, lesson planning, and instruction etc. to provide practical modeling.</p>	<p>Mrs. Hardiman, Dr. Boyd, Mrs. Stump</p>	<p>05/24/2024</p>	<p>GP</p>	

<p>in order to determine the effectiveness of the professional development activities, redirect teacher practices, and to ensure we will be on target to meet our AMO goals</p>					
	<p>[A 3.1.2] District Led Mentor Program First year teachers participate in a district led mentor program that builds knowledge and keeps teachers on track with PD in differentiation, management, and district guidelines. We also have a Reeves-Rogers mentor program to ensure all teaching needs are met at the school level.</p>	Mrs. Hardiman	05/24/2024	GP	
<p>[S 3.2] Develop and grow community partnerships to engage and prepare educators and employees Reeves-Rogers will support all teachers through community partnerships and outreach activities designed to increase educator capacity.</p> <p>Benchmark Indicator Progress will be monitored via monitoring of LOE Scores, retention rates of employees, diverse employee population, and educator surveys.</p>	<p>[A 3.2.1] MTSU and WGU Residency Students We are working with MTSU to take on several Residency 1 and 2 students. This will help us to develop a relationship and community working to recruit student teachers.</p>	Mrs. Hardiman	05/24/2024	GP	
	<p>[A 3.2.2] Steam and Community Partners Each grade level seeks to find a community partner to work with for each Steam project. These community partners work with our students to bring in outside support for helping them through the engineering process and critical thinking skills.</p>	Mrs. Hardiman, Dr. Boyd, Mrs. Stump, Mrs. McClain	05/24/2024	GP	
<p>[S 3.3] Effective Leaders Reeves-Rogers will develop policies, procedures, and programs to support and build the capacity of school and leaders to effectively develop, implement and manage instructional programs for students and be accountable for the results</p> <p>Benchmark Indicator Progress will be evaluated as a part of the TEAM rubric during the first semester and during school walk-through observations conducted by Administration weekly in order to ensure we will be</p>	<p>[A 3.3.1] Committee Leads We have committees throughout the building to utilize the talents of our faculty to lead specific groups. Therefore, we are building capacity of teachers school-wide to be successful and effective leaders.</p>	Mrs. Hardiman	05/24/2024	GP	

on target to meet our AMO goals. Also, School leaders are evaluated on the TEAM Administrator rubric by district personnel.					
	[A 3.3.2] Content Leads We have a district-wide ELA, Math, and Science Networks. Those in the building will participate in district led meetings and bring back learning to our building to share their learning and knowledge with our teachers.	Principal	05/24/2024	GP	
	[A 3.3.3] Leadership Team A school wide leadership team is established to meet monthly and make decisions that will guide the decision making of the school.	Mrs. Hardiman	05/24/2024	GP	

[G 4] Address and support the needs of the whole child to decrease the achievement gap.

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

Performance Measure

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

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

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

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

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Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 4.1] Behavioral interventions and supports Reeves-Rogers will 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	[A 4.1.1] BCBA Trained District Staff Member A behavior specialist works with our Tier 3 behavior students and their teachers. She provides strategies, interventions, and behavioral plans to assist in helping these students within the general	Mrs. Hardiman	05/24/2024	GP	

<p>student supports.</p> <p>Benchmark Indicator Progress will be monitored by Assistant Superintendent of Student Support Services and Coordinator of Behavior Supports), and building administrators via -</p> <ul style="list-style-type: none"> * 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; * quarterly data reviews to measure exclusionary discipline practice usage and school/district attendance measure success. *monthly reviews of Chronic Absenteeism by the attendance team, our goal is to decrease our Chronic Absenteeism to meet our single AMO at 18.6%. It is currently 19.6%. 	<p>ed. classroom. There will also be a specific behavior specialist for SPED students.</p>				
	<p>[A 4.1.2] Student Support Team The SST meets once a month to discuss Tier 3 behavior students. We are working to continue support or change up support if needed. This team offers social work, counseling and interventions. We also include our ESP director to ensure plans are carried out throughout the time students are at school. SPED PLC will also discuss Tier 3 behavior students that are specific to their IEP.</p>	<p>Mrs. Hardiman and Mrs. Davison</p>	<p>05/24/2024</p>	<p>GP</p>	
	<p>[A 4.1.3] Centerstone Counselor We have Centerstone Counseling in our building available for students who qualify for this service based on insurance and need.</p>	<p>Mrs. Hardiman and Mrs. Davison</p>	<p>05/24/2024</p>	<p>GP</p>	
<p>[S 4.2] Mental health supports Reeves-Rogers will develop external partnerships</p>	<p>[A 4.2.1] Transitional Coach We have a full time Mental Health Counselor five</p>	<p>Mrs. Hardiman</p>	<p>05/24/2024</p>	<p>GP</p>	

<p>with mental health service providers (including Centerstone, STARS, School Based Health Solutions, The Family Center and others), develop procedures and provide necessary student supports for identified mental health needs.</p> <p>Benchmark Indicator Progress will be monitored by the Coordinator of Behavior Support</p> <p>* via quarterly needs assessments with school counselors and behavior support staff,</p> <p>* quarterly review of SRSS-IE data and behavior referrals,</p> <p>* and quarterly needs assessments with building administrators in order to ensure that all students have the opportunity to learn.</p> <p>*</p>	<p>days a week. This is for those students who do not qualify for Centerstone, but require the same attention and counseling within the school day.</p>				
	<p>[A 4.2.2] School Counselor Our school counselor is in classrooms supporting students and teachers with daily behavioral strategies such as CICO, data collection, and various other avenues of behavioral actions that make our students successful.</p>	Mrs. Hardiman	05/24/2024	GP	
	<p>[A 4.2.3] Centerstone Counselor We have Centerstone Counseling in our building available for students who qualify for this service based on insurance and need.</p>	Mrs. Hardiman	04/26/2024	GP	
	<p>[A 4.2.4] STARS Counselor We have a STARS Counselor one day per week.</p>	Mrs. Hardiman	04/26/2024	GP	
<p>[S 4.3] Targeted interventions Reeves-Rogers will provide academic interventions and other focused supplemental supports to improve achievement and close identified gaps.</p> <p>Benchmark Indicator Progress will be monitored by Assistant</p>	<p>[A 4.3.1] Trauma Informed School We have completed a 2 year program that partners with other schools to become a Trauma Informed School. We will include trauma informed training throughout the year and to new staff to continue implementing trauma informed practices.</p>	Mrs. Hardiman	04/26/2024	GP	

<p>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>[A 4.3.2] SPED SEL Support Our SPED teacher implements Social Emotional Learning Services for students with disabilities that have social emotional goals that need the additional support.</p>	Mrs. Hardiman and Dr.Boyd	05/24/2024	GP	
	<p>[A 4.3.3] Reduce Number of Students who are Chronically Absent We will reduce our Chronically Absent percentage by making contact with parents, working together in our SST meetings to be sure we are reaching out in every aspect. We have our SST working to accurately review and keep up with students who are consistently out of school. Phone calls and/or contact will be made to parents to increase attendance.</p>	Mrs. Hardiman	05/24/2024	GP	
<p>[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 Reeves-Rogers staff and the provision of interventions for affected children and families.</p> <p>Benchmark Indicator Progress will be monitored by the Administration and district 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>[A 4.4.1] School Coordinated Health Committee This committee works together to promote healthy living in our school. They organize our Apex Remix, 5K's, Jump Rope for Heart, Gym and Health Activities</p>	Mrs. Hardiman	05/24/2024	GP	
<p>[S 4.5] Promote and Support Emergency Preparedness Starting Fall 2023 and continuing throughout the year, Reeves-Rogers will promote and support Emergency Preparedness in schools to create a</p>	<p>[A 4.5.1] School Nurse Our school Nurse will be actively working with teachers to try to keep students in class when when they can return. She will also work with</p>	Mrs. Hardiman	05/24/2024	GP	

<p>safe environment conducive to learning and achievement.</p> <p>Benchmark Indicator 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. The school security plan is also conducted each year and monitored monthly by district safety personnel and administration.</p>	<p>educating parents on best practices of ensuring student care at home.</p>				
	<p>[A 4.5.2] Full Time SRO We have a full-time School Resource Officer to help ensure a safe environment and all emergency drills are being followed and put in place efficiently.</p>	<p>Mrs. Hardiman and Sergeant Haley and Williams</p>	<p>05/24/2024</p>	<p>GP</p>	
	<p>[A 4.5.3] Code Blue Team This team is placed throughout the building for a medical emergency. Drills are conducted twice a year</p>	<p>Mrs. Hardiman, Nurse Amy Lee</p>	<p>05/24/2024</p>	<p>GP</p>	
<p>[S 4.6] Family and Community Engagement Activities Reeves-Rogers will plan, implement, support, and promote effective family and community engagement activities that are meaningful and aligned with student academic achievement in the district. Reeves-Rogers will implement programs and activities specifically designed to engage all families, especially the parents and families of historically under-served student groups, in improving student outcomes and enhancing the school climate. Activities will include opportunities to inform parents on student progress, support family involvement in home-learning activities, and encourage family participation in school planning and decision-making.</p> <p>Benchmark Indicator Progress will be monitored and evaluated by the</p>	<p>[A 4.6.1] Parent Conferences We will have student led parent conferences twice a year for parents to be able to learn about exactly where their student falls.</p>	<p>Mrs. Hardiman</p>	<p>05/24/2024</p>	<p>GP</p>	

<p>collection of activity logs indicating family participation in planned activities. Family surveys will be conducted annually to measure parent satisfaction with family engagement activities. Information will be gathered at periodic meetings to collect family input and feedback.</p>					
	<p>[A 4.6.2] Multiple Family Events Family Events throughout the year will include Family Literacy and Math Night, Grandparents Breakfast, Muffins with Mom, Donuts with Dad, Fall Festival, and Steam Nights.</p>	Mrs. Hardiman	05/24/2024	GP	
<p>[S 4.7] Integration of STEAM Approach in Instruction Reeves-Rogers will provide students, in all grades across the district, with STEAM opportunities early in their school careers that assist students in identifying interests and career-expectations as well as opportunities to understand the school to work connection.</p> <p>Benchmark Indicator Reeves-Rogers is a STEM designated school and conducts quarterly steam walks for parents and community members. These walks show the progress students have made with the engineering design process and involve the community partnerships we establish.</p>	<p>[A 4.7.1] TSIN Stem Designation We are continuing our current Stem Certification through TSIN this year. Each grade level will be bringing the 21st Century Skills as well as the Engineering Design Process to their STEAM lessons and PBL's throughout the year.</p>	Mrs. Hardiman	05/24/2024	GP	
<p>[G 5] Increase Academic Proficiency and Growth in Science Through standards-aligned and high-quality instruction, support for teachers and administrators, and standards-aligned resources, we will improve achievement in Science for ALL students. As a result of the efforts to increase student achievement, we will experience notable improvement in (1) teacher practice, (2) standards-aligned student work, and (3) the use of Science and Engineering Practices due to the focus on understanding the three-dimensions of the TN Science Standards for intentional planning and increased conceptual understanding. Departmentalizing teachers for grades 3-5 will help to increase teacher content knowledge.</p> <p>Performance Measure Reeves-Rogers will increase the achievement percent of Science proficiency using TCAP data. We will also use the Stem School Action Plan to monitor performance as well.</p>					
<p>Strategy</p>	<p>Action Step</p>	<p>Person Responsible</p>	<p>Estimated Completion Date</p>	<p>Funding Source</p>	<p>Notes</p>

<p>[S 5.1] Science 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-5.</p> <p>Benchmark Indicator Progress will be monitored by Mrs. Hardiman, Dr. Boyd and Mrs. Stump by using standards analysis in PLC's. We will also be monitoring the CASE benchmark 3 times throughout the year and TCAP Data.</p>	<p>[A 5.1.1] Departmentalized Teachers in Grades 3-5 We are departmentalizing teachers for grades 3-5. This will help to ensure that there is a specific Science block protected for teaching and learning. Teachers will be supported in subject-specific planning time for this area as well.</p>	Mrs. Hardiman	05/24/2024	GP	
<p>[S 5.2] Plan, Implement and Support Family Engagement Activities Reeves-Rogers will plan, implement, support, and promote effective family and community engagement activities that are meaningful and aligned with student academic achievement in the district. Reeves-Rogers will implement programs and activities specifically designed to engage all families, especially the parents and families of historically under-served student groups, in improving student outcomes and enhancing the school climate. Activities will include opportunities to inform parents on student progress, support family involvement in home-learning activities, and encourage family participation in district and school planning and decision-making.</p> <p>Benchmark Indicator Benchmark IndicatorProgress will be monitored and evaluated by the collection of activity logs indicating family participation in planned activities. Family surveys will be conducted annually to measure parent satisfaction with family engagement activities. Information will be gathered at periodic meetings to collect family input and feedback.</p>	<p>[A 5.2.1] Steam Walks and Community Partners We will have quarterly STEAM Walks throughout the school year. During STEAM Walks, students present their projects and research that they have been working on for that quarter. Parents and Community Members are invited to attend. Students prepare to speak on their topic and become the expert in that area after they have learned from their Community Partners. Community Partners are sought out by each grade for each project. They are encouraged to come in to speak with students, but some are virtual depending on availability.</p>	Mrs. Hardiman and Ms. McClain	05/24/2024	GP	
<p>[S 5.3] Science and Engineering Practices Reeves-Rogers will focus on the Science and</p>	<p>[A 5.3.1] Robotics Club Reeves-Rogers will have a robotics club and</p>	Mrs. Brown	05/24/2024	GP	

<p>Engineering Practices to improve methodology and build scientific skills in students.</p> <p>Benchmark Indicator Progress will be monitored by Mrs. Hardiman and Mrs. Barch. 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>participate in competitions throughout the area surrounding us where students will be able to engineer and design their own bots to compete at higher levels against other schools.</p>				
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