

Salem Elementary School 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.

Salem 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. Ongoing opportunities to review and analyze assessments with grade-level teams and academic coach throughout the year will help target ongoing support and interventions.

Performance Measure

For 2023-2024 Salem 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 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>The Coordinator of Reading will monitor and record the completion of PD sessions and coaching sessions using participant surveys.</p>	<p>[A 1.1.1] Implementation of EL Reading Curriculum ✕ □ Salem teachers will implement the EL Reading curriculum with integrity. Additional materials may be used, but they will not be used to supplant the curriculum. Teachers will follow the district scope and sequence to ensure delivery of high-quality materials. The academic coach will continue the prepare to teach cycles with teachers to ensure lessons are rigorous and planned strategically to support student achievement.</p>	<p>Taylor Brown, Sia Phillips; Charlotte Young, Raven Brooks</p>	<p>04/26/2024</p>	<p>GP</p>	

Principal and instructional coach walk-throughs will be used to monitor implementation and trends will be collected to inform additional learning needs.					
	<p>[A 1.1.2] Collaborative Planning Teachers in all grade levels will meet weekly with the academic coach to collaboratively plan and refine units of study that use high-quality instructional materials and are aligned with the depth of Tennessee standards. Teachers will also collaboratively develop and refine assessments that provide data used to provide additional instruction for students who need support or enrichment.</p>	Taylor Brown	04/19/2024	GP	
	<p>[A 1.1.3] EL Foundational Skills Assessment Kindergarten -2nd-grade teachers will implement ongoing foundational skills cycle assessments as laid out in the EL curriculum. Teams will analyze this data on an ongoing basis through PLCs, and small-group plans will be made based on this information and implemented during boost and ELA small group instruction.</p>	Grade level Leads	05/24/2024	GP	
<p>[S 1.2] Targeted interventions, with a focus on supporting subgroups Academic coach, classroom teachers, and support staff 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 Progress will be monitored by admin team via quarterly walk-through observations, TEAM observation reviews, and the analysis of ELA and Math benchmark data quarterly in order to ensure Salem will be on target to meet our AMO goals. Salem 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>[A 1.2.1] Tier II and Tier III interventions The intervention team will identify students for Tier II and Tier III interventions by AIMS benchmarking. The academic interventionist will coordinate bi-weekly monitoring to ensure interventions are effective and students are receiving the services they need to be successful in the classroom. Classroom teachers will provide Tier II instruction to support student learning gaps and align skills to standards to improve student achievement. We have one interventionist and one EA interventionist to support students in Tier III. We will also continue to build effective small-group instruction in math and reading to ensure effective instruction and targeted interventions. Teachers will meet monthly in RTI meetings to discuss students in Tier II and Tier III in reading. As a team, we will evaluate and discuss data points and progress to determine if students need additional support. The academic coach, administration team, and grade-level teams</p>	Administration	04/26/2024	Gp	

	will work together with interventionists to support the academic needs of all students in Tier II and Tier III.				
	<p>[A 1.2.2] RTI Data Team Meetings Monthly RTI data team meetings will be held to identify supports and next steps for Tier II and Tier III students based on progress monitoring data and benchmark assessments. These meetings will be used to assess the impact of our interventions on specific students and make instructional plans to better meet student needs. RTI meetings for 2022-2023 include: Meeting will always include SpEd support and ELL support. The meeting agenda will be created by the building administration based on data and inputs from classroom teachers. Meetings will be moved from the entire grade level to just the support team for that student. Data will be reviewed and evaluated to determine if additional support is needed to improve student outcomes. The RTI data team will collaborate to effectively review student intervention plans and determine if students need to continue or be provided with additional support.</p>	Taylor Brown and Administration	04/19/2024	gp	
	<p>[A 1.2.3] BOOST Time Every grade level will participate in a daily BOOST time to meet the intervention/enrichment needs of all students. This time (45 minutes for Kindergarten and 60 minutes for 1st - 6th) will be focused on reteaching or enriching standards assessed commonly through the PLC process while also meeting Tier II requirements. The administration will regularly monitor this time to ensure all time is intentional</p>	Classroom Teachers	05/24/2024	GP	
	<p>[A 1.2.4] Foundational Skills Small Group Instruction Each Kindergarten - 2nd-grade teacher will implement daily foundational skills in small groups based on the microphase assessments in EL. All Kindergarten - 2nd-grade schedules will include an hour of foundational skill instruction.</p>	Classroom Teachers	05/24/2024	GP	

<p>[S 1.3] 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. 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>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 1.3.1] Review of Family Survey/Feedback The Salem Leadership team will review feedback from families to analyze effectiveness and find additional ways to support families in the school community.</p>	<p>Leadership Team</p>	<p>05/24/2024</p>		
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[G 2] Increase Achievement and Growth in Math
Through the use of standards-aligned core instruction, high-quality instructional materials, and effective technology, Murfreesboro City Schools will experience improved achievement and growth in math for each and every student. Developing effective teachers and school leaders through targeted professional development will yield improved academic outcomes in math for all students. Encouraging family engagement and participation in academic improvement will improve student outcomes in math for all students.

Performance Measure
For 2023-2024 the district will achieve a Level 3 TVAAS score or higher in numeracy and increase achievement percent of math proficiency using TN Ready and iReady data. Increase the percentage of students scoring on track or mastered from 45.2% to 48.6 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>[S 2.1] Standards-aligned core instruction With support from the Math Coordinator and Academic coaches we will align the evidence-based curriculum, instruction, and assessment with the State's challenging academic content standards in order to improve student growth and achievement in math.</p> <p>** **</p> <p>** **</p> <p>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] Use of Ready materials Salem teachers will implement the Ready Math curriculum with integrity and use it as the primary resource for instruction. Additional materials may be used to supplement the program, but they will not be used to supplant the curriculum. Teachers will follow the district scope and sequence to ensure the delivery of high-quality materials. In addition, teachers will ensure they are aligning materials to teach grade-level standards as well as engage in math networks in the district in order to maximize teacher effectiveness.</p>	administration	04/26/2024	gp	
	<p>[A 2.1.2] Ongoing use and monitoring of iReady instructional program Salem will utilize the iReady instructional program with a goal of 45 minutes per week for every student in the building. Teachers will use BOOST and math small group time to provide time in the classroom as well as incentivize at-home use. The administration will monitor usage weekly and provide feedback as necessary.</p>	Instructional Coach	04/26/2024	GP	
	<p>[A 2.1.3] Ongoing use and monitoring of iReady instructional program Salem will utilize the iReady instructional program</p>	Teacher, Administration	05/24/2024	gp	

	<p>with a goal of 45 minutes per week for every student in the building. Teachers will use BOOST and math small group time to provide time in the classroom as well as incentive at-home use. The administration will monitor usage weekly and provide feedback as necessary. Teachers will monitor and assign additional skilled lessons to help close any gaps in math foundational skills.</p>				
	<p>[A 2.1.4] Common Assessments and Data Analysis PLC teams will develop common assessments and utilize a data reflection tool to make informed, data-based instructional decisions. This process will be led by the instructional coach. The two-part data analysis protocol will</p> <p>ensure that data is reviewed and reflected on at both the classroom and grade level. In addition, all assessments will be created and taken together as a team prior to instruction to determine instructional implications.</p>	Administration	04/12/2024	gp	
<p>[S 2.2] Targeted interventions, with a focus on supporting subgroups 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>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. Progress reports will be shared with school administrators and school teams during Quarterly Data Reviews (A 2.2.24).</p>	<p>[A 2.2.1] Tier II and Tier III interventions The intervention team will identify students for Tier II and Tier III interventions by iReady and AIMS to benchmark. The academic interventionist will coordinate bi-weekly monitoring to ensure interventions are effective and students are receiving the services they need to be successful in the classroom. Classroom teachers will provide Tier II instruction to support student learning gaps and align skills to standards to improve student achievement. We have one interventionist and one EA interventionist to support students in Tier III. We will also continue to build effective small-group instruction in math and reading to ensure effective instruction and targeted interventions. Teachers will meet monthly in RTI meetings to discuss students in Tier II and Tier III in reading. As a team, we will evaluate and discuss data points and progress to determine if students need additional support. The academic coach, administration team, and</p>	Administration	04/26/2024	gp	

	grade-level teams will work together with interventionists to support the academic needs of all students in Tier II and Tier III.				
	<p>[A 2.2.2] Vertical Planning Opportunities Teachers will participate in opportunities to vertically plan units of study. The focus will be on identifying key concepts and ideas from each grade in order to achieve mastery in grade-level standards.</p>	Administration	04/26/2024	gp	
<p>[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. 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>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 2.3.1] Math Night Salem will conduct periodic themed "Family Nights" to support family understanding of academic content area concepts and to encourage family participation in learning opportunities for home use. Examples include MathNights, Literacy Nights, using iReady reading and Ready Math at home, understanding RTI2-B, the importance of good attendance, STEAM Nights, and more.</p>	School Administration	04/26/2024	GP	

[G 3] Increased Academic Achievement and Growth: Science
MCS 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 from 39% to 41% 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>[S 3.1] 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.</p> <p>Benchmark Indicator 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 Discovery Education.</p>	<p>[A 3.1.1] Protected Science Time Salem teachers will integrate Science instruction with integrity and use the state standards as the primary resource for instruction during the allotted time in the master schedule. Additional materials may be used to supplement the program, but they must be approved by the district science coordinator. Teachers will ensure they are aligning materials to teach grade-level standards as well as engage in science networks district in order to maximize teacher effectiveness.</p> <p>The District Science coordinator will provide professional development to support growth in teacher pedagogy. Training and support for new teachers on standards and alignment will be prioritized. Ongoing learning opportunities will be provided throughout the year to help provide an understanding of standards and content knowledge.</p>	Administration	04/26/2024	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

* 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
<p>[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.</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. <p>*</p>	<p>[A 4.1.1] RTI-B Tier I implementation Salem Elementary will implement a full Tier I behavior plan in conjunction with Vanderbilt University and the Tennessee Behavior Support Project. The Tier I plan will include adjustments and modifications made from staff feedback from previous years. Staff and students will receive full training on the plan, and implementation will occur throughout the year</p>	<p>School counselor</p>	<p>04/30/2024</p>	<p>GP</p>	
	<p>[A 4.1.2] Class Dojo Class Dojo will be utilized school-wide to track student and class behavioral data and to inform parents of positive and concerning behavior at</p>	<p>School Administration</p>	<p>05/16/2024</p>	<p>GP</p>	

	school. Class systems will be shared with the administration, special area teachers, and school counselors to ensure consistent tracking. Data from Class Dojo will be analyzed at monthly RTI-B meetings.				
	<p>[A 4.1.3] RTI -B support meetings</p> <p>Salem will hold the following behavioral meetings monthly with specific teams RTI-B Tier I Meetings Monthly RTI-B Tier I meetings will be held to ensure fidelity of our RTI-B Tier 1 plan. The meeting will be attended by: Admin, school counselor(s), lower-grade representative, upper-grade representative, behavioral analyst, and special education teacher. This meeting will be used to analyze tier 1 data from ODRsand Class Dojo. Team members will act as communicators to the school to ensure consistent messaging. Behavior Support TeamMeetings Monthly Behavior Support Team meetings will be held to evaluate and respond to requests made by teachers for additional behavioral support. The team will form action plans that could include referrals to special services, creating behavior systems for students, or providing resources to teachers. Team members include admin, school counselor (s), behavior analyst, school psychologist, and social worker.</p>	School Counselor	05/31/2024	GP	
	<p>[A 4.1.4] RTI-B Tier II</p> <p>Salem will receive continued training on RTI-B Tier II and implement Tier II strategies specifically including check-in, and check-out.</p>	School counselor	04/26/2024	GP	
<p>[S 4.2] Mental health supports</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>Benchmark Indicator</p> <p>Progress will be monitored by the Coordinator of Behavior Support</p>	<p>[A 4.2.1] Collaboration with Outside Agencies</p> <p>Salem Elementary will partner with outside and internal services such as Centerstone, the BounceBack program, and our school counselor(s)to provide specialized services to at-risk students. Referrals will be made through our behavior support team meetings, and collaboration will occur between agencies and school personnel to ensure plans are in place for students.</p>	Administration	05/17/2024	GP	

<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>[A 4.2.2] Morning Meeting Salem will ensure morning meetings are held within all classrooms to promote social-emotional health and safe classrooms. The Character Education curriculum</p>	Administration	05/31/2024	GP	
<p>[S 4.3] 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. 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>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 4.3.1] Semester Family Town Hall Meetings Salem will host town hall-style meetings with building administration each quarter. The agenda will include an overview of school goals, successes, and a time for questions/answers with parents. The meetings will be offered at various times (during the day and at night) to support the schedule of families</p>	Administration	04/26/2024	GP	
	<p>[A 4.3.2] Parent Feedback Surveys Salem will conduct mid-year and end-of-year</p>	Administration	04/26/2024	GP	

	surveys with parents to seek feedback on procedures and practices and to identify areas of strength and areas to strengthen.				
	[A 4.3.3] Collaboration with PTO Salem will actively seek to collaborate with our PTO to build family engagement opportunities that support the culture and climate of Salem. The administration will attend monthly PTO meetings to offer support and help provide insight into the work.	Administration	04/26/2024	GP	