

Scales 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.

Scales 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 Scales 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><br/>Align evidence-based curriculum, instruction and assessment with the State's challenging academic content standards.</p> <p><b>Benchmark Indicator</b><br/>Progress will be monitored by Scales Administration 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><b>[A 1.1.1] A 1.1.1 Implementation of EL Reading Curriculum</b><br/>Scales teachers will implement the EL Reading curriculum with integrity. 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>Andrea Oakley,<br/>Raeshon Torres, Abbey Thomas,<br/>Sarah Todd</p> | <p>05/16/2024</p>         | <p>GP</p>      |       |

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| Principal and instructional coach walk-throughs will be used to monitor implementation and trends will be collected to inform additional learning needs.   |  |   |            |    |  |
|  | <p><b>[A 1.1.2] A 1.1.2 Collaborative Planning</b><br/> Teachers in all grade levels will meet weekly, Tuesday ELA and Thursday Math, 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.</p>   | Sarah Todd  | 05/24/2024 | GP |  |
|  | <p><b>[A 1.1.3] A 1.1.3 EL Foundational Skills Assessment</b><br/> 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><b>[A 1.1.4] S 1.2 Targeted interventions, with a focus on supporting subgroups</b><br/> 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>  | Jessica Jacobs, Sarah Todd, Andrea Oakley, Raeshon Torres, Abbey Thomas | 05/24/2024 | GP |  |
| <p><b>[S 1.2] Targeted interventions, with a focus on supporting subgroups</b><br/> Academic coach, classroom teachers, and support staff will provide academic interventions and other focused supports throughout the year to improve achievement and close identified gaps.</p> <p>** **</p> <p>** **</p> <p><b>Benchmark Indicator</b><br/> Progress will be monitored by principals via quarterly walk-through observations, TEAM</p> | <p><b>[A 1.2.1] A 1.2.1 Tier II and Tier III interventions</b><br/> 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</p> | Jessica Jacobs, Classroom Teachers, Administration                      | 05/24/2024 | GP |  |

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| <p>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. Scales 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>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 will work together with interventionists to support the academic needs of all students in Tier II and Tier III.</p>   |   |                   |           |  |
|  | <p><b>[A 1.2.2] A 1.2.2 RTI Data Team Meetings</b><br/> 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 2023-2024 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> | <p>Jessica Jacobs</p>   | <p>05/24/2024</p> | <p>GP</p> |  |
|  | <p><b>[A 1.2.3] A 1.2.3 BOOST Time</b><br/> Every grade level will participate in a daily BOOST time to meet the intervention/enrichment needs of all students. The administration will regularly monitor this time to ensure all time is intentional.</p>  | <p>Classroom Teachers and Administration</p>                                | <p>05/24/2024</p> | <p>GP</p> |  |
| <p><b>[S 1.3] Effective Leaders</b><br/> Scales 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><b>[A 1.3.1] ELA Content Leads</b><br/> Scales has created ELA content leads for the 23-24 school year. <b>**Key Goals of the Content Leads:**</b></p> <p>1. Collaboratively analyze school-wide data, and use it to inform school goals and action steps</p>  | <p>Andrea Oakley, Abbey Thomas, Raeshon Torres, Content Leads K-5 grade</p> | <p>05/24/2024</p> | <p>GP</p> |  |

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| <p><b>Benchmark Indicator</b><br/>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>2. Develop a common, collective commitment to using EL Education with a high degree of integrity</p> <p>3. Deepen the team’s knowledge of the research around HQIM, the use of EL Education, and the IPG, and share understandings school-wide</p>   |  |                   |           |  |
| <p><b>[S 1.4] Family and Community Engagement Activities</b><br/>Plan, implement, support, and promote effective family and community engagement activities that are meaningful and aligned with student academic achievement in the district. Scales 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><br/>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] Literacy Night</b><br/>Scales 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 Math Nights, Literacy Nights, using iReady reading and Ready Math at home, understanding RT12-B, the importance of good attendance, and more.</p> | <p>Math/Literacy Team and School Leadership Team</p> | <p>05/17/2024</p> | <p>GP</p> |  |
|  | <p><b>[A 1.4.2] District wide ELL night</b><br/>Scales will host a district wide ELL night to help provide support to our multicultural families with</p>   | <p>CO and Scales ELD Team</p>                        | <p>09/29/2023</p> |           |  |

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|  | district and school wide information for the 23-24 school year. |  |  |  |  |
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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, Scales 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 Scales 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 44.2% 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 |
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| <p><b>[S 2.1] Standards-aligned core instruction</b><br/>           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><b>Benchmark Indicator</b><br/>           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] Use of i-Ready Classroom Materials</b><br/>           Scales teachers will implement the i-Ready Classroom 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 supplement 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 district in order to maximize teacher effectiveness.</p> | Administration, Academic Coach, and District Math Coordinator | 05/17/2024                | GP             |       |

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|   | <p><b>[A 2.1.2] Ongoing use and monitoring of i-Ready Classroom instructional program</b><br/>Scales will utilize the i-Ready Classroom 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>  | Administration                        | 05/17/2024 | GP |  |
|   | <p><b>[A 2.1.3] Common Assessments, Data Analysis, and Prepare to Teach Cycle</b><br/>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 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. The Academic Coach will also lead math teams through the prepare to teach cycle during PLC times.</p> | Academic Coach                        | 05/17/2024 | GP |  |
| <p><b>[S 2.2] Effective teachers</b><br/>Assistant Superintendent of Curriculum and 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><br/>Compile and analyze human capital data at the end of each semester to track recruitment and retention information for comparison.</p> | <p><b>[A 2.2.1] Math Content Leads</b><br/>Scales will have grade level Math Content leads for the 23-24 school year.</p> <p><b>**Key Goals of the Implementation Team **</b></p> <ol style="list-style-type: none"> <li>1. Collaboratively analyze school-wide data, and use it to inform school goals and action steps</li> <li>2. Develop a common, collective commitment to using Ready with a high degree of integrity</li> <li>3. Deepen the team's knowledge of the research around HQIM, the use of Ready, and the IPG, and share understandings school-wide. Math Content Leads will also attend district wide Math Networks.</li> </ol>         | Administration and Math Content Leads | 05/17/2024 | GP |  |

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|  | <p><b>[A 2.2.2] A 2.2.1 Implement mentoring program for 1st-2nd year teachers</b></p> <p>Scales provides all 1st-2n year teachers with a grade level mentor at the beginning of the school year. The mentors assist the new teachers with learning school policies and expectations. Mentors also provide guidance on effective means of communications, classroom management, and instructional strategies. The outcome of these mentoring programs will be to grow and retain highly effective teachers over the three year period of mentoring.</p>  | Administration, Jessica Euverard, and Rebecca Bushman | 05/17/2024 | GP |  |
|  | <p><b>[A 2.2.3] Recruit and retain effective teachers</b></p> <p>Scales will work as a team to recruit and retain effective teachers. Scales will seek out and recruit effective teachers via numerous outlets, including job fairs, university contacts, and other recruiting opportunities. To retain effective teachers and continue growth in all, administration will have the faculty set professional goals for the year. The administration will then work closely with teachers to provide appropriate professional development resources and guidance to help attain those goals.</p>   | Administration  | 05/17/2024 | GP |  |
| <p><b>[S 2.3] Targeted interventions, with a focus on supporting subgroups</b></p> <p>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></p> <p>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><b>[A 2.3.1] Tier II and Tier III interventions</b></p> <p>The intervention team will identify students for Tier II and Tier III interventions by i-Ready 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</p> | Administration and Academic Interventionist           | 05/17/2024 | GP |  |

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|  | determine if students need additional support. The academic coach, administration team, and grade-level teams will work together with interventionists to support the academic needs of all students in Tier II and Tier III.  |   |            |    |  |
| <p><b>[S 2.4] Effective Leaders</b><br/>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><b>Benchmark Indicator</b><br/>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><b>[A 2.4.1] Math Content Leads</b><br/>Scales will have grade level Math Content leads for the 23-24 school year.</p> <p><b>**Key Goals of the Implementation Team**</b></p> <ol style="list-style-type: none"> <li>1. Collaboratively analyze school-wide data, and use it to inform school goals and action steps</li> <li>2. Develop a common, collective commitment to using Ready with a high degree of integrity</li> <li>3. Deepen the team's knowledge of the research around HQIM, the use of Ready, and the IPG, and share understandings school-wide. Math Content Leads will also attend district wide Math Networks.</li> </ol> | Administration and Math Content Leads                         | 05/17/2024 | GP |  |
| <p><b>[S 2.5] Family and Community Engagement Activities</b><br/>Plan, implement, support, and promote effective family and community engagement activities that are meaningful and aligned with student academic achievement in the district. Scales 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>[A 2.5.1] Math Night</b><br/>Scales 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 Math Nights, Literacy Nights, using i Ready Classroom Math at home, understanding RTI2-B, and the importance of good attendance.</p>   | Administration, Math Content Lead, and School Leadership Team | 05/17/2024 | GP |  |



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| <p>** **</p> <p>** **</p> <p><b>Benchmark Indicator</b><br/> 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> |  |  |  |  |  |
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**[G 3] 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

| <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 3.1] Behavioral interventions and supports</b><br/> 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><br/> Progress will be monitored by Assistant</p> | <p><b>[A 3.1.1] RTI-B Tier I Implementation</b><br/> Scales 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 Counselors</p>  | <p>05/24/2024</p>                | <p>GP</p>             |              |

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| <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> </ul> <p>*</p> |   |   |                   |           |  |
|  | <p><b>[A 3.1.2] Class Dojo- School Wide</b><br/> Class Dojo will be utilized school-wide to track student and class behavioral data and to inform parents of positive and concerning behavior at school. Class systems will be shared with administration, special area teachers, and school counselors to ensure consistent tracking at Scales. Data from Class Dojo will be analyzed at monthly RTI-B meetings.</p>   | <p>School Counselors and Classroom Teachers</p> | <p>05/24/2024</p> | <p>GP</p> |  |
|  | <p><b>[A 3.1.3] RTI -B support meetings</b><br/> Scales 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 ODRs and Class Dojo. Team members will act as communicators to the school to ensure consistent messaging. Behavior Support Team Meetings Monthly Behavior</p> | <p>School Counselors</p>                        | <p>05/24/2024</p> | <p>GP</p> |  |

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|  | 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.                                 |  |            |    |  |
|  | <b>[A 3.1.4] RTI-B Tier II</b><br>Scales will receive continued training on RTI-B Tier II and implement Tier II strategies specifically including check-in, and check-out.  | School Counselors                                | 05/24/2024 | GP |  |
| <b>[S 3.2] Mental health supports</b><br>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.<br><br><b>Benchmark Indicator</b><br>Progress will be monitored by the Coordinator of Behavior Support<br><br>* via quarterly needs assessments with school counselors and behavior support staff,<br><br>* quarterly review of SRSS-IE data and behavior referrals,<br><br>* and quarterly needs assessments with building administrators in order to ensure that all students have the opportunity to learn.<br><br>* | <b>[A 3.2.1] Collaboration with Outside Agencies</b><br>Scales Elementary will partner with outside and internal services such as Centerstone, the STARS 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. | School Counselors and Behavioral Interventionist | 05/24/2024 | GP |  |
| <b>[S 3.3] Targeted interventions</b><br>Provide academic interventions and other focused supplemental supports to improve achievement and close identified gaps.<br><br><b>Benchmark Indicator</b>  | <b>[A 3.3.1] Chronically Absent Students</b><br>Scales will work towards increasing instructional time by decreasing the number of students who are chronically absent. Scales will consistently, target messaging to parents regarding the importance of good attendance and focus communication to  | Attendance Team and Administration               | 05/24/2024 | GP |  |

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| <p>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>parents of multi-year chronically absent students (Gr. 1-3) Increased attention and reinforcement of improved attendance at the school/classroom level<br/>Implementation of the Truancy Diversion Program<br/>Re-institution of Every Day Matters district-wide emphasis.</p>   |   |                   |           |  |
| <p><b>[S 3.4] Effective leaders</b><br/>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>Benchmark Indicator</b><br/>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><b>[A 3.4.1] Recruit and Retain Effective Teachers</b><br/>Scales will retain effective teachers through mentoring programs, professional development, coaching, and by providing school level and district level support as needed.</p>   | <p>Andrea Oakley,<br/>Raeshon<br/>Torres, Abbey<br/>Thomas</p>  | <p>05/24/2024</p> | <p>GP</p> |  |
|   | <p><b>[A 3.4.2] Teacher Mentor Program</b><br/>Scales has implemented a mentor program to support our first and second year teachers. All of these teachers will be assigned a school mentor. First and second year teachers will participate in monthly New Teacher Committee Meetings designed to support instruction and management. All first through second year teachers will complete a quarterly coaching cycle and provided additional support and guidance as needed.</p> | <p>Andrea Oakley,<br/>Raeshon<br/>Torres, Abbey<br/>Thomas,<br/>Jessica<br/>Euverard,<br/>Rebecca<br/>Bushman</p> | <p>05/24/2024</p> | <p>GP</p> |  |
| <p><b>[S 3.5] School Health and Healthy Living</b><br/>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></p>   | <p><b>[A 3.5.1] CPR Training</b><br/>Select faculty members will attend CPR training.</p>   | <p>Nurse Monica<br/>Smith</p>   | <p>05/24/2024</p> | <p>GP</p> |  |

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| <p>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 3.5.2] Healthy Eating Habits</b><br/>Students will learn how to develop healthy eating habits with a balanced diet and exercise.</p>   | Cafeteria Staff  | 05/24/2024 | GP |  |
|  | <p><b>[A 3.5.3] Attendance Committee Meeting</b><br/>Grade level representatives will meet monthly to review individual classroom and student absenteeism. The Truancy Progression Intervention Plan will be followed to communicate with families, teachers, and students. Teachers will update their attendance data in their digital data documents. Administrators will review grade level data monthly.</p>  | Attendance Committee,<br>Raeshon Torres, Abbey Thomas, Andrea Oakley         | 05/24/2024 | GP |  |
|  | <p><b>[A 3.5.4] District HR Online Trainings</b><br/>These trainings are required each year by either federal law, state law, board policy, and/or city requirements.</p>   | CO HR  | 09/05/2023 | GP |  |
| <p><b>[S 3.6] Promote and Support Emergency Preparedness</b><br/>Starting Fall 2023 and continuing throughout the year, Scales Elementary will promote and support Emergency Preparedness to create a safe environment conducive to learning and achievement.</p> <p><b>Benchmark Indicator</b><br/>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 3.6.1] Explore, promote, support and monitor all efforts to make the school environment as safe as possible.</b><br/>Administration will explore, promote, support, and monitor all efforts to make the school environment as safe as possible. In addition, we will work with School Resource Officer (SRO), Murfreesboro Police Department and the School Safety Team to complete training and practice responding to a variety of threat assessments. Feedback will be provided to staff in order to ensure we are responding in the safest manner.</p> | Andrea Oakley, Raeshon Torres, Abbey Thomas, Officer Jay, School Safety Team | 05/24/2024 | GP |  |

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|   | <p><b>[A 3.6.2] School Safety Team</b><br/> Scales has created a safety team consisting of representatives from each wing of the school. Team members are responsible for checking exterior double doors and monitor the interior and exterior for threats. Should there be any concerns, the team will report back to admin and the SRO. Feedback and follow-up discussions will occur in safety team meetings.</p> | Andrea Oakley,<br>Abbey Thomas,<br>Raeshon Torres,<br>School Safety Team | 05/24/2024 | GP |  |
|   | <p><b>[A 3.6.3] SRO Daily Walks and Door Checks</b><br/> Scales has a full-time SRO who will conduct daily exterior and interior door checks. Safety concerns will be reported to admin and district leaders. Follow-up emails will be sent to staff members who have unlocked doors.</p>  | Officer Jay,<br>Andrea Oakley  | 05/24/2024 | GP |  |
| <p><b>[S 3.7] Family and Community Engagement Activities</b><br/> 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><br/> 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 3.7.1] Parent Feedback Surveys</b><br/> Scales will conduct mid-year and end-of-year surveys with parents to seek feedback on procedures and practices and to identify areas of strength and areas to strengthen.</p>   | Administration   | 05/24/2024 | GP |  |

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|  | <p><b>[A 3.7.2] Collaboration with PTO</b><br/> Scales will actively seek to collaborate and with our PTO to build family engagement opportunities that support the culture and climate of Scales. Administration will attend monthly PTO meetings to offer support and help provide insight on the work.</p>  | Administration and PTO Board                                  | 05/24/2024 | GP |  |
| <p><b>[S 3.8] Integration of STEAM Approach in Instruction</b><br/> 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><br/> Periodic review of activities, participation and consumer satisfaction surveys by the Director of Curriculum and Instruction.</p> | <p><b>[A 3.8.1] STEAM Implementation</b><br/> For the 2023-2024 school year, Scales will continue to promote and expand the teaching and learning of STEAM in our STEAM lab rotation. In the STEAM lab, students are able to make their own connections between the disciplines and apply what they've learned through STEAM and engineering projects in every grade level. We believe that students learn best when they are engaged with content that is relevant and meaningful, and we will work together as a team to design learning that integrates content across subject areas. Scales will work to become STEAM designated in the 2024-2025 school year.</p> | STEAM teacher, STEAM team, Academic Coach, and Administration | 05/23/2025 | GP |  |