Macon-Hall Elementary Annual Plan (2025 - 2026)

Last Modified at Aug. 26, 2025, 12:08 a.m. CDT

Preparation Questions

Identify Team

S-001

Identify all planning team members, including team member titles. The school plan must be developed in consultation with (at a minimum):

- *teachers,*
- *principals,*
- *administrators (including administrators of Title programs and special education programs),*
- *paraprofessionals,*
- *other appropriate school personnel,*
- *community partners, and*
- *parents of students.*

Nicholas Dominguez- Principal

Shela Ashford- Assistant Principal

Anthony Bowen-Assistant Principal

Jennifer Jackson- Assistant Principal

Lokita Glover- PLC Coach

Jamie Hargett- RTI Interventionist

Beth James, Guidance Counselor

Melanie Harrison, Guidance Counselor

Dr. Kimberly Chandler-Regional Superintendent

Reginald Smith- Title 1 Advisor

Kimberly Delarastaunton- ESL Advisor

Lori Norton-Special Education

Angela Willis- Special Education Adviser

Kelly Lee - ILT / Social Studies Lead

Alisa Johnson- ILT/ ELA Lead

Andrea Charles- ILT/ Science Lead

Amanda Bray -ILT/Math Lead

Amanda Burnett- Parent

Alisha Miles- Parent

Daniela Pena- Parent

Dr. Ingrid Mitchell, Network Instructional Advisor

Sydney Smith-Hennings, Math Instructional Support Coach

Stakeholder Involvement

S-002

Describe how the school actively and consistently involves all planning team members and other stakeholders in the (1) development, (2) implementation, and (3) revision of the school plan throughout the year. Include in the response how stakeholder involvement in the planning process is ongoing throughout the year and not a one-time event/process

Each year during the summer, Macon Hall develops a school improvement plan. The team consists of school staff, parents and various community stakeholders. The team meets over the course of the summer to review and analyze current data trends which include academics, attendance, demographics, as well as climate and culture, to access progress and future challenges. After reviewing and careful analysis of the data, we specify school priorities and then establish goals. We also create action steps with a budget that is essential to accomplishing our school improvement goals. Parents and community members are active participants in the development of the plan. They provide consistent feedback during monthly parental involvement meetings, as well as through consistent email contact. Community members are encouraged to offer input though site-based surveys as well as discussions at various school events. Once the plan is completed and approved, it is posted on the school website so that it is easily accessible for viewing by parents and community members. Progression toward the MHE school improvement goals will be evaluated at bi-monthly ILT meetings. We will determine if we are making progress toward our goals by reviewing and engaging in analysis of academic data, parental community involvement, and attendance data as well as budget expenditures to determine if we are on track to meeting our goals. We will keep and maintain notes and minutes of each meeting while also tracking our progress. We will make adjustments to our SIP plan as necessary.

Needs

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Root Cause Analysis for "MHE ELA TCAP 3-5"

For each prioritized need, please provide the following information:

1. *For the prioritized area of need, state the prior strategies the school implemented to support outcomes in this area, include the challenges that prevented the desired improvement and the strengths that led to quantitative and/or qualitative improvements.*
2. *Identify the root causes that are within the school's control that are contributing to this specific prioritized need and describe the challenges created by each root cause. The 5 Whys protocol is an optional tool to support leaders in identifying these root causes and supporting data for each prioritized need.*

Successes

- Grades 3-5 experienced growth in ELA. The data shows that students in grades 3-5 who met or exceeded expectations in ELA increased from 27% to 33%.
- 40% of 3rd grade students met or exceeded expectations in ELA which is an increase of 2%.
- 33% of 4th grade students met or exceeded expectations in ELA which is an increase of 1.4%.
- 27% of 5th grade students met or exceeded expectations in ELA which is an increase of 9%.
- 28% of Economically Disadvantaged students met or exceeded expectations in ELA which is an increase of 9%.

Prior Strategies

- Standard Aligned Core Instruction
- Professional Development
- Targeted Intervention and Personalized Learning

Challenges

A major challenge is more than 43% of our 3-5 students are scoring in the approaching expectations range while 24% are scoring in the below proficiency range. Each year it becomes more challenging advancing students from the approaching proficiency levels to the next levels of proficiency. We continue to struggle with achievement in with our students with disabilities. Our data shows that SWD students who are meeting or exceeding expectations by 6% declining from 12% to 6%. Our ELL students who are meeting or exceeding expectations also decreased by 5%, declining from 33% to 28%.

- Both our informal/formal observations revealed that less than 50% of teachers utilized effective academic monitoring strategies to check for understanding.
- Many teachers did not implement consistent workstations and/or small groups to differentiate instruction and meet individual student needs.
- Limited time during collaborative planning for deliberate practice.

Root Causes

- Professional Development opportunities does not prioritize how to use data to make instructional decisions to address student deficits.
- During collaborative planning/PLC's administration and teachers did not prioritize differentiating instruction to meet the needs of diverse students.

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Root Cause Analysis for "MHE Math TCAP 3-5"

For each prioritized need, please provide the following information:

1. *For the prioritized area of need, state the prior strategies the school implemented to support outcomes in this area, include the challenges that prevented the desired improvement and the strengths that led to quantitative and/or qualitative improvements.*
2. *Identify the root causes that are within the school's control that are contributing to this specific prioritized need and describe the challenges created by each root cause. The 5 Whys protocol is an optional tool to support leaders in identifying these root causes and supporting data for each prioritized need.*

Successes

- 28% of 3rd grade students met or exceeded expectations in Math which is an increase of 2%.
- 27% of 5th grade students met or exceeded expectations in Math which is an increase of 9%.

Prior Strategies

- Standard Aligned Core Instruction
- Professional Development
- Targeted Intervention and Personalized Learning

Challenges

Decreasing math scores continue to be a challenge for MHE. A major challenge is a decline in our 4th grade math scores. The proficiency rate decreased by 17%. The 4th grade students who met or exceeded expectations declined from 39% to 22%. Some other challenges are within our subgroups: EDD students meeting or exceeding expectations decreased by 3% from 15% to 12%, SWD students decreased by 9% declining from 15% to 6%, and ELL students decreased by 2% from 44% to 42%. Our data reveals that we have 38% of our students scoring in the below proficiency and 36% in the approaching range.

- Lack of consistency in implementing small group instruction.
- Inconsistent use of academic monitoring to check for understanding.
- Inconsistent use of data to plan instruction.

Root Causes

- Professional Development does not address the misalignment of the current adopted curriculum to address students' skill deficits and differentiating instruction.
- During PLC's and Collaborative Planning, Math Teachers did not address tracking and analyzing data to determine specific skill gaps and plan reteaching strategies.

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Root Cause Analysis for "MHE Discipline Rate Overall"

For each prioritized need, please provide the following information:

1. *For the prioritized area of need, state the prior strategies the school implemented to support outcomes in this area, include the challenges that prevented the desired improvement and the strengths that led to quantitative and/or qualitative improvements.*
2. *Identify the root causes that are within the school's control that are contributing to this specific prioritized need and describe the challenges created by each root cause. The 5 Whys protocol is an optional tool to support leaders in identifying these root causes and supporting data for each prioritized need.*

Successes

- Expulsions decreased by 0.1% from 0.2% to 0.1%.
- OSS for students with disabilities decreased by 2% from 10% to 8%

Prior Strategies

- Posting behavior matrix and school-wide behavioral expectations (e.g HALLS, voice level posters) in classrooms and throughout the building.
- Rewarding students with Class Dojo Points for exhibiting positive behaviors and meeting behavioral expectations
- Interventions using a reset room monitor
- Timberwolf Progressive Behavior tracking form

Challenges

An overall increase in our discipline rate has presented a challenge. Our overall incidents requiring discipline increased by 3% from 4% to 7%. Our progressive discipline rate is currently 40%. MHE saw the largest increase in our Out of School Suspension rate. It increased by 3% from 3% to 6%. Another challenge is that the majority of overall discipline is among 4th and 5th grade students. The overall discipline rate for 4th grade is 14%, and 5th grade is 16%. We also experienced an increase in required discipline in various subgroups:

- EDD students increased by 3% from 5% to 8%
- ELL students increased by 1% from 3% to 4%
- OSS for EDD students increased by 4% from 3% to 7%
- OSS for 4th grade 10%
- OSS for 5th grade 15%

Root Causes

- PD and PLC schedule focuses on academic interventions while excluding strategies and best practices for behavioral interventions and prevention of disruptive behaviors.
- Due to rigorous academic schedule and the urgency of academic learning loss, administrators and staff neglected to address critical loss of SEL development during remote instruction.

Reflection Questions

Key Areas to Address in School Plans

Disciplinary Practices S-004

Describe the following:

1. *How the school will review and analyze student discipline data and take steps to reduce lost instructional time and/or disparate impact due to student discipline.*
2. *The behavioral supports available for students with disabilities and how the school ensures that discipline procedures and practices do not contribute to discrepancies among subgroups.*

Our student discipline rate for Macon-Hall Elementary increased by 3%. Our out of school suspension rate was 6% overall; however, our suspension rate for SWD was 8% with our progressive discipline support rate being 40%. Our school will continue to focus on maintaining and /or decreasing our overall suspension rate and progressive discipline. We have posted the behavior and school-wide voice level expectation posters throughout the building so that students are consistently reminded of the behavioral expectations. We will also utilize our behavior specialist and reset room monitor to decrease suspensions.. Teachers are using positive support discipline with Class Dojo. Class Dojo allows teachers to effectively communicate daily with parents about student behaviors. All teachers are rewarding students with daily points for good attendance and meeting the behavioral expectations. Once students have reached a certain number of points, they are rewarded. The MTSS team will meet every 20 day-period to analyze discipline and attendance data. We will identify attendance and discipline challenges, monitor progress and adjust practices as necessary. The team will also conduct teacher Professional Development on discipline and improving climate/culture. Teachers will continue to teach behavior expectations using the Macon-Hall statements: I am safe, responsible, and respectful. I have integrity. I am a Macon-Hall Timberwolf.

Teachers will review and model the desired behaviors for students and utilize the Timberwolf Behavior progressive tracking form. When students exhibit problem behaviors, teachers will use the progressive discipline interventions as well as the following protocols:

RESPONSES TO INAPPROPRIATE BEHAVIORS ARE ALWAYS: • Calm • Consistent • Brief • Immediate • Respectful.

STEPS TO SPECIFIC ERROR CORRECTION: • Respectfully address the student • Describe inappropriate behavior • Describe expected behavior/expectation • Anchor to expectation on Matrix • Redirect back to appropriate behavior.

We will offer Professional Development and Training to teachers and staff to implement the Responsive Classroom model. By modeling, teaching, and consistently using the Responsive Classroom strategies to create positive discipline, the expected outcome is that discipline incidents among 4th and 5th grade students will decrease as these students progress.

Guidance counselors will also teach strategies for exhibiting stated behaviors as well as character traits that align to the school-wide expectations in small groups and restorative circles.

All students will receive a copy of the student code of conduct and a handbook that communicates school- wide behavioral expectations, and consequences for behavior. We will also recognize positive and appropriate behavior with PTO sponsored E parties at the end of each grading quarter. We will have parent and student assemblies to share important information about behavioral expectations, attendance and anti-bullying during the first quarter of the school year.

Connected Action Steps:

- Implement Positive Behavior Intervention
- Parent and Community Meetings
- PBIS Training
- Professional Development on Deescalation Strategies
- Conduct SART Team Meetings
- Implement Progressive Discipline trackers for classrooms
- Quarterly Professional Development for New and Novice Teachers
- Utilize Responsive Classroom Practices
- Informal Classroom Management Walkthroughs

Safe, Supportive, and Healthy Environments

S-005

Describe the priority needs for providing (1) safe, (2) supportive, and (3) healthy environments and how the school will meet those needs. Include in the response:

1. *A detailed description of the school's priority needs for providing (1) safe, (2) supportive, and (3) healthy environments and the strategies the school will implement to meet those needs.*
2. *Specific local, state, and federal funding sources (including ESSER) the school will utilize to provide safe, supportive, and healthy environments in schools.*

Macon-Hall Elementary is committed to establishing and maintaining a positive school climate and culture. We are committed to establishing guidelines and procedures to ensure the safety and security of all students and staff. During the climate of Covid-19, we will maintain the safety of all students and staff by following the safety guidelines suggested by MSCS as well as the CDC.

MHE will offer Professional Development on positive behavior supports and Responsive Classroom to improve school climate. As a result of intense staff training on climate and culture, we will decrease problem behaviors, bullying, teacher turnover and suspensions. After intense PD, we will promote a safe and productive learning environment by ensuring that all staff follow the guidelines and school-wide expectations identified on the MHE behavior matrix. All

staff will practice positive behavior supports by teaching/modeling desired behaviors as opposed to punishing undesired behaviors. Staff will utilize the reset room for behavior modification and to reduce the student suspension rate. Teachers will develop positive relationships with students to create a culture of respect. All staff will model and practice all safety protocols with students. During PLC's and collaborative planning, we will incorporate engagement activities to teach students routines and procedures. We will also conduct safety drills at the beginning of the year and reinforce them throughout the year.

We will implement anti-bullying techniques so that teachers and students are aware of the signs of bullying; therefore, they can be proactive in preventing bullying. As required by MSCS, all faculty and staff will complete the safe schools training at the beginning of the year. We will also offer additional Professional Development geared toward the social/emotional learning of all students. From these PD sessions, teachers will be able to implement strategies to improve the social/emotional learning of all students.

Connected Action Steps:

- Parent and Community Meetings
- PBIS Training
- Implement Positive Behavior Intervention
- Implement Progressive Discipline trackers for classrooms
- Professional Development on Deescalation Strategies
- Conduct SART Team Meetings
- Quarterly Professional Development for New and Novice Teachers
- Utilize Responsive Classroom Practices
- Parent and Family Engagement Meetings
- Informal Classroom Management Walkthroughs

Integration and Effective Use of Technology in the Classroom

S-006

Describe the level of access that students have to technology as part of the instructional program and how the school ensures that technology is being utilized effectively by students and educators. Describe the challenges faced in effectively integrating technology into the instructional program. What steps is the school taking to address these challenges? (Include possible funding sources to be used to support increased access to technology.) Include in the response:

1. *A detailed description of the level of access students have to technology across all grade bands.*
2. *A detailed description of how the school ensures technology is being utilized effectively by students and educators.*
3. *A detailed description of the challenges in effectively integrating technology into the instructional program and steps being taken to address these challenges.*
4. *Specific local, state, and federal funding sources (including ESSER) that support the integration and effective use of technology.*

Areas of Progress: All students have 1:1 access to a technological device. Due to the students having 1:1 and the available laptop carts, students are able to receive instruction from technology throughout the day. During instruction, teachers utilize interactive web based sites such as NearPod, PearDeck, iReady, and the Wonders Curriculum website to engage students as well as check for understanding. As part of the district technology integration initiative, all teachers are expected to include a technology workstation in their daily workstation rotations. The Administrative Team monitors the use of technology through daily informal classroom walk-throughs and observations. Students can also use the devices to receive computer based interventions as well as progress monitoring. Promethean boards are used to show video clips and create interactive lessons to engage students. We are currently utilizing our Science Lab as a Stem Lab to allow students to be engaged in science experiments as well as learn how to effectively use technology. We also offer weekly computer lab time as part of our support classes. Finally, we also offer the STEM club. This extracurricular before/after school activity engages students in technology.

Areas of Challenge: Many of our classroom laptops, desktops, printers, and promethean boards are outdated or malfunctioning. In order to address this, we propose using Title 1 funds to replace outdated and malfunctioning Promethean boards and printers. We will also purchase supplies necessary to perform science experiments in our

STEM Lab. Our Grade Level Technology Team and PLC Coach along with the Principal, will be responsible for offering Professional Development during PLC's to effectively train teachers to use the equipment for RTI and engaging students to increase academic growth and achievement.

Connected Action Steps:

- Provide Academic Interventions with RTI2
- Weekly PLC's with Deliberate Practice
- Provide Academic Interventions with RTI2
- Differentiated Professional Development
- Bi-weekly PLC's and Collaborative Planning
- Increase in Rigor using District Curriculum Maps and Lesson Plans
- Increase in Rigor using District Curriculum Maps

Parent and Family Engagement

S-007

Describe the barriers that exist to greater engagement by families and how the school is addressing those barriers. What strategies are being used to implement effective family engagement activities that are (1) meaningful and (2) aligned with student academic achievement in the school? As applicable, address activities specifically designed to engage the families of historically underserved student group (i.e. economically disadvantaged students; black, Hispanic, Native American students; English learners; students with disabilities). and how is the school addressing those barriers. Include in the response:

1. *a description of the barriers that exist to greater engagement by families and how the school is addressing those barriers.*
2. *the strategies being used to implement effective family and community engagement activities that are (1) meaningful and (2) aligned with student academic achievement in the school?*
3. *a description of the activities specifically designed to engage the families of historically underserved student groups as applicable (i.e. economically disadvantaged students; black, Hispanic, Native American students; English learners; students with disabilities).*

Some ways that Family and Community Involvement is active:

- Woodland Hills Church of Christ: Provides school supplies and Holiday Gifts to struggling families.
- Highland Church of Christ: Volunteers for Arise to Read to assist struggling second grade students with reading.
- PTO: Families in this organization support MHES students by offering E-parties for students with excellent conduct each grading period as well as family engagement activities throughout the year.
- YMCA- offering Y-care to assist families needing support before/after school and providing backpacks with school supplies to students.
- Before/After school clubs- STEM, Jr. Beta Club, Drama, Girls in Pearls, basketball teams, cheerleaders, Girl Scouts, and a student advisory club.

Macon-Hall continues to improve our growth/student achievement by engaging our families and community with many activities that support student success. Parents are educated through various meetings, and math/science/literacy nights. These family nights offer activities that support standards based learning but also equip parents with ideas and materials to support student learning at home. We have also implemented parent and family engagement that aligns with student academic achievement.

- Curriculum Nights- Offered the third week of school. Parents meet the teacher and hear a brief presentation of the type of curriculum well as the grade level academic expectations for the year.
- Family Reading Night - Students and Families meet to discover games, strategies, and meaningful ideas for parents to assist students with strengthening reading skills at home.
- Reading is Spooktacular- Family Literacy night in October. Students go down the Halls of the school participating in literacy games and receiving treats for their participation.
- Family Math Night- offers various ways that parents can understand the Eureka curriculum. We offer games/ strategies to strengthen math skills at home.

- Science Fair- Students complete science fair projects and display them for families and community members to preview and judge.
- Semester Parent Meetings/workshops: We will also offer family literacy trainings that allow parents to gain insight and learn strategies to use at home to increase literacy.
- Quarterly ESL parent meetings: Assist Non-English parents with providing support for their students, academically as well as social/emotional support.
- Social Media: We post all updated information about school events and daily news on Facebook, Instagram, Twitter, and Macon-Hall Website to keep families informed quickly.
- Teacher web pages: Provides families and community members with information such as weekly standards and learning objectives, performance tasks, homework, assignment updates, classroom projects and completion dates as well as all classroom news.
- Class Dojo is used to allow parents and teachers easy access to two-way communication. Teachers can instantly alert parents of any class assignments, news, behavior issues, etc. Parents can also respond directly and instantly to teachers. They can also send messages to teachers.
- Weekly Grade-Level Newsletters- Teachers send home weekly newsletters in the Parent Communication Folders to update parents on upcoming events, as well as standards and skills to be taught.

Connected Action Steps:

- Parent and Community Meetings
- Monthly RTI2 Data Team Meetings
- Conduct SART Team Meetings
- Parent and Family Engagement Meetings
- Quarterly Meetings with New and Novice Teachers
- Parent and Family Engagement Meetings

Professional Learning for Educators

S-008

Describe how professional development for teachers, principals, and other school leaders will build capacity for high quality instruction, positively impact student academic achievement, and address the needs of educators in the school to teach all learners, including those with disabilities. Include in the response:

1. *A description of educator and school leader needs in regards to professional development and how the school determines those needs.*
2. *A description of professional development opportunities implemented by the school to meet those needs, including opportunities that address the needs of educators in the school to teach all learners, including those with disabilities.*

Macon-Hall Elementary will focus professional development on ELA, Early Literacy, Math, Technology and Classroom management for new and novice teachers for the 2025-2026 school year. Our professional development needs will be determined by data from Grade level and subject Common assessments and iready Benchmarks. In addition to the information gathered from our data, we will continue to focus on using the Wonders curriculum for all K-5 teachers with an emphasis on foundational skills in K-3. In our Wonders PD sessions, we will focus on utilizing leveled readers, and literacy work stations to differentiate instruction to meet the needs of all learners including ELL and SPED. We will also have a concentrated focus on making sure that we continue to implement the newly adopted Envision Math curriculum with fidelity so that students will begin to build skills to increase the number of students meeting or exceeding expectations in math.

In addition to the above mentioned PD, we will also offer Professional Development in literacy. Teachers will be trained to effectively to use the Wonder's Curriculum to teach early literacy foundational skills as well as vocabulary

and comprehension skills. Some topics we will address in site-based reading PD: 1) Effective Progress Monitoring and how to use the data for leveled instruction. 2) Using your class data to guide instruction. We will also continue offering PD on effectively using Ready Reading as an extended resource to improve reading achievement.
We will also offer extensive training on checking for understanding to address student misconceptions in real time. Consistent PD on addressing misconceptions, creating task aligned "Do nows" and exit tickets, will allow teachers to redirect their focus and make instructional decisions based on current data before end of the week assessments.

Our schedule has been designed so that all teachers have 55 minutes per day of common planning time. We will dedicate two 55 minute blocks bi-weekly for required PLC meetings. All SPED and ESL teachers are required to attend to collaborate with the grade level that they teach. They will be lead by the PLC Coaches, Assistant Principals, and/or the Principal. During PLC's we will participate in professional development, analyzing student work samples, and disaggregating data. The schedule also includes bi-weekly grade level collaborative planning. During this time, teachers will focus on practicing the delivery of content, questioning, scaffolding, and creating weekly assessments. Every 4 weeks, we will have data meetings to analyze and disaggregate data from Common Assessments to determine mastery of standards as well as to determine remediation and action steps to increase growth/student achievement.

Connected Action Steps:

- Differentiated Early Literacy Professional Development
- Differentiated Professional Development
- Weekly PLC's with Deliberate Practice
- Monthly Data Digs
- Conduct Peer, Informal and Formal Observations offering Feedback and Coaching
- Increase in Rigor using District Curriculum Maps
- Professional Development on Deescalation Strategies
- Quarterly Professional Development for New and Novice Teachers
- Weekly Collaborative Planning and Review of Math Lesson Plans
- Quarterly Meetings with New and Novice Teachers
- Conduct Peer, Informal and Formal Observations offering Feedback and Coaching
- Informal Classroom Management Walkthroughs
- Coaching from an Instructional Math Coach
- Quarterly Meetings with New and Novice Teachers

Educator Placement

S-009

Describe how the school is reviewing and analyzing data to identify and address disparities that result in students, particularly low income students and minority students, being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers. Include in the response:

1. *The process in place to review and analyze educator placement.*
2. *Steps the school takes to address any disparities that result in students, particularly low income students and minority students, being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.*

Macon-Hall Elementary has the following procedures to ensure that our students are taught by effective, highly-qualified teachers:

- Macon-Hall makes every effort to hire teachers who are highly-qualified and certified in the subjects that they teach: however, we currently have 5 non-licensed teachers. We reduced our non-licensed teachers from 18 to 5.
- New teachers are assigned mentors to offer support.
- Professional Development is offered throughout the year on how to support at-risk students, as well as high functioning students. Teacher teams are also created based on data and the needs of the school.
- Classroom rosters are created equitably by using a grouping form. The forms include data on academic, social, behavior, and assessment progress. All of this information is used to assign students to homerooms.

- Teachers assist in the interview process when hiring new candidates for the upcoming school year.
- We strive to create a positive climate and culture that includes mutual respect and open communication.

The District is exploring the following initiatives and strategies to address the equitable distribution of effective teachers:

- Creating incentives that work for experienced, effective teachers and leaders to move in high-need schools to keep teachers working in those schools.
- Building principal capacity to implement strong recruitment and retention practices that can improve teacher talent. Enable and encourage target schools to hire earlier for vacancies.
- Help target school leaders develop retention strategies and hold teachers accountable for results.
- Work actively to distribute new teacher hires evenly across schools and provide intensive early support. Offer financial and/or leadership incentives to attract experienced and effective teachers and leaders to target schools.
- Network with other schools and prep programs to identify top candidates. Create accurate, positive representations of the school recruitment. Rethink placement and assignment practices (like co-teaching).
- Enforce a culture of motivation and collaboration for all teaching staff.

Connected Action Steps:

- Differentiated Professional Development
- Quarterly Meetings with New and Novice Teachers
- Quarterly Meetings with New and Novice Teachers

Title I (School-Wide)

Opportunities for All Students

S-010

Describe how the school will provide opportunities for all children, including each of the subgroups (ED, major racial & ethnic groups, SWDs and ELs) to meet challenging state academic standards.

Macon-Hall Elementary will continue to provide high quality instruction to all students by providing professional development for teachers, implement all district initiatives and additional targeted intervention when necessary. Teachers will be provided with classroom materials for literacy and math workstations, such as books for classroom libraries, Scholastic News Magazines, Ready Reading and writing, hands-on manipulatives and games for educational centers as well as classroom/ student supplies (pencils, paper, tablets, white dry erase boards, folders, agenda books, etc). We will update educational technology (interactive boards, printers, headphones, and charging towers) and also purchase technology that assists in improving literacy such as Pear Deck assessment and practice. This will improve the quality of the instructional program and meet the needs of all students. All teachers including ESL and SPED will attend grade level PLC's. PLC meetings allow teachers to collaborate to plan instruction through the disaggregation of data, evaluation of student work samples, as well as the evaluation of instructional strategies with the goal of improving academic success for all students. Our intervention teacher and Specialized Educational Assistants will provide small group instruction and RTI computer based instruction to increase achievement. Teachers will also use technology and the technology integration model to differentiate instruction for all students. Teachers will continue to analyze TNReady, I-Ready, and data from the Universal screener, paying close attention to the different subgroups, to ensure that all students have been taught state academic standards. MHES staff will create action plans to address skill deficits and continue to track, monitor and make adjustments to plans as necessary. Our MTSS team will monitor behavior plans and track behavior progress. They will also adjust behavior plans as necessary.

Connected Action Steps:

- Differentiated Early Literacy Professional Development
- Provide Academic Interventions with RTI2
- Weekly PLC's with Deliberate Practice
- Differentiated Professional Development
- Bi-weekly PLC's and Collaborative Planning
- Conduct Peer, Informal and Formal Observations offering Feedback and Coaching
- Increase in Rigor using District Curriculum Maps and Lesson Plans
- Monthly RTI2 Data Team Meetings
- Increase in Rigor using District Curriculum Maps
- Monthly Data Digs
- Monthly RTI2 Data Team Meetings
- K-3 Specialized Education Assistants
- Parent and Family Engagement Meetings
- Conduct Peer, Informal and Formal Observations offering Feedback and Coaching
- Weekly Collaborative Planning and Review of Math Lesson Plans
- Utilize Responsive Classroom Practices
- Quarterly Meetings with New and Novice Teachers
- Quarterly Meetings with New and Novice Teachers
- Parent and Family Engagement Meetings

Strengthening Academics

S-011

Describe how the school will use methods and instructional practices that strengthen the academic program in the school.

Macon-Hall Elementary will utilize a variety of research-based strategies to support the instructional needs of all students. We will utilize the Wonders Reading Curriculum, Ready Reading, Ready Writing and Envision Math. We will utilize the district-led PD for Envision for math and Wonders in reading to increase the rigor of instruction. Teachers will utilize daily aggressive monitoring data to determine all student's level of understanding instructional content. We will analyze and use all exit tickets, classroom assessments, and grade level common assessment data to create small groups for differentiated instruction, ESL classes, inclusion, intervention, and enrichment. We will utilize all data to guide instruction and make instructional decisions. Specialized Educational Assistants will assist teachers in grades K-3 with small group instruction. The PLC coach, school leadership members, ILT, Assistant Principals, the Principal, as well as district level reading and math Instructional Coaches will model and coach teachers in effective instructional practices. We will use the District Look-for walkthrough tool, and the TEM Rubric to monitor instruction and provide teachers with written and oral feedback to improve instruction. We will offer continuous professional development on using curriculum resources that is essential to improving student achievement. During weekly PLC's and collaborative planning, teachers will collaborate to discuss instructional techniques, engaging standard-aligned tasks, and best practices that they have implemented. We will use samples of student work and classroom data to determine the effectiveness of instructional strategies. Teachers will also revise instructional plans based on data from all assessments and student work samples.

Connected Action Steps:

- Differentiated Early Literacy Professional Development
- Differentiated Professional Development
- Weekly PLC's with Deliberate Practice
- Provide Academic Interventions with RTI2
- Differentiated Professional Development
- Monthly RTI2 Data Team Meetings

- Monthly Data Digs
- Conduct Peer, Informal and Formal Observations offering Feedback and Coaching
- Increase in Rigor using District Curriculum Maps
- Monthly Data Digs
- Increase in Rigor using District Curriculum Maps and Lesson Plans
- Conduct Peer, Informal and Formal Observations offering Feedback and Coaching
- K-3 Specialized Education Assistants
- Quarterly Meetings with New and Novice Teachers
- Weekly Collaborative Planning and Review of Math Lesson Plans
- Quarterly Meetings with New and Novice Teachers

Quality Learning

S-012

Describe how the school will increase the amount and quality of learning time.

Macon-Hall Elementary has created a master schedule to meet the requirement of instructional time determined by the state. Daily instruction is aligned with the Tennessee standards for each grade level. Each grade level has a common intervention time included in the master schedule to support Tier 2 and Tier 3 students in both reading and math. Our schedule has time allocated for small group instruction for all students, including ESL and SPED students. We also limit distractions and pull-outs during scheduled core content subjects.

MHES ensures that all students receive a quality learning experience by supporting teacher practice through quality professional development and coaching. PLC meetings allow teachers to collaborate to discuss high leverage teaching strategies to address all state standards while also analyzing test items to address student misconceptions. The Administrative team and School leadership members observe teachers to offer feedback on instructional practices as well as culture and climate in classrooms. In addition to quality professional development for teachers, we offer meetings and seminars to all parents to engage them in using strategies to bolster student success. Our school also offers many extra- curricular activities and clubs to support students outside interest both before and after school.

Connected Action Steps:

- Weekly PLC's with Deliberate Practice
- Differentiated Early Literacy Professional Development
- Bi-weekly PLC's and Collaborative Planning
- Differentiated Professional Development
- Conduct Peer, Informal and Formal Observations offering Feedback and Coaching
- Increase in Rigor using District Curriculum Maps and Lesson Plans
- Monthly Data Digs
- Monthly Data Digs
- Conduct Peer, Informal and Formal Observations offering Feedback and Coaching
- Quarterly Meetings with New and Novice Teachers
- K-3 Specialized Education Assistants
- Quarterly Meetings with New and Novice Teachers
- Coaching from an Instructional Math Coach

Well-rounded Education

S-013

The Every Student Succeeds Act (ESSA) defines a well-rounded education as the courses, activities, and subject programming that a school will provide to ensure that all students have access to an enriched curriculum and educational experience, including access to high quality materials.

Describe the school's vision of a well-rounded education and how it will ensure all students, including those with disabilities, have access to those courses, activities, and programs. Include in the response:

1. *a detailed description of the school's vision for a well-rounded education.*
2. *a description of the courses and opportunities (i.e. enrichment, foreign language, health & wellbeing, early post-secondary, etc.) that go beyond core subjects by grade band that support the school's vision,*
3. *actions the school will take to ensure all applicable subgroups, including students with disabilities, have access to courses and opportunities that support them in reaching the school's vision*
4. *specific local, state, and federal funding sources (including ESSER), that support the school's efforts.*

Macon-Hall Elementary will provide an enriched curriculum to ensure that all students have access to a well-rounded education. Content leads will facilitate professional development on the Wonders curriculum and other effective, research-based instructional practices. Our master schedule also includes time for Art, Physical Education, Orff Music, Library, STEM, Computer and Spanish. Guidance Counselors meet with small groups to teach character development strategies as well as SEL (social/emotional learning). The MAPS schedule allow classroom teachers time for common planning, and collaboration during PLC's, as well as conducting data meetings. Students are grouped by instructional need and receive targeted instruction during the intervention/enrichment block. Teachers create fluid student groups based on the data and individual needs of the students. Specialized Educational Assistants assist K-3 teachers by providing small group and individual instructional support to struggling students. We also offer enrichment for gifted students through the CLUE Program, ESL classes for students with limited English Proficiency, DARE character education program, Drama Club, Spanish Club, Girl Scouts and Jr. Beta Club.

Connected Action Steps:

- Implement Positive Behavior Intervention
- Parent and Family Engagement Meetings

At-Risk Students

S-014

Describe how the school will address the needs of all children in the school, particularly the needs of those at risk of not meeting the challenging state academic standards.

Macon-Hall Elementary strives to support and offer an equitable education to all of our students; including those at risk of not meeting grade level academic standards. Using state assessment data, as well as district benchmark and common assessments, we address the needs of at-risk students by providing a scheduled time for Response to Intervention. The RTI Intervention teacher, classroom teachers along with Specialized Educational Assistants, teach small groups during intervention time as well as during the ELA and Math daily instructional block. They also schedule monthly data meetings with the Student Review Team (SRT), to monitor progress of the students and make adjustments to their interventions as necessary. S-Team referrals are made for students identified as needing additional support. Students identified with disabilities receive additional support from a certified special education teacher. Attendance and behavior interventions are provided through mentoring, parental involvement meetings, parent/teacher conferences and the use of positive reinforcement incentives. We continually offer on-going professional development that equips our staff with strategies to increase the growth and achievement of all students.

Connected Action Steps:

- Bi-weekly PLC's and Collaborative Planning

- Provide Academic Interventions with RTI2
- Provide Academic Interventions with RTI2
- Differentiated Professional Development
- Conduct Peer, Informal and Formal Observations offering Feedback and Coaching
- Increase in Rigor using District Curriculum Maps
- Monthly Data Digs
- Implement Progressive Discipline trackers for classrooms
- Increase in Rigor using District Curriculum Maps and Lesson Plans
- Monthly Data Digs
- Monthly RTI2 Data Team Meetings
- Monthly RTI2 Data Team Meetings
- K-3 Specialized Education Assistants
- Conduct Peer, Informal and Formal Observations offering Feedback and Coaching
- Parent and Family Engagement Meetings

Assurances

School Plan Assurances

S-021

The school hereby assures the Tennessee Department of Education (department) that the school will:

1. *Work in consultation with the LEA and numerous stakeholders as the school develops and implements their plan or activities under sections 1118 and 1119*
2. *Work in consultation with the LEA as the school develops and implements the plan*
3. *Coordinate and collaborate with the LEA and SEA in providing services to children, youth, and families in addressing major factors that have significantly affected student achievement at the school*
4. *Consider model programs for the educationally disadvantaged and relevant scientifically based research that may be most effective if focused on students in the earliest grades at schools*
5. *Ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers*
6. *Use the results of the student academic assessments and other measures or indicators available to the school, to determine whether all students are/will meet the State's proficient level of achievement on the State academic assessments*
7. *Ensure that the results from the academic assessments will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand*
8. *Comply with the requirements of section 1119 regarding the qualifications of teachers and paraprofessionals and professional development*

If applicable: *The school hereby assures the Local Education Agency (LEA) and Tennessee Department of Education (department) that the school operating a targeted assistance (TA) will:*

1. *Help provide an accelerated, high-quality curriculum*
2. *Minimize the removal of children from the regular classroom during regular school hours for instruction provided under this part; and*
3. *On an ongoing basis, review the progress of eligible children and revise the targeted assistance program under this section, if necessary, to provide additional assistance to enable such children to meet the challenging State academic standards.*

Accepted by gloverlm@scsk12.org on Aug. 22, 2025.

Supporting Documents

SY26 Title I Allocation

Macon-Hall_ES.pdf
Uploaded by smithr2@scsk12.org, Aug 25
Type: Budget

Root Cause Analysis- Discipline

Root_Cause_Analysis_for_Discipline.docx
Uploaded by gloverlm@scsk12.org, Jul 17
Type: Root Cause Analysis

Root Cause Analysis- Math

Root_Cause_Analysis_for_Math.docx
Uploaded by gloverlm@scsk12.org, Jul 17
Type: Root Cause Analysis

Root Cause Analysis- ELA

Root_Cause_Analysis_for_ELA.docx
Uploaded by gloverlm@scsk12.org, Jul 17
Type: Root Cause Analysis

Goals

G1 Reading/Language Arts

By Spring 2026, through the implementation of a standards align core curriculum in each ELA classroom, students will receive a high quality and equable education. Teachers and school leaders, through a comprehensive professional development program will build their pedagogy in reading, writing, and Language Arts TN standards to align with instructional shifts. Students struggling to meet academic proficiency will receive targeted intervention and supports throughout the school year based on their identified area(s) of need. Early Literacy will continue to build a comprehensive level of foundational skills by using the science of reading.

Performance Measure

Macon-Hall Elementary will increase ELA meeting or exceeding expectations proficiency rates for Grades 3-5 from 33% to 37% for the 2025-2026 school year as reflected on the TCAP.

Performance will be measured using the following tools:

District Formative Assessments

TNReady Assessment

Sections

- Academic Achievement & Growth
- College & Career Readiness
- Educators

S 1.1 Standard Aligned Core Instruction

Provide daily access to a rigorous reading/language arts curriculum that will develop students' deep understanding of the content, strengthen comprehension, and promote mastery of TN Standards to ensure students are career and college ready.

Benchmark Indicator

Benchmark Indicator

Implementation:

- Weekly Lesson Plans
- Weekly Informal Observation Tool and rubric
- Weekly PLC meeting agenda and minutes

Effectiveness:

- Weekly lesson plan checks will ensure that 100% of teachers are following the district curriculum and overall teacher LOE will reflect a level 3 or higher.
- Weekly informal observation data will indicate that at least 90% of teachers observed will effectively implement instructional practices outlined within the rubric, resulting in effectiveness scores of 3 or better.
- Weekly PLC's will result in 100% of teachers receiving grade level individualized support to increase overall student achievement by 10%.
- No effectiveness measure identified that targets student achievement.

A 1.1.1 Bi-weekly PLC's and Collaborative Planning

Teachers in grades K-5 including SPED and ESL will meet with grade level colleagues for 55 minutes weekly. During PLC's and collaborative planning sessions, we will discuss best practices to ensure implementation of high-quality and rigorous instruction. We will offer professional guidance and support on the effective use of the following:

- Direct Teaching Model focused on standard-aligned task on the "I Do" phase
- Utilizing all components of balanced literacy as determined by the Wonders and Ready Reading Curriculums
- Checking for student understanding by effectively utilizing academic monitoring
- Analyzing student work samples to determine student misconceptions as well as student success
- Disaggregation of data from grade/subject level short cycle assessments created by the PLC Coach and Administrators
- Deliberate practice of one designated lesson from the weekly plans. The team will offer feedback and suggestions to improve delivery of the lesson.

Person Responsible	Estimated Completion	Funding Sources

Nicholas Dominguez, Principal, Lokita Glover, PLC Coach, Jennifer Jackson, Shela Ashford, and Anthony Bowen, Assistant Prinicpals	May 22, 2026

A 1.1.2 Increase in Rigor using District Curriculum Maps and Lesson Plans

ELA teachers will use all of the District Curriculum Resources from Wonders, Ready Reading and Ready Writing materials to increase rigor, differentiation, and enrichment in ELA.

MHE will establish teaching routines by utilizing the following:

- Integrated technology rotation within the literacy workstations to support tier 1, 2, and 3 students.
- ELA literacy workstations will include tasks from all of the components of balanced literacy including fluency, vocabulary, comprehension, and word work from the ELA foundational skills and meaning-based comprehension standards.
- K-3 Specialized Educational Assistants will work with small groups during rotations.

MHE will secure Ready Reading materials, supplies, equipment, and resources to support academic growth and achievement in reading. We will purchase scholastic magazines and other reading resources to allow students various opportunities to read expository and non-fiction texts. We will purchase supplies for the poster maker and chart paper to assist teachers with creating anchor charts for students to use as classroom resources. We will purchase games and other technology to be used during workstations and independent practice.

Person Responsible	Estimated Completion	Funding Sources
Nicholas Dominguez, Principal, Lokita Glover, PLC Coach, Jennifer Jackson, Shela Ashford, Anthony Bowen, Assistant Principals	May 22, 2026	

A 1.1.3 Conduct Peer, Informal and Formal Observations offering Feedback and Coaching

The ILT Team will conduct peer observations to:

- Ensure teachers are using best instructional practices to improve classroom instruction
- Provide punctual and effective feedback to their peers
- Demonstrate and model effective instructional strategies for teachers
- implement reflective practice with teachers
- Mentor novice and teachers struggling with effective instructional delivery

The PLC Coach and the Administrative team will:

- Conduct informal and formal observations weekly
- Coach teachers struggling with delivering quality instruction using the DDI cycle
- Implement reflective practice with teachers
- Provide differentiated Professional Development to address teacher skill deficits

Person Responsible	Estimated Completion	Funding Sources
Nicholas Dominguez, Principal, Lokita Glover, PLC Coach, Jennifer Jackson, Shela Ashford, Anthony Bowen, Assistant Principals, Alisa Johnson ILT ELA Lead	April 10, 2026	

S 1.2 Professional Development

MHE will provide differentiated, quality professional development for teachers, paraprofessionals, administrators, and parents that focuses on the instructional practices to improve student's reading academic achievement for all students.

Benchmark Indicator

Benchmark Indicator

Implementation:

- Weekly collaborative planning agenda and attendance
- Monthly professional development agenda and attendance
- Monthly Data Dig Minutes and attendance

Effectiveness:

- Weekly collaborative planning will result in 100% of teachers creating lesson plans that implement effective instructional strategies and creating common formative assessments.
- Monthly professional development will result in at least 90% of teachers effectively implementing the identified instructional strategies resulting in a 10% increase of student achievement.
- Monthly data dig minutes will show at least 80% of students tested will meet or exceed expectations on formative assessments with a score of 80% or higher.

A 1.2.1 Differentiated Professional Development

The PLC Coach, Administrators, and ILT will provide continuous differentiated professional development to address the specific needs of faculty and staff.

Faculty and staff will receive Professional Development based on a tier arrangement, concentrating on group and individual needs. We will focus on the following topics:

- Getting started with structured literacy in Grades 3-5
- Causes and Solutions for Students who are not fluent readers
- Developing proficient writers from research to practice
- Effective Implementation of Workstations
- Asking the right Questions that lead to understanding
- Ready Reading and Writing

Person Responsible	Estimated Completion	Funding Sources
Nicholas Dominguez Principal, Lokita Glover PLC Coach, Jennifer Jackson and Shela Ashford, Assistant Principals, Alisa Johnson ILT ELA content Lead	April 10, 2026	

A 1.2.2 Monthly Data Digs

MHE will participate in data analysis to increase academic achievement in literacy. Administrators and Teachers will analyze annual TCAP data and iReady Benchmark Data. All teachers will keep Data trackers posted in the classroom as well as Data Binders. All trackers will also be posted in the PLC Lab for easy administrator access. All students will keep individual Data folders.

Monthly we will analyze:

- Bi-weekly short cycle assessment data
- Student writing samples and classroom assignments

Quarterly

- District Formative Assessments
- Fall, Winter, and Spring iReady Benchmark

Person Responsible	Estimated Completion	Funding Sources
Nicholas Dominguez, Principal, Lokita Glover, PLC Coach, Jennifer Jackson, Shela Ashford, Anthony Bowen, Assistant Principals	May 22, 2026	

A 1.2.3 Parent and Family Engagement Meetings

MHE will offer Parent and Family Engagement Meetings that will offer strategies that parents can implement at home to improve literacy.

- We will implement family literacy training nights. We will offer 2 sessions throughout the year. Parents will receive training on strategies to use at home to help improve their child's reading and literacy levels. All parents who attend will receive a set of books to keep at home as well as pamphlets and other information to assist them in using the strategies discussed during the trainings. The training dates are as follows: November 13, 2025 and March 12, 2026.
- Family Spooktacular Literacy Night- October 23, 2025
- Family Data Night November 6, 2025
- Family Engagement Plan/School Compact Meeting May 7, 2026

Person Responsible	Estimated Completion	Funding Sources
Nicholas Dominguez, Principal, Lokita Glover PLC Coach, Jennifer Jackson, Shela Ashford, Anthony Bowen, Assistant Principals	May 22, 2026	

A 1.2.4 Quarterly Meetings with New and Novice Teachers

All teachers with 1-3 years will meet with the Administrative Team and ILT ELA lead for Professional Development. We will have training on various topics and include deliberate practice on the topics discussed. These meetings will improve instruction, increase academic achievement and assist with educator retention. We will offer Professional development on the following topics:

- Book studies and strategies from Teach Like a Champion, Responsive Classroom, and The Daily Five
- Building Strong foundations with classroom routines
- TEM observation Rubric- Implementing teaching practices and instructional strategies to improve TEM scores
- Effective opening/closing lesson routines- including the use of Do Nows, and exit tickets
- Quick Checks for Understanding
- Lesson Differentiation- creating differentiated tasks to address different learning levels and styles, while managing workstations and small groups.
- Small shifts to limit Teacher Talk to increase student engagement
- Tips for engaging the families of English Language Learners

The PLC Coach, instructional coaches, administrative team and ILT members will model each phase of the Direct Teaching Model as well as using effective engagement strategies to develop student's content knowledge to increase student academic achievement in ELA.

Person Responsible	Estimated Completion	Funding Sources
Lokita Glover, PLC Coach, Nicholas Dominguez, Principal, Shela Ashford, Jennifer Jackson, Anthony Bowen, Assistant Principals, Alisa Johnson, ILT ELA Content Lead	May 1, 2026	

S 1.3 Targeted Intervention and Personalized Learning

Provide academic interventions, personalized learning activities, an individualized learning pace, and various instructional approaches designed to meet the needs of specific learners to improve student achievement.

Benchmark Indicator

Benchmark Indicator Implementation:

- Monthly progress monitoring data
- Monthly data meeting agenda and attendance
- Weekly fidelity checks

Effectiveness:

- Monthly progress monitoring data will reflect students increasing by 2-3 data points.
- Monthly data team meetings will reflect at least 10% of students being able to exit RTI2 supports and interventions.
- Weekly fidelity checks will reflect that 100% of teachers are implementing the RTI2 curriculum
- Quarterly review of grade reports for students enrolled in summer learning opportunities will show a continuous progress on nine week report card grading scale (i.e. from D to C or F to D, etc.).

A 1.3.1 Provide Academic Interventions with RTI2

MHE will use the iReady Diagnostic Data to determine if students need reading academic interventions.

Tier 2 and Tier 3 students will receive daily intervention to address their identified skill deficits with:

- 45 minute intervention blocks with teacher created intervention lesson plans
- Teachers and Specialized Education Assistants will deliver small group instruction tailored to meet student's skill deficit
- Computer instruction (iReady, progress learning) with updated equipment and technology
- Utilizing data from Progress Monitoring to make necessary adjustments to RTI plans and instruction

The RTI Interventionist along with the administrative team will conduct weekly fidelity checks.

Person Responsible	Estimated Completion	Funding Sources
Jamie Hargett, Interventionist, Nicholas Dominguez, Principal, Jennifer Jackson, Shela Ashford, Anthony Bowen, Assistant Principals, Beth James and Melanie Harrison, Guidance Counselors, Lokita Glover, PLC Coach	May 22, 2026	

A 1.3.2 Monthly RTI2 Data Team Meetings

Our RTI Interventionist will conduct monthly data team meetings with K-5 teachers. During the meetings, teachers will review progress monitoring data and make necessary adjustments to student intervention plans. After each meeting, parents will receive progress report letters alerting them of their student's current progress.

Person Responsible	Estimated Completion	Funding Sources
Jamie Hargett, Interventionist, Nicholas Dominguez, Principal, Jennifer Jackson, Shela Ashford, Anthony Bowen, Assistant Principals, Beth James and Melanie Harrison, Guidance Counselors, Lokita Glover, PLC Coach	May 22, 2026	

S 1.4 Early Literacy

Build and strengthen the foundational literacy knowledge of instructional leaders, classroom teachers, and educational assistants through engagement in professional learning experiences anchored in the science of reading to support the development of K-2 students reading skill set.

Benchmark Indicator

Benchmark Indicator Implementation:

- Weekly collaborative planning agenda and attendance
- Monthly professional development agenda and attendance
- Monthly Data Dig Minutes and attendance

Effectiveness:

- Weekly collaborative planning will result in 100% of teachers creating lesson plans that implement effective instructional strategies and creating common formative assessments.
- Monthly professional development will result in at least 90% of teachers effectively implementing the identified instructional strategies
- Monthly data dig minutes will show at least 80% of students tested will meet or exceed expectations on formative assessments with a score of 80% or higher.

A 1.4.1 Differentiated Early Literacy Professional Development

MHE K-2 teachers will participate in district-led, as well as school embedded Professional Development utilizing the instructional resources from the Wonder's Reading curriculum. They will also attend the PD on district DLD days and MHE inservice days. Early Literacy PD during weekly PLC's provided by the PLC Coach, ILT, and the Administrative Team. We will also purchase a supplemental phonics instructional program and provide training to all staff to improve foundational literacy.

Some topics to be covered during Early Literacy PD:

- Professional Development Using the District Curriculum Resources
- Creating high-quality foundational skills lessons
- Teaching word composition
- Teaching word recognition
- Speech to writing connection
- Identifying essential elements to promoting fluency, automatic recognition of words
- Teaching reading fluency
- Understanding the structure and components of fluency

- Creating lessons that assist students with reading with fluency

Person Responsible	Estimated Completion	Funding Sources
Nicholas Dominguez, Principal, Lokita Glover, PLC Coach, Shela Ashford, Jennifer Jackson, Anthony Bowen, Assistant Principals, Alisa Johnson, ILT ELA Content Lead	April 3, 2026	

A 1.4.2 Conduct Peer, Informal and Formal Observations offering Feedback and Coaching

The ILT Team will conduct peer observations to:

- Ensure teachers are implementing best practices when teaching foundational literacy skills
- Demonstrate and model effective instructional strategies for teaching foundational skills
- Provide punctual and effective feedback to their peers
- Mentor and Coach novice and/or teachers struggling with effective foundational skills instruction
- Utilize reflective practice with teachers

The PLC Coach and Administrative Team will:

- Conduct informal and formal observations of the foundations lessons within the ELA Literacy Block
- Coach teachers struggling with delivering quality instruction using the DDI Cycle
- Provide differentiated Professional Development to address teacher skill deficits.

Person Responsible	Estimated Completion	Funding Sources
Lokita Glover, PLC Coach, Nicholas Dominguez, Principal, Jennifer Jackson, Shela Ashford, Anthony Bowen, Assistant Principals, Alisa Johnson, ILT ELA Content Lead	May 1, 2026	

A 1.4.3 K-3 Specialized Education Assistants

SEA's will provide instructional support to students in the classroom during whole group instruction, teacher-led small group instruction, and during Tier 1 core instruction. SEA's will also support students in the RTI2 settings.

SEA's will utilize the Wonder's Reading Curriculum as well as additional instructional resources to teach foundational, fluency, and comprehension skills.

Person Responsible	Estimated Completion	Funding Sources
Nicholas Dominguez, Principal, Shela Ashford, Jennifer Jackson, Anthony Bowen, Assistant Principals	May 22, 2026	

G 2 Mathematics

By Spring 2026, through the implementation of a standards align core curriculum in each mathematics classroom students will receive a high quality and equable education. Teachers and school leaders, through a comprehensive professional development program will build their pedagogy in mathematic standards to align with instructional shifts. Students struggling to gain procedural and conceptual understanding to meet academic proficiency will receive targeted intervention throughout the school year.

Performance Measure

Macon-Hall Elementary will increase Math meeting or exceeding expectations proficiency rates for Grades 3-5 from 26% to 29% for the 2025-2026 school year as reflected on the TCAP.

Performance measures will be monitored by the following:

District Formative Assessments

TNReady Assessment

Sections

- Academic Achievement & Growth
- College & Career Readiness
- Educators

S 2.1 Standard Aligned Core Instruction

Macon-Hall teachers will plan and execute standard aligned lessons with intentionality and focus (data-informed instruction) to provide daily access to the Envision math curriculum that will develop students' engagement in important content, build on prior knowledge (pre-requisite skills), and promote mastery of TN Standards to ensure students are career and college ready for all students.

Benchmark Indicator

Benchmark Indicator Implementation:

- Weekly Lesson Plans
- Weekly Informal Observation Tool and rubric
- Weekly PLC meeting agenda and attendance

Effectiveness:

- Weekly informal observation data will indicate that at least 90% of teachers observed will effectively implement instructional practices outlined within the rubric
- Weekly PLC's will result in 100% of teachers receiving grade level individualized support to increase overall student achievement by 10%.
- What effect will standards aligned core instruction have on student achievement?

A 2.1.1 Weekly PLC's with Deliberate Practice

During PLC's, teachers discuss best practices and participate in deliberate practice to ensure implementation of high-quality, rigorous instruction. We will offer professional guidance and development on the effective use of the following:

- Planning lessons utilizing the Envision math curriculum including incorporating small group and differentiated instruction
- Direct Teaching model focusing on each component of the Envision Math lessons
- Use of instructional tools including math manipulatives, games, and calculators purchased with Title 1 funds
- Academic monitoring to effectively check for understanding
- Reviewing student work samples to determine student misconceptions
- Disaggregate data from grade level common assessments
- Participate in deliberate practice to assist in implementing rigorous, high-quality instruction

Person Responsible	Estimated Completion	Funding Sources
Nicholas Dominguez, Principal, Sydney Hennings, Math Instructional Coach, Lokita Glover, PLC Coach, Shela Ashford, Jennifer Jackson, Anthony Bowen, Assistant Principals, Amanda Bray ILT Content Lead	May 22, 2026	

A 2.1.2 Increase in Rigor using District Curriculum Maps

Math teachers will use all of the District Curriculum Resources with Envision Math to increase rigor, differentiation, and enrichment in Math.

MHE will establish teaching routines by utilizing the following:

- Integrated technology rotation within the math instructional block to support tier 1, 2, and 3 students.
- Use of math manipulatives and games for differentiated instruction
- Daily math fluency practice
- Implementing small group instruction during the math instructional block

MHE will secure supplies, materials, equipment, and resources to support academic growth and achievement in math. We will purchase supplies for the poster maker and chart paper to assist teachers with creating anchor charts for students to use as classroom resources. We will purchase games and other technology to be used during workstations and independent practice.

Person Responsible	Estimated Completion	Funding Sources

Nicholas Dominguez, Principal, Sydney Hennings, Math Instructional Coach, Shela Ashford, Jennifer Jackson, Anthony Bowen, Assistant Principals, Math ILT Lead	May 22, 2026	

A 2.1.3 Weekly Collaborative Planning and Review of Math Lesson Plans

All MHE Math teachers will attend a collaborative planning session weekly with the Math Instructional Coach. Teachers will be responsible for completing pre-work before attending.

Pre-Work will include:

- Determining academic vocabulary to be taught
- Student problems worked out to determine possible student misconceptions
- Necessary steps to solve the math problems
- Delivery of instruction using the Direct Teaching Model as aligned with Envision math
- Identifying standard-aligned tasks, checks for understanding, and exit tickets to be used

The administrative team will review and practice one designated lesson from the weekly lesson plans. The team will also give feedback on the lesson plans as well as any materials including PowerPoints used during instruction.

Person Responsible	Estimated Completion	Funding Sources
Sydney Hennings, Math Instructional Coach, Nicholas Dominguez, Principal, Lokita Glover, PLC Coach, Shela Ashford, Jennifer Jackson, Anthony Bowen, Assistant Principals	May 22, 2026	

A 2.1.4 Coaching from an Instructional Math Coach

All 2-5 Grade Math teachers will receive coaching from an instructional Math Coach.

The instructional Math Coach will:

- Conduct informal and formal observations weekly
- Coach teachers struggling with delivering effective instruction using the DDI cycle, providing immediate feedback
- Provide differentiated Professional Development to address teacher skill deficits
- Check weekly lesson plans and provide feedback

Person Responsible	Estimated Completion	Funding Sources
Sydney Hennings, Math Instructional Coach	May 22, 2026	

A 2.1.5 Parent and Family Engagement Meetings

MHE will offer Parent and Family Engagement opportunities for parents to discover strategies that they can implement at home to assist their children in improving math skills to increase academic achievement.

- Curriculum Nights August 26 and August 28 to explain math standards and expectations as well as the components of the Envision Math.
- Family Math night in Spring 2026
- Family Data night to discuss current Math data

Person Responsible	Estimated Completion	Funding Sources
Nicholas Dominguez, Principal, Lokita Glover, PLC Coach, Sydney Hennings, Math Instructional Coach, Shela Ashford, Jennifer Jackson, Anthony Bowen, Assistant Principals	April 30, 2026	

S 2.2 Professional Development

MHE will provide ongoing, high quality professional development for school leaders, teachers, and other instructional staff that focuses on instructional shifts and strategies that result in improved student performance.

Benchmark Indicator

Benchmark Indicator Implementation:

- Weekly collaborative planning agenda and attendance
- Monthly professional development agenda and attendance
- Weekly/Quarterly Data Dig Minutes and attendance

Effectiveness:

- Weekly collaborative planning will result in 100% of teachers creating lesson plans that implement effective instructional strategies and creating common formative assessments.
- Monthly professional development will result in at least 90% of teachers effectively implementing the identified instructional strategies
- Weekly/Quarterly 80% of students tested will meet or exceed expectations on formative assessments with a score of 80% or higher.

A 2.2.1 Differentiated Professional Development

The Math Instructional Coach, PLC Coach, Administrators and ILT will provide continuous differentiated, targeted professional development to address the specific needs of teachers and staff.

The concentration of all Professional Development will be based on staff needs and focused on the following:

- Creating effective lesson plans with standard aligned and differentiated tasks
- Planning effective instruction using the Direct Teaching Model; specifically focusing on the " they do in pairs" and the "You do" independent practice.
- Designing lessons to include small group instruction and integrating technology
- Adding academic monitoring into lessons to improve checking for understanding

Professional Development will include implementation of the Envision Math curriculum. The Math Instructional Coach, Content Lead Administrator as well as the Math ILT person will model effective instructional practices, coach and support teachers.

Person Responsible	Estimated Completion	Funding Sources

Sydney Hennings, Math Instructional Coach, Nicholas Dominguez, Principal, Lokita Glover, PLC Coach, Jennifer Jackson, Shela Ashford, Anthony Bowen, Assistant Principals, Amanda Bray, Math ILT Content Lead	May 22, 2026

A 2.2.2 Monthly Data Digs

MHE Math Instructional Coach will create bi-weekly short cycle assessments. After each bi-weekly assessment, we will participate in a data analysis to increase our math achievement scores. Quarterly, Teachers will analyze the data from TCAP, the District CFA as well as the iReady Benchmark Diagnostic Data. Each teacher will complete a data tracker as well as an action plan listing instructional strategies they plan to use to improve the current data. Strategies will include developing reteaching strategies, differentiated instruction and technology integration.

Person Responsible	Estimated Completion	Funding Sources
Nicholas Dominguez, Principal, Lokita Glover, PLC Coach, Sydney Hennings, Math Instructional Coach, Shela Ashford, Jennifer Jackson, Anthony Bowen, Assistant Principals, Amanda Bray, Math ILT Content Lead	May 22, 2026	

A 2.2.3 Quarterly Meetings with New and Novice Teachers

All teachers with 1-3 years will meet for Professional Development from the Math Instructional Coach, Administrative team and ILT Math lead. We will discuss various topics and also implement deliberate practice. Targeted Professional Development will be offered on:

- High-leverage instructional strategies that increase student engagement including Teach Like a Champion
- Instructional strategies that increase TEM scores
- Increasing Rigor and Differentiation in Math instruction using games, technology, and manipulatives
- Using Envision Math curriculum with Fidelity
- Effective lesson planning

Person Responsible	Estimated Completion	Funding Sources
Sydney Hennings, Math Instructional Coach, Lokita Glover, PLC Coach, Nicholas Dominguez, Principal, Jennifer Jackson, Shela Ashford, Anthony Bowen, Assistant Principals, Amanda Bray, Math ILT Content Lead	May 22, 2026	

S 2.3 Targeted Interventions and Personalized Learning

MHE Provide academic interventions, personalized learning activities, an individualized learning pace, and various instructional approaches designed to meet the needs of specific learners to improve student achievement.

Benchmark Indicator

Benchmark Indicator

Implementation:

- Monthly progress monitoring data
- Monthly data meeting agenda and attendance
- Weekly fidelity checks

Effectiveness:

- Monthly progress monitoring data will reflect students increasing by 2-3 data points.
- Monthly data team meetings will reflect at least 10% of students being able to exit RTI2 supports and interventions.

A 2.3.1 Provide Academic Interventions with RTI2

Tier 2 and 3 students will receive daily intervention to address their skill deficit through:

- 45 minute intervention blocks with teacher-created intervention lesson plans
- Small group instruction from teachers as well as Specialized Education Assistants
- Computer instruction (iReady) with updated equipment and technology
- Utilizing data from Progress Monitoring to make necessary adjustments to RTI plans and instruction

The RTI Interventionist along with the PLC Coach and administrative team will conduct weekly fidelity checks.

Person Responsible	Estimated Completion	Funding Sources
Nicholas Dominguez, Principal, Lokita Glover, PLC Coach, Shela Ashford, Jennifer Jackson, and Anthony Bowen, Assistant Principals, Jamie Hargett, RTI Interventionist	May 22, 2026	

A 2.3.2 Monthly RTI2 Data Team Meetings

Our RTI Interventionist will conduct monthly data team meetings with K-5 teachers. During the meetings, teachers will review progress monitoring data and make necessary adjustments to student intervention plans. After each meeting, parents will receive progress report letters alerting them of their student's current progress.

Person Responsible	Estimated Completion	Funding Sources
Nicholas Dominguez, Principal, Lokita Glover, PLC Coach, Shela Ashford, Jennifer Jackson, and Anthony Bowen, Assistant Principals, Jamie Hargett, RTI Interventionist	May 22, 2026	

G 3 Safe & Healthy Students

By Spring 2026, we will foster a safe and healthy student-focused learning environment and improve students' attendance and behavior through the implementation of attendance and behavioral interventions and supports, continued professional development grounded in instructional best practices, and stakeholder engagement activities and resources.

Performance Measure

Macon-Hall ES will decrease its overall discipline rate from 7% in SY24 to 4% in SY26.

Interventions and supports will be measured using the following:

- PowerSchool Data
- Power BI data

- 20 day Attendance and Behavior Data
- SART documentation for at-risk students

Sections

- Climate and Access

S 3.1 Attendance and Behavior Interventions and Supports

Implement targeted interventions and support programs that address identified behavioral needs for all students and provide appropriate student supports.

Benchmark Indicator

Benchmark Indicators

Implementation:

- 20 Day Attendance Data
- 20 Day Suspension Data
- 20 Day Discipline Data

Effectiveness:

- 20 Day Attendance Report will reflect a 3% decrease in chronic attendance.
- 20 Day Suspension Rate will reflect a 3% decrease in suspensions
- 20 Day Discipline Rate will reflect a 3% decrease in discipline referrals

A 3.1.1 Implement Positive Behavior Intervention

We will implement a school-wide MTSS behavioral and attendance prevention and intervention strategies with fidelity.

- Students will earn Class Dojo points daily for meeting classroom and school-wide expectations.
- Teachers will reward students weekly for earning Class Dojo points.
- Classrooms will earn rewards for meeting school-wide expectations in the Halls, Cafeteria, and MAPS classes.
- PTO will sponsor E-parties each quarter for students earning an E in conduct.

Person Responsible	Estimated Completion	Funding Sources
Nicholas Dominguez, Principal, Shela Ashford, Jennifer Jackson, and Anthony Bowen, Assistant Principals, Beth James and Melanie Harrison, Guidance Counselors	May 22, 2026	

A 3.1.2 Implement Progressive Discipline trackers for classrooms

MHE will utilize progressive discipline tracker to ensure that all other options of behavioral supports and consequences have been utilized before suspension.

Teachers and Staff will implement the following protocols and procedures:

- First infraction students will not be rewarded with daily Class Dojo Points
- 2-3 infractions teachers will contact parents with a phone call, email, or class Dojo message
- 4-5 infractions referral to guidance, reset room or behavior specialist
- 5-8 infractions mandatory parent/teacher/ admin conference
- More than 8 in-school suspension

Person Responsible	Estimated Completion	Funding Sources
Nicholas Dominguez, Principal, Shela Ashford, Jennifer Jackson, Anthony Bowen, Assistant Principals, Melanie Harrison and Beth James, Guidance Counselors, Reset Room Monitor, Behavior Specialist	May 22, 2026	

A 3.1.3 Utilize Responsive Classroom Practices

MHE K-2 teachers will utilize Responsive Classroom Practices and Rules. The rules are I am safe, respectful and responsible.

We will incorporate the following practices:

- Morning Meeting- to create a positive classroom environment
- Teaching and practicing all classroom and school-wide routines and procedures
- Implementing natural consequences, calming corners, and safe spaces within the classrooms for students to calm down and reset.

Person Responsible	Estimated Completion	Funding Sources
Nicholas Dominguez, Principal, Shela Ashford, Jennifer Jackson, and Anthony Bowen, Assistant Principals, Lokita Glover, PLC Coach	May 22, 2026	

A 3.1.4 Informal Classroom Management Walkthroughs

The Administrative and ILT team will do informal classroom walkthroughs to observe classroom management practices and trends.

The team will do walkthroughs and meet weekly to discuss:

- Classroom trends and classroom intervention strategies
- Interventions for students who frequently display inappropriate behaviors or not meet classroom behavioral expectations
- Determine additional support or strategies to implement for identified students
- Analyzing Discipline data to determine trends and whether supports are working
- Determining teachers who need additional support in classroom management

Person Responsible	Estimated Completion	Funding Sources
Nicholas Dominguez, Principal, Anthony Bowen, Shela Ashford and Jennifer Jackson, Assistant Principals, Lokita Glover, PLC Coach, ILT Team Members, Behavior Specialist, and Reset Room Monitor	May 22, 2026	

S 3.2 Professional Development

Provide school-level ongoing high quality professional development for school leaders, teachers, and other instructional staff to focus on changing instructional practices that result in improved student attendance and behavior positively impacting student achievement.

Benchmark Indicator

Benchmark Indicators Implementation:

- Weekly walkthroughs observing classroom management (What tool will be used for this process?)
- Weekly Team meetings agenda and attendance (What team?)
- Monthly PD agenda and attendance

Effectiveness:

- Walkthroughs will address classroom management trends to decrease referrals
- Identifying and creating supports for students with frequent behavior infractions will decrease office referrals and suspensions

A 3.2.1 PBIS Training

Train teachers and staff using the school-wide framework that proactively teachers and reinforces positive behaviors through a tiered system of support.

Person Responsible	Estimated Completion	Funding Sources
Melanie Harrison and Beth James Guidance Counselor	Oct. 3, 2025	

A 3.2.2 Professional Development on Deescalation Strategies

MHE will offer teacher and staff training to emphasize deescalation strategies and techniques. The training will focus on the following:

- Speak Calmly and listen
- Provide Space
- Empathize
- Allow choices
- Keep Open Body Language

Person Responsible	Estimated Completion	Funding Sources
Nicholas Dominguez, Principal, Anthony Bowen, Assistant Principal	Oct. 3, 2025	

A 3.2.3 Quarterly Professional Development for New and Novice Teachers

MHE will meet quarterly with new and novice teachers to offer strategies for classroom management to new and novice teachers. We will also address trends that we notice on our classroom walkthroughs to improve management.

Person Responsible	Estimated Completion	Funding Sources
Nicholas Dominguez, Principal, Shela Ashford, Jennifer Jackson, and Anthony Bowen, Assistant Principals, Lokita Glover, PLC Coach	May 1, 2026	

S 3.3 Parent, Family, and Community Engagement

Promote effective parent, family, and community engagement activities and resources that support safe schools which will improve attendance and behavior.

Benchmark Indicator

Benchmark Indicators Implementation:

- Annual Title 1 Meeting agenda and attendance
- Family Data Nights agenda and attendance
- Coffee with Counselors agenda and attendance
- Parent/Teacher Conferences agenda/minutes and attendance

Effectiveness:

- Discussing behavioral expectations and the behavioral matrix at the Annual Title 1 meeting will reflect a decrease in discipline by 3%.
- Reviewing and sharing discipline data at Family Data Nights will decrease the discipline rate by 3%.
- Parent Teacher Conferences and other parent meetings will decrease the out-of-school suspension rate by 3%.

A 3.3.1 Parent and Community Meetings

MHE will offer meetings and trainings throughout the year with families, community members and stakeholders. In all of our family engagement meetings/trainings we will have a segment that offers strategies and information on managing student behaviors. We will also advise parents on behavior modifications that once implemented at home will transfer into improved behavior at school.

We will implement this strategy in the following parent meetings:

- Annual Title 1 Meeting
- Curriculum Nights
- Family Literacy and Math Nights
- Family Data Nights

Person Responsible	Estimated Completion	Funding Sources
Nicholas Dominguez, Principal, Anthony Bowen, Shela Ashford, and Jennifer Jackson, Assistant Principals, Lokita Glover, PLC Coach	April 1, 2026	

A 3.3.2 Conduct SART Team Meetings

MHE will conduct Bi-weekly SART meetings to review school data in an effort to ensure that students and parents are provided with supports that they need to improve attendance and discipline on a consistent basis. Meetings will be held with SART team and parents.

Person Responsible	Estimated Completion	Funding Sources
Nicholas Dominguez, Principal, Shela Ashford, Jennifer Jackson, and Anthony Bowen, Assistant Principals, Melanie Harrison and Beth James, Guidance Counselors, Attendance Liaison, Behavior Specialist, and School Social Worker	May 22, 2026	