

Our Chronic absenteeism rate is currently 8.9%. The rate increased from 6.3% from the 2018-2019 school year; therefore, it is identified as priority. We identified two subgroups which contributed to the increase of the chronic absenteeism rate. The Hispanic/Latino student population had an overall chronic absenteeism rate of 14.1%. In kindergarten, 23.5% of our Hispanic students were chronically absent, while 26.3% of our first grade and 17.6% of fifth grade Hispanic students were chronically absent. The other subgroup we identified as a contributing factor to our chronic absenteeism rate is our students with disabilities. The absentee rate for this group is 15.5%, with students in grades first, second, and third having more than 20% of our students with disabilities being chronically absent. Finally, the fifth grade students had a chronic absentee rate of 11.7%. Disciplinary issues and out of school suspensions was the contributing factor for the chronic absentee rate in fifth grade.

Attendance/ Chronically Out of School Data:

Progress with attendance:

- First grade chronic absentee rate decreased from 11.9% to 11.2%.
- Second grade chronic absentee rate decreased from 7.8% to 7.4%
- Third grade chronic absentee rate decreased from 17.5% to 9.9%
- African American chronic absentee rate decreased from 8.3% to 8.1%.

Overall: Attendance rate is : 95.7% (1137 students)

Subgroups:

- SWD chronic absentee rate is 15.5%
- ELL chronic absentee rate is 15.1%
- Hispanic/Latino chronic absentee rate is 14.1%
- African- American chronic absentee rate is 8.1%
- White students chronic absentee rate is 8.4%

Grade Levels:

- Kindergarten chronic absentee rate is 9.2%
- First grade chronic absentee rate is 11.2%
- Second grade chronic absentee rate is 7.4%
- Third grade chronic absentee rate is 9.9%
- Fourth grade chronic absentee rate is 5.4%
- Fifth grade chronic absentee rate is 11.7%

Challenges with Attendance:

- SWD chronic absenteeism rate is 15.5% which is an increase of 2.6% from 12.9% in 2018.
- ELL chronic absenteeism rate is 15.1% which is an increase of 2.9% from 12.2% in 2018
- Hispanic/Latino students chronic absentee rate is 14.1%
- Economically Disadvantaged students chronic absentee rate is 11.2%
- First grade chronic absenteeism rate is 11.2%
- Fifth grade chronic absenteeism rate is 11.7%
- 105 Students are chronically absent
- 109 Students are identified as at-risk for being chronically absent

Underlying Cause of Challenges:

Macon-Hall's chronic absenteeism rate increased from 4% to 6.3%. We identified the subgroups with the highest percentage of chronic absenteeism as : SWD, ELL, Hispanic/Latino students, Economically Disadvantaged students as well as students in the first and fifth grade.

Investigation into the motives of chronic absenteeism identified that a disproportionate number of students suffered from severe illness during the flu season. We also have several families with chronic illnesses. The students with chronic illnesses have numerous, previously, scheduled doctor visits as well as required treatment from St. Jude and other local hospitals. Furthermore, we have also identified several families with multiple students in various grades that allow the entire family to be absent when only one student from the family is ill. We also noticed the same trend with families who had a student suspended from school or from the bus. The fifth grade rate was high due to discipline issues and the number of students who were given OSS.

Prevention strategies to improve chronic absenteeism:

Macon- Hall Elementary implemented several strategies to help decrease chronic absenteeism:

- Administration acknowledged students and families who demonstrated improved attendance by publicly recognizing them with phone calls and shouts out entitled, "Hat's off to you."
- Communication with parents through assemblies, newsletters and videos about the importance of daily attendance.
- Offering support services that would assist families in keeping students in school and staying on track to success.
- Parent meetings, for example during the month of October, we organized a parent assembly to focus on asthma management to decrease the number of frequent absences of students who suffer from asthma.
- Incentives given to each grade level with highest attendance rate at the end of each month.
- Faculty and Staff established goals and tracked weekly progress of chronically absent students.

Intervention Strategies to improve chronic absenteeism:

- RTI2B team will conduct meetings each 20-day period to identify attendance crises' and to implement strategies to address the challenges.
- The Administrative team met weekly to track progress and discuss the concerns of students who are chronically absent within their particular grade level.
- Attendance team will conduct SART meetings with parents of students who have accumulated 5 unexcused absences to develop a plan to support chronically absent students.

ELA

Macon Hall's overall TVAAS rating is a 3; however, our literacy rate for the 2019-2020 year was a 2. That was a decrease from a 5 in the 2018-2019 school year. Our TN Ready achievement scores decreased from 44.4% in 2018 to 39.4% in 2019. The subgroup that contributed to the low growth rate was our students with disabilities. Our data revealed that only 9.7% of our students with disabilities scored within the on track range without any students scoring within the mastery range. Also only 27% of these students were approaching grade level; however, 61% of them scored significantly below grade level. In every grade level we had a significant number of students, approximately 265, whose scores revealed that they were approaching grade level. This contributed to our low growth rate. In order to improve our TVAAS, we must decrease the number of students with disabilities who are achieving below grade level while also increasing the levels of proficiency in each grade level.

Summary of Mastery Connect Data:

Grade Levels:

- Overall Mastery Connect: Mastery 41.8%, On-track 24%, Approaching 21%, Below 13%
- 3rd grade: Mastery 9% (19 students), On-track 28% (57 students), Approaching 31% (62 students), Below 31% (62 students)
- 4th grade: Mastery 6% (12 students), On-track 35% (70 students), Approaching 44% (87 students), Below 16% (31students)
- 5th grade: Mastery 16% (32 students), On-track 28% (54 students), Approaching 36% (69 students), Below 20% (39 students)

Sub Groups:

- SWD: Mastery 26%, On-track 21%, Approaching 28%, Below 26%
- ELL: Mastery 35%, On-track 25%, Approaching 25%, below 15%
- African-American students: Mastery 40%, On-track 23%, Approaching 22%, Below 15%
- Hispanic/Latino Students: Mastery 39%, On-track 27%, Approaching 21%, Below 13%

- White students: Mastery 50%, On-track 26%, Approaching 17%, Below 8%

Summary of TN Ready Data: Overall TVASS School Composite Score : 3, Literacy TVAAS: 2

Overall: Mastery/ On-track: 39.4%; Mastery-43 students, On-track-196 students, Approaching-256 students, Below- 102 students

Grade Level TN Ready Data:

- 3rd grade: Mastery/On-track: 39.4% (23 students mastered, 48 On-track), Approaching: 43% (78 students), Below: 18% (31 students)
- 4th grade: Mastery/ On-track: 32% (7 students mastered, 62 On-track), Approaching: 54% (116 students), Below: 14% (29 students)
- 5th grade: Mastery/On-track: 47% (13 students mastered, 86 On-track), Approaching: 33% (71 students), Below: 20% (42 students)

Sub Groups TN Ready Data:

- Black/Hispanic/Native Americans: Mastery/On-track, 37%
- Economically Disadvantaged: Mastery/On-track, 33%
- ELL: Mastery/On-track, 33%
- Students in Super sub group: Mastery/On-track 37%
- SWD: Mastery/On-track 9.7%

Areas of Progress:

- 33.3% of all ELL Students scored On-track/Mastery in ELA an increase of 3.3% from 30.6% in 2018.
- 33.1% of all Economically Disadvantaged Students scored On-track/Mastery in ELA an increase of 4.9% from 28.2% in 2018
- 46.7% of the 5th grade students scored On-track/Mastery in ELA, an increase of 3.9% from 42.8% in 2018
- 57% of ELL students met the growth standard on the WIDA assessment.

Underlying Causes for Progress:

Our progress with the ELL students improving on both the TN Ready and the WIDA could be attributed to an additional ESL staff member and the collaboration of both ESL teachers. Also the ESL teachers were able to collaborate with the general education/homeroom teachers to assist in planning standards-based inclusive, in-class instruction. The increase in 5th grade data as well as the Economically Disadvantaged students could be attributed to each member of the admin team meeting in PLC's with individual grade levels, to track the progress of sub groups within the grade level after each District Common Assessment.

Areas of Challenge:

- TVAAS level 2 in literacy; Overall TNReady data reveals that 39% of students were On-track/mastery in ELA a decrease of 5% from 44% in 2018.
- SWD: 9.7% were On-track/mastery in ELA, a decrease of 3.6% from 13.3% in 18-19.
- Students in super sub group: 37% On-track/mastery in ELA, a decrease of 4.6% from 41.7% in 18-19
- African-American, Hispanic/Native American students: 37% were On-track/mastery in ELA, a decrease of 5% from 42% in 18-19

Student Grade Levels:

- 3rd grade- 39% On-track/mastery in ELA, a decrease of 7% from 46% in 2018-19.
- 4th grade- 32% On-track/mastery in ELA, a decrease of 12% from 44% in 2018-19.

TVAAS by Grade Level:

- 3rd grade: Level 5 2018-19, 19-20 Level 3
- 4th grade: Level 1 2018-19, 19-20 Level 1
- 5th grade: Level 5 2018-19, 19-20 Level 4

Student Distributions: 43 students mastered, 196 On-track, 265 Approaching, 102 Below

Underlying Reasons for Challenge and Steps to be taken moving forward:

MHES struggled with literacy scores within every sub group except ELL. We also lost momentum in both third and fifth grades. Our fourth grade did not show any changes in growth or TVAAS within the last two years. We can attribute our stagnation in growth due to an excessive number of students who scored within the approaching and on-track range without having any significant growth. The stagnation and lack of movement on the TNReady can be attributed to the district curriculum not correlating or being presented in the manner that aligned to the state assessment; therefore, students did not get adequate practice with power standards or objectives that are weighed heavily on the state assessment. In the current curriculum there was not enough independent practice with reading or writing in the testing format. While the curriculum focused mainly on non-fiction, it offered limited exposure to various types of literature and complex text because of the extended length of study using the same text. The current curriculum also lacked any foundational skills for students in upper grades.

Another factor that contributed to the decrease in our TVAAS would be the lack of cohesiveness and collaboration among grade levels during PLC's. The overload of SPED cases did not allow the SPED teachers to consistently collaborate and/or attend grade level PLC's. Consequently,

this affected the ability of the general education classroom teachers and the SPED teachers to deliver cohesive inclusionary instruction. Also there were inconsistencies of teachers following the district created pacing guide for delivering instruction as well as inconsistencies in the PLC schedule. The data meetings were infrequent after district common assessments; therefore, teachers did not consistently track data and use the results to guide instruction.

In our efforts to increase our TVAAS in literacy, we will be consistent about PLC's, data meetings, and vertical teaming. Teachers will utilize the new district curriculum and the current pacing guides to plan standard-based instruction that is aligned to the TNReady. We will establish and maintain a specific schedule to review and disaggregate data every 4.5 weeks after each district mandated common assessment. We will use this data to guide instruction, monitor progress, and make necessary adjustments to reteach non-mastered standards. Furthermore, we will also execute our RTI practices with fidelity and check the progress monitoring status of all tier 2 and 3 students consistently to determine successful outcomes. We will offer professional development opportunities that focuses on best practices to increase overall student achievement.

Math

Our TVAAS rating for mathematics is a 5. Our TNReady achievement score increased from 47% in 2018 to 49% in 2019. Our third and fifth grade students contributed to our academic achievement in mathematics because they both showed growth. Our third grade increased from 51% in 2018 to 53% in 2019. Our fifth grade students showed the greatest improvement, with an increase from 47% in 2018, to 52% in 2019. Our Economically Disadvantaged Students made significant gains increasing their math scores from 30% in 2018 to 39% in 2019. Although we increased our student achievement in math, we still had several challenges in mathematics. Our fourth grade students decreased by .10 of a percentage point. They decreased from 41.7% in 2018 to 41.6% in 2019. Our ELL students also struggled to show growth as they decreased from 49% in 2018 to 46% in 2019. The most significant loss in mathematical achievement, was the decrease from our SWD. Our Students with Disability decreased from 17% in 2018 to 13% in 2019. In order to maintain a TVAAS level 5, we must increase our overall achievement level in fourth grade as well as within the ELL and SWD subgroups.

Mastery Connect Data 2019

Grade Level Data:

- Kindergarten: 50% Mastery, 29% On-track, 13% approaching, 8% below
- 1st grade: 31% Mastery, 34% On-track, 28% approaching, 7% below
- 2nd grade: 50% Mastery, 24% On-track, 13% approaching, 13% below
- 3rd grade: 27% Mastery, 30% On-track, 30% approaching, 12% below
- 4th grade: 54% Mastery, 16% On-track, 22% approaching, 8% below
- 5th grade: 37% Mastery, 18% On-track, 26% approaching, 18% below

Sub Groups Data:

- ELL: 26% Mastery, 28% On-track, 34% approaching, 12% below
- Black/ African-American Students: 38% Mastery, 25% On-track, 25% approaching, 12% below
- Hispanic/Latino Students: 33% Mastery, 32% On-track, 22% approaching, 13% below
- SWD: 25% Mastered, 17% On-track, 22% approaching, 36% below

Summary of TN Ready Data: Overall TVASS School Composite Score : 3, Math TVAAS: 5

Overall: Mastery/ On-track: 48.7%; Mastery-119 students, On-track-175 students, Approaching-231 students, Below- 79 students

Grade Level TN Ready Data:

- 3rd grade: Mastery/On-track: 53% (48 students mastered, 47 On-track), Approaching: (78 students), Below: (31 students)
- 4th grade: Mastery/ On-track: 42% (21 students mastered, 68 On-track), Approaching: (116 students), Below: (29 students)
- 5th grade: Mastery/On-track: 52% (50 students mastered, 60 On-track), Approaching: (80 students), Below: (20 students)

Sub Groups TN Ready Data:

- Black/Hispanic/Native Americans: Mastery/On-track, 44%
- Economically Disadvantaged: Mastery/On-track, 39%
- ELL: Mastery/On-track, 46%
- Students in Super sub group: Mastery/On-track 45%
- SWD: Mastery/On-track 13%

Areas of Progress:

- TVAAS level 5 in Numeracy; Overall TNReady data reveals that 49% of of students were On-track/mastery in math, an increase of 2% from 47% in 2018.
- 39% of all Economically Disadvantaged Students scored On-track/Mastery in Math an increase of 9% from 30% in 2018
- 53% of the 3rd grade students scored On-track/Mastery in Math, an increase of 2% from 51% in 2018
- 52% of the 5th grade students scored On-track/Mastery in Math, an increase of 5% from 47% in 2018.
- 45% of Students in the super sub group scored On-track/Mastery in Math, an increase of 1% from 44% in 2018.
- 44% of African-American students scored On-track/Mastery in Math, an increase of 2% from 42% in 2018.

TVAAS by Grade Level:

- 2019 3rd grade TVAAS Mathematics score of 5

- 2019 5th grade TVAAS Mathematics score of 5

Underlying Causes for Progress:

We believe that our progress in mathematics can be attributed to the additional professional development offered in Eureka Math as well as our Professional Learning Community Meetings. We offered many professional development meetings that focused on math standards and the shifts within the standards. Many teachers used the Know/Show protocol to improve math instruction which increased student achievement. During our common planning times, teachers were able to collaborate and plan instruction utilizing best practices in both Eureka and the use of various supplemental materials. All math teachers used assessment data to plan instruction and differentiate instruction based on identified needs of all students. We also offered intense Response to Intervention to address student deficits while conducting bi-weekly fidelity checks.

Areas of Challenge:

- TVAAS level 1 in 4th grade, 41.6% of students scored On-track/Mastery , a decrease of .1% from 41.7% in 2018.
- SWD: 13% were On-track/mastery in math, a decrease of 4% from 17% in 18-19.
- ELL: 46% were On-track Mastery in math, a decrease of 3% from 49% in 18-19.

Student Grade Levels:

- 4th grade- 41.6% of students scored On-track/Mastery , a decrease of .1% from 41.7% in 2018.

TVAAS by Grade Level:

- 4th grade: Level 1 2018-19, 19-20 Level 1

Student Distributions for Math:

- Mastery: 119 students
- On-track: 175 students
- Approaching: 231 students
- Below: 79 students

Underlying Reasons for Challenge and Steps to be taken moving forward:

Although Macon-Hall Elementary made great strides in Mathematics, we face several challenges in maintaining the current TVAAS Numeracy score. Although 3rd and 5th grades both showed significant gains, we did not experience any growth in 4th grade. We also lost momentum with both our SWD students and ELL students. These groups will be a priority moving forward in increasing student achievement. We will improve the scores of the SWD and ELL students by

making sure that the ESL as well as the SPED teachers are included in weekly PLC's to collaborate with the math teachers. This collaboration could improve the growth of both the ELL and SPED population by focusing on inclusive practices that will be used in general education classrooms as well as pull-out instruction. We will also continue to offer professional development in Eureka and continue walk-throughs to ensure that all grade levels are implementing the curriculum with fidelity. We will use the District common assessments to disaggregate data to determine mastery of math standards as well as targeting particular remediation offered to struggling students.

Early Literacy

Macon-Hall Elementary's early literacy data reveals that 37% of our second grade scored within the on-track/mastery range in ELA on the TNReady in 2018-19 school year. This was a slight decrease from the previous year's TN Ready data in which 38% of second grade scored within the on-track/mastery range. The subgroups that contributed to the slight decrease in the achievement score, are students with disabilities and English Language Learners. Students with disabilities had only 9% of students score on-track/mastery while 61% of them scored below grade level. Our TN Ready results revealed that 16% of our ELL students scored within the on-track/mastery range. Our TN Ready data also showed that there was a 7% decrease of third grade students who were proficient from the previous year.

TN Ready 2nd grade 2018-19:

- Mastery- 8%
- On-track- 29%
- Approaching- 46%
- Below- 19%

TN Ready 2nd grade 2017-18

- Mastery- 15%
- On-track- 22%
- Approaching 44%
- Below- 19%

TN Ready 3rd grade 2019

- On-track/Mastery: 39% a decrease of 7% from 46% in 2018
- TVAAS Level 3 in 2019 a decrease from level 5 in 2018

- Student distribution for 3rd grade: Mastery- 23 students, On-track- 48 students, Approaching- 78 students, Below- 31 students

Mastery Connect Data K-3 (District Common Assessment)

- Kindergarten: Mastery 34% (66 students), On-track 35% (68 Students), Approaching 19% (38 students), Below 12% (23 students)
- 1st grade: Mastery 41% (82 students), On-track 28% (55 students), Approaching 17% (34 students), Below 15% (29 students)
- 2nd grade: Mastery 5% (7 students), On-track 27% (41 students), Approaching 28% (42 students) Below 40% (60 students)
- 3rd grade: Mastery 9% (19 students) On-track 28% (57 students), Approaching 31% (63 students) Below 31% (62 students)

WIDA DATA K-3: (43 K-3 students)

- Kindergarten: 9 students, 0% met growth standard
- 1st grade: 15 students, 11met growth standard (73%)
- 2nd grade: 7 students, 6 met growth standard (86%)
- 3rd grade: 12 students, 6 met growth standard (50%)

Areas of Progress:

- 52% of K-3 ELL students met the growth standard on the WIDA
- 70% of Kindergarten students scored within the Mastery/On-track range on the Mastery Connect District CFA
- 69% of 1st grade students scored within the Mastery/On-track range on the Mastery Connect District CFA

Underlying causes of Progress:

- Primary teachers focused on small group instruction tailored to meet the individual needs of students
- Collaboration and intense focus with ELL/SPED teachers to improve inclusionary practices within the (K-2) grade band
- Using the District CFA's data to guide instruction and to determine which standards to reteach
- Intertwining teaching foundational skills throughout the subject areas

- Ready Reader volunteers offering additional assistance to struggling readers

Areas of Challenge:

- 2nd grade TN Ready: Mastery, On-track 37% a decrease of 1% from 38% in 2018
- 3rd grade TN Ready: Mastery, On-track 39% a decrease of 7% from 46% in 2018
- 2nd grade Mastery Connect: Mastery, On-track 32%
- 3rd grade Mastery Connect: Mastery, On-track 37%
- Kindergarten ELL students did not meet the growth standard

Underlying Causes of Challenges:

Our kindergarten and first grade Mastery Connect District CFA's revealed that our kindergarten and 1st grade students were moving in the right direction with significant growth; however, our 2nd grade growth on the mastery connect was stagnant and the overall achievement on the TN Ready decreased by 1%. Our overall third grade achievement results show that we decreased by 7%. We are confident that our kindergarten and 1st grade mastery connect scores will result in increased student achievement as these students progress to 2nd and 3rd grade. Our 2nd and 3rd grade achievement scores were hindered by the implementation of the district level EL Curriculum. It was devoid of direct foundational skills instruction; therefore, there was a lack of consistency in individual classrooms and across grade levels in teaching foundational skills. Independent reading is also very sporadic as most of the reading is a teacher read-aloud. Furthermore, the EL curriculum lacked the necessary rigor and did not offer adequate independent reading and writing on assignments in order for students to experience growth on the TN Ready. Due to scheduling conflicts, there was inconsistency in planned collaborative data meetings and PLC's. This resulted in differences in pacing and instructional pedagogy being implemented equitably in all K-3 classrooms.

In our efforts to increase our TVAAS in literacy, we will be consistent about PLC's, data meetings, and vertical teaming. Primary teachers will teach foundation skills with fidelity as the new curriculum mandates. Teachers will utilize the new district curriculum and the current pacing guides to plan standard-based instruction that is aligned to the TNReady. We will establish and maintain a specific schedule to review and disaggregate data every 4.5 weeks after each district mandated common assessment. We will use this data to guide instruction, monitor progress, and make necessary adjustments to reteach non-mastered standards. Furthermore, we will also execute our RTI practices with fidelity and check the progress monitoring status of all tier 2 and 3 students consistently to determine successful outcomes. We will offer professional development opportunities that focuses on best practices to increase overall student achievement.

Please identify all planning team members, including team member titles. The school plan must be developed in consultation with teachers, principals, administrators (including administrators

of Title programs and special education programs), and other appropriate school personnel and with parents of students.

Jill Asher-Principal

Martha Mason- Assistant Principal

Blair Trotz- Assistant Principal

Meredith Gore- Instructional Facilitator

Lokita Glover- PLC Coach

Aubrey Mohead- ILT member/ Math Lead

Penny Granger- Special Education

Reginald Smith- Federal Title 1 Programs Director

Amanda Mansour- ILT member/Science Lead

Tonya Mitchell- ILT/Social Studies Lead

Shali Williams-ILT/ ELA Lead

Abasi Mckinzie- ESL Advisor

Amanda Dest-Parent

Sonia Watson-Parent

Megan Brown- Parent

Stakeholder Involvement

Ready

Describe how the school actively and consistently involves all planning team members and other stakeholders in the development, implementation, and revision of the school plan throughout the year.

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 assess 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 through 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.

Supporting Documents

2020 - 21 Title-I Budget

- [SY21 Title-I Budget_jzRbQUUs.docx](#)
- Uploaded by smithr2@scsk12.org, Sep 28
- Type: Budget

Goals

G 1 Reading/Language Arts

Ready

By spring 2021, we will improve K-5 literacy, with a particular emphasis on early grades literacy. We believe improvement in this area can continue based on work done in the prior year including the implementation of a new reading curriculum. We will include rigorous professional development to support students' gaining deep understanding of the content, mastery of the standards and foundational skills, especially with our K-2 teachers, to ensure students are college and career ready.

Performance Measure

Macon-Hall Elementary will work toward increasing the percent of students who are on track or mastered in ELA for grades 3-5 from 39.4% in 2019-2020 to 44.4% for 2020 - 2021 as reflected on TCAP. All students will demonstrate 70% on-track/mastery on District Formative Assessments.

Sections

- Academic Achievement & Growth

- College & Career Readiness
- Climate and Access
- Educators
- Other Needs

S 1.1 Standards-Aligned Core Instruction

Ready

Macon Hall Elementary will provide access to rigorous curriculum, quality core instruction, and assessments aligned with the State's academic content standards.

Benchmark Indicator

Performance levels at 70% on-track/mastery on District Formative Assessments (Fall, Winter and Spring) will demonstrate the alignment of core instruction being taught to standards for the specific quarter

Winter/Spring Benchmarks

Instructional Practice Guides (IPGs) will provide an informal observation rubric to school academic leaders to gauge the implementation of standard aligned instruction.

TEM rubric for formal observations - for each observation at 3 or better.

TN Ready State Standards - annually meeting AMO's.

Weekly Lesson Plan reviews

Bi-weekly common assessments

Weekly Classroom assessments

Daily exit tickets

PLC Meetings to review student work and progress.

Data Meetings every 4.5 weeks to disaggregate data after each district CFA.

A 1.1.1 Improving student achievement and growth with grade level Professional Learning Communities.

Ready

Teachers in grades K-5 will be given five 50 minute grade level and content specific planning periods inclusive of ESL and Special Education Teachers for specified grade levels in order to plan and collaborate addressing state RLA standards.

Person Responsible	Estimated Completion	Funding Sources
Lokita Glover, Meredith Gore, Jill Asher, Martha Mason, Blair Trotz and MHES teachers.	March 26, 2021	

A 1.1.2 Improving student achievement and growth through assessment.

Ready
 Grades 2-5 will give RLA standards based common assessments every 4.5 weeks to identify student academic progress and the need for remediation of previously assessed standards.

Person Responsible	Estimated Completion	Funding Sources
Jill Asher, Blair Trotz, Martha Mason, Lokita Glover, Meredith Gore, MHES 2nd - 5th grade teachers	June 16, 2021	

A 1.1.3 Improving student achievement and growth through use of literacy stations.

Ready
 MHES will use research based best practices to support tier 1 students through RLA literacy stations to include fluency, vocabulary, comprehension and word work around RLA standards.

Person Responsible	Estimated Completion	Funding Sources
MHES Literacy Teachers	June 16, 2021	

A 1.1.4 Improving student achievement and growth through small group instruction.

Ready
 MHES teachers will differentiate tier 1 literacy through small group guided reading using the Wonders curriculum. We will also add an educational assistant to assist with small group instruction.

Person Responsible	Estimated Completion	Funding Source
MHES Literacy Teachers and educational assistants	June 16, 2021	

A 1.1.5 Improving student achievement and growth by supporting rich academic learning environments.

Ready
 MHES will secure supplies, materials, equipment and resources to support reading academic growth and achievement. We will add new equipment to replace outdated technological equipment.

Person Responsible	Estimated Completion	Funding Sources
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Lokita Glover, Meredith Gore, Jill Asher

April 9, 2021

A 1.1.6 Improving student achievement and growth with Benchmark Assessments.

Ready
K-5 students will participate in Fall, Winter, and Spring benchmark assessments.

Person Responsible	Estimated Completion	Funding Source
Lokita Glover, Jill Asher, MHES classroom teachers	June 16, 2021	

A 1.1.7 Differentiated instruction for ELL students

Ready
Students identified with Limited English Proficiency will receive RLA instruction aligned to RLA standards a minimum of 1 hour a day from a certified ESL teacher.

Person Responsible	Estimated Completion	Funding Sources
David Howell and Fanny Rodriguez	June 16, 2021	

A 1.1.8 Improving student achievement and growth through parental involvement.

Ready
MHES will provide opportunities for academic enrichment including parent meetings and seminars as well as family fun literacy night to help parents support students with reading objectives at home.

Person Responsible	Estimated Completion	Funding Sources
Lokita Glover, Jill Asher	April 9, 2021	

A 1.1.9 Improving student achievement and growth through Instructional Facilitator.

Ready
The Title 1 Instructional Facilitator will work with teachers in planning session on Literacy focusing on foundational skills and designing standards based lessons using the reading curriculum and Educational Epiphany designed by Dr. Donyall Dickey.

Person Responsible	Estimated Completion	Funding Sources
Meredith Gore	June 16, 2021	

A 1.1.10 Improving student achievement and growth through the use of the Title 1 PLC Coach.

Ready
The PLC Coach will provide ongoing research-based professional development for teachers and staff through various activities including modeling effective instructional practices such as reviewing data and assessment techniques, teaching strategies as well as coaching to support teachers as needed.

Person Responsible	Estimated Completion	Funding Sources
Lokita Glover	June 17, 2021	

S 1.2 Professional Development

Ready

Provide ongoing, high quality professional development at the District and school level for school leaders, teachers, and other instructional staff that focuses on changing instructional practices that result in improved student performance.

Benchmark Indicator

Instructional Leadership Team (ILT) meetings – **MONTHLY** at 85% attendance to ensure district and school leaders are attending and obtaining the knowledge shared during meetings.

Zone meetings, and small-group ILT sessions - **MONTHLY** at 85% overall attendance rate.

IPG and walk-through observation data - **WEEKLY** at 80% fidelity implementation of practices that were presented during ILT and Zone meetings and sessions.

District Formative Assessment data - **QUARTERLY** student performance levels at 70% on track/mastery.

Professional Learning Zone (PLZ) transcript data - **ONGOING** at 85% overall attendance rate.

School Equity Walks conducted **MONTHLY** by District cross-functional teams will monitor fidelity of implementation.

Weekly Lesson Plans

Bi- weekly common assessments

Quarterly Progress Reports, Quarterly Report cards

Daily Agendas

Weekly sign- in sheets

A 1.2.1 Professional Development through coaching from PLC Coach, Instructional Facilitator, and the ILT.

Ready

PLC Coach, Instructional Facilitator, School Leadership Team, and Zone 3 Reading Coach will provide ongoing, researched based professional development for teachers and staff through various activities including modeling effective instructional practices, instructional protocols, teaching strategies and coaching.

Person Responsible	Estimated Completion	Funding Sources
Lokita Glover, Meredith Gore, Jill Asher, Martha Mason, Blair Trotz, ILT Members, Elizabeth Patterson and MHES teachers.	June 16, 2021	

A 1.2.2 Professional Development to improve Student Achievement.

Ready

All MHES ELA Instructional staff will attend district level professional development to develop, expand and enrich their understanding of reading strategies and best practices in literary instruction.

Person Responsible	Estimated Completion	Funding Sources
Lokita Glover, Meredith Gore, Martha Mason, Blair Trotz, District Literacy Coaches	June 16, 2021	

A 1.2.3 Professional Development to Enhance Teacher Instruction.

Ready

MHES teachers will have opportunities to participate in professional development that is research based and focuses on incorporating effective planning of instruction as well as utilizing best practices. Teachers will also have professional development that focuses on the use of data during weekly PLC meetings and after school. Teachers will be expected to present information, skills, and instructional practices learned to peers during monthly faculty meetings.

Person Responsible	Estimated Completion	Funding Sources
Lokita Glover, Jill Asher, Meredith Gore, Martha Mason, Blair Trotz, and MHES Teachers	June 16, 2021	

A 1.2.4 Professional Development for Parents.

Ready

Parents of all MHES students and community members will be invited to participate in after school activities and parent seminars/meetings to integrate home and school learning in literacy.

Person Responsible	Estimated Completion	Funding Sources
Lokita Glover, Alicia Terbecki, Rebecca Frohs, Beth James	May 21, 2021	

A 1.2.5 Professional Development for all staff to increase a positive school culture and learning environment.

Ready

All staff will participate in team building exercises to support collaboration, planning and increased learning, We will also have a team to discuss cultural diversity to ensure that all student groups are given an equitable education.

Person Responsible	Estimated Completion	Funding Sources
Jill Asher, Lokita Glover, Meredith Gore, Alicia Terbecki, Elizabeth Whitby	Dec. 1, 2020	

S 1.3 Targeted Intervention and Personalized Learning

Ready

Provide academic interventions and personalized learning activities that are designed to meet the individual needs of the student and provide a learning pace and instructional approaches to meet the needs of each learner.

Benchmark Indicator

District Formative Assessment data review to show effectiveness of targeted intervention and personalized learning in alignment of standards and performance measure. **QUARTERLY** student performance outcome 70% on-track/mastery.

Bi-weekly common assessments.

Progress monitoring from the universal screener/FastBridge will provide feedback data on the impact of targeted intervention and personalized learning. **QUARTERLY** student performance outcome 70% on-track/mastery. (Illuminate/Fast Bridge and Edgenuity My Path Reading (9-12))

Fall, Winter, and spring Benchmark Assessments.

RTI2 instructional tool data review – **Weekly** progress monitoring, daily RTI2 documentation, and bi-weekly fidelity checks.

TN Ready Assessment **ANNUALLY** meeting AMOs for identified targeted subgroups.

Professional Development Transcripts in PLZ.

Quarterly Report Cards

A 1.3.1 Improving Student Achievement through community volunteers.

Ready

Students will receive one on one tutoring from Arise to Read volunteers once a week. Rotary Club of Memphis- Central will offer drop-in tutoring for students.

Person Responsible	Estimated Completion	Funding Sources
Blair Trotz	June 16, 2021	

A 1.3.2 Improving student achievement through assessment.

Ready

We will identify students needing tier 2 and 3 interventions through a school wide universal screener.

Person Responsible	Estimated Completion	Funding Sources
Lokita Glover, Meredith Gore, MHES teachers	June 16, 2021	

A 1.3.3 Improving student achievement through Response to intervention (RT12).

Ready

Tier 2 and 3 students will receive daily intervention through small group instruction with assistance from educational assistants, and computer instruction with updated equipment and technology.

Person Responsible	Estimated Completion	Funding Sources
Lokita Glover, Meredith Gore, Jackie Doyle, Kaitlyn Frizzell, MHES teachers, Educational Assistants	June 16, 2021	

A 1.3.4 Improving student achievement through professional development.

Ready

MHES teachers will attend professional development for iredy and reading response to intervention.

Person Responsible	Estimated Completion	Funding Sources
Lokita Glover, MHES teachers	Dec. 18, 2020	

G 2 Mathematics

Ready

Macon-Hall Elementary will improve K-5 mathematics with a continued instructional shift that will align with an increase focus on content, coherence of student understanding, and rigorous instruction that requires students to apply all shifts to real world applications.

Performance Measure

Macon-Hall Elementary will work toward increasing the percent of students who are on track or mastered in Mathematics for grades 3-5 from 48.7% in 2019-2020 to 53.7% for 2020 - 2021 as reflected on TCAP. All students will demonstrate 70% on-track/mastery on District Formative Assessments.

Sections

- Academic Achievement & Growth
- College & Career Readiness
- Climate and Access
- Educators
- Other Needs

S 2.1 Standards-Aligned Core Instruction

Ready

Provide access to rigorous curriculum, quality core instruction, and assessments aligned with the State's academic content standards.

Benchmark Indicator

Performance levels at 70% on-track/mastery on District Formative Assessments (Fall, Winter and Spring) will demonstrate the alignment of core instruction being taught to standards for the specific quarter.

Fall, Winter, Spring Benchmark assessments

Instructional Practice Guides (IPGs) will provide an informal observation rubric to district academic leaders to gauge the implementation of standard aligned instruction. IPGs will be monitored through the district's PD management system (Professional Learning Zone/PLZ) for 80% standard aligned core instructional implementation with fidelity at 2 per teacher per semester.

School Equity Walks conducted monthly by District Cross-functional teams.

TEM rubric for formal observations - for each observation at 3 or better;

Eureka curriculum for informal observations to benchmark the implementation of the curriculum and resources - quarterly at 80% fidelity;

Weekly lesson plans

bi - weekly common assessments

daily exit tickets

Weekly classroom assessments

TN Ready State Standards - annually meeting AMO's.

A 2.1.1 Improving student level achievement and growth with grade level Professional Learning Communities.

Ready

Teachers in grades K-5 will be given five 50 minute grade level and content specific planning periods inclusive of Special Education Teachers for specified grade levels in order to plan and collaborate addressing state math standards.

Person Responsible	Estimated Completion	Funding Sources
Lokita Glover, Meredith Gore, Jill Asher, Martha Mason, and Blair Trotz	June 16, 2021	

A 2.1.2 Improving student achievement and growth through assessment.

Ready

Grades 2-5 will give math standards based common assessments focused on the use of the Eureka Curriculum every 4.5 weeks to determine student progress on math standards and create lesson plans to remediate as necessary.

Person Responsible	Estimated Completion	Funding Sources
Jill Asher, Lokita Glover, Meredith Gore, Blair Trotz, Martha Mason, and 2-5th grade teachers	June 16, 2021	

A 2.1.3 Improving student achievement and growth through small group instruction.

Ready

Math teachers will differentiate tier 1 math through small group instruction.

Person Responsible	Estimated Completion	Funding Sources
MHES math teachers	June 16, 2021	

A 2.1.4 Improving student achievement and growth by supporting enriched academic learning environments.

Ready

MHES will obtain supplies, materials, equipment and resources to support math academic growth and achievement.

Person Responsible	Estimated Completion	Funding Sources
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Lokita Glover, Jill Asher April 9, 2021

A 2.1.5 Improving student achievement and growth with technology.

Ready
 Kindergarten through 5th grade students will use iready and other supplemental computer programs to support math instruction.

Person Responsible	Estimated Completion	Funding Sources
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MHES teachers June 16, 2021

A 2.1.6 Improving student achievement and growth through parental involvement.

Ready
 MHES will provide opportunities for academic enrichment in math, including parent meetings and a math family fun night to help parents to support students with math targets at home.

Person Responsible	Estimated Completion	Funding Sources
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Lokita Glover, Jill Asher, Meredith Gore March 26, 2021

A 2.1.7 Improving student achievement and growth with Benchmark Assessments.

Ready
 Kindergarten -5th grade students will participate in Fall, Winter, and Spring benchmark assessments.

Person Responsible	Estimated Completion	Funding Sources
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MHES classroom teachers June 16, 2021

A 2.1.8 Improving student achievement/growth through PLC Coach

Ready
 PLC Coach will provide ongoing research-based professional development for teachers and staff through various activities including modeling effective instructional practices such as reviewing data and assessment techniques, teaching strategies as well as coaching to support teachers as needed.

Person Responsible	Estimated Completion	Funding Sources
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Lokita Glover June 16, 2021

S 2.2 Professional Development

Ready

Provide ongoing, high quality professional development at the District and school level for school leaders, teachers, and other instructional staff that focuses on changing instructional practices that result in improved student performance.

Benchmark Indicator

Instructional Leadership Team (ILT) meetings – **MONTHLY** at 85% attendance to ensure district and school leaders are attending and obtaining the knowledge shared during meetings.

Zone meetings, and small-group ILT sessions - **MONTHLY** at 85% overall attendance rate.

IPG and walk-through observation data - **WEEKLY** at 80% fidelity implementation of practices that were presented during ILT and Zone meetings and sessions.

District Formative Assessment data - **QUARTERLY** student performance levels at 70% on track/mastery.

Weekly classroom assessments; **bi-weekly** common assessments

Professional Learning Zone (PLZ) transcript data - **ONGOING** at 85% overall attendance rate.

School based Volunteer logs to show volunteers are participating in PD sessions to support the needs of the district and assigned schools - **QUARTERLY**.

School Equity Walks conducted **MONTHLY** by District cross-functional teams.

New hire rosters and mentor list, submitted each **SEMESTER** ensuring new teachers are assigned and attending new teacher professional support.

Professional Development transcripts from PLZ each **SEMESTER**.

A 2.2.1 Professional Development through coaching.

Ready

PLC Coach, ILT, and Zone 3 Math coach will provide ongoing, research standards-based professional development for teachers and staff through various activities including modeling effective instructional practices, instructional protocols, teaching strategies and coaching.

Person Responsible	Estimated Completion	Funding Sources
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Lokita Glover, Meredith Gore, Jill Asher, ILT, zone 3 math coach, MHES June 16, 2021
teachers

A 2.2.2 Professional Development to Enrich Teacher Instruction.

Ready
MHES teachers will be offered opportunities to participate in ongoing, research based professional development on effective planning of instruction and use of data during weekly PLC meetings and after school hours. Teachers will be expected to present information, skills and instructional practices acquired to MHES peers during monthly staff meeting.s

Person Responsible	Estimated Completion	Funding Sources
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Lokita Glover, Jill Asher, Blair Trotz, Martha Mason, Meredith Gore and MHES Teachers	June 16, 2021	
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A 2.2.3 Professional Development for Parents.

Ready
Parents of all MHES students and community members will be invited to participate in before/ after school activities/ parent seminars/professional development to integrate home and school learning in math.

Person Responsible	Estimated Completion	Funding Sources
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Lokita Glover, Alicia Terbecki, Rebecca Frohs, Beth James	April 30, 2021	
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S 2.3 Targeted Interventions and Personalized Learning,

Ready
Provide academic interventions and personalized learning activities that are designed to meet the individual needs of the student and to provide a learning pace and instructional approaches that meet the needs of each learner.

Benchmark Indicator

District Formative Assessment data review to show effectiveness of targeted intervention and personalized learning in alignment of standards and performance measure. **QUARTERLY** student performance outcome 70% on-track/mastery.

Progress monitoring from the universal screener/ Illuminate/Fast Bridge and iReady will provide feedback data on the impact of targeted intervention and personalized learning. **QUARTERLY** student performance outcome 70% on-track/mastery.

RTI2 instructional tool data review – **WEEKLY** student performance outcome 70% on-track/mastery.

TN Ready Assessment and End of Course (EOC) - **ANNUALLY** meeting AMOs for identified targeted subgroups.

Weekly grade reports for students enrolled in summer learning opportunities to demonstrate mastery of content presented.

A 2.3.1 Improving student achievement through assessment.

Ready

Identify students needing tier 2 and 3 interventions through a school wide universal screener.

Person Responsible	Estimated Completion	Funding Sources
Lokita Glover, Meredith Gore MHES teachers	June 16, 2021	

A 2.3.2 Improving student achievement through Response to Intervention (RTI2).

Ready

Students identified as needing Tier 2 and 3 interventions will receive daily intervention through small group instruction and computer assisted instruction.

Person Responsible	Estimated Completion	Funding Sources
Jackie Doyle, Kaitlyn Frizzell, Lokita Glover, Meredith Gore, and MHES Teachers	June 16, 2021	

A 2.3.3 Improving student achievement through professional development.

Ready

MHES teachers will attend professional development for computer based RTI instruction to support math Response to Intervention.

Person Responsible	Estimated Completion	Funding Sources
Lokita Glover, Jackie Doyle, Kaitlyn Frizzell and MHES Teachers	June 16, 2021	

G 3 Safe and Healthy Students

Ready

Macon Hall Elementary will cultivate a positive climate to ensure that school environments are safe and conducive for instruction.

Performance Measure

Macon-Hall Elementary will reduce the percentage of chronically out of school students from 8.9% in 2019-2020 to 7.9% for the 2020 – 2021 academic school year.

Sections

- Climate and Access
- Other Needs

S 3.1 Behavioral Interventions and Supports

Ready

Macon Hall will implement targeted interventions and support programs and initiatives that address identified behavior needs and provide appropriate student supports.

Benchmark Indicator

In order to look at attendance rates and factors that cause students to be absent from school the benchmark indicators are student discipline reports - 20 day reporting period will assist in monitoring students behavior and effectiveness behavioral interventions and supports measures aimed at reducing student discipline incidents..

Attendance and suspension data - 20 day reporting period, will assist in monitoring students attendance and the effectiveness of behavioral interventions and supports measures aimed at improved student attendance.

Monitoring students who have been identified as needing additional support (i.e. homeless, foster care, student involved in RTIB programs).

A 3.1.1 Improving student achievement/growth and attendance through incentives

Ready

MHE will offer attendance incentives to homerooms and grade levels with the highest attendance rate at the end of each month.

Person Responsible	Estimated Completion	Funding Sources
Alicia Terbeki, Rebecca Frohs, RTIB Team,	June 16, 2021	

A 3.1.2 Improving student achievement and growth through chronic absenteeism alert list.

Ready

MHES will develop an alert list to watch the attendance of students who are approaching and/or at-risk for being chronically absent.

Person Responsible	Estimated Completion	Funding Sources
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A 3.1.3 Improve chronic attendance through RTIB2 team and behavior specialist.

Ready
The RTIB2 team will identify students who may need additional behavior support who may be at-risk of chronic absenteeism due to suspension. The guidance counselors/RTIB2 team will assist in the prevention and intervention fo disruptive and at-risk behavior of students by facilitating behavioral services to students, families, and staff. The team will offer support to students with chronic absenteeism, coordinating diagnostic education and therapeutic services. They may also assist teachers with classroom management; providing on-going and crisis counseling and assistance; maintaining records and reports as required.

Person Responsible	Estimated Completion	Funding Sources
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Alicia Terbecki, Rebecca Frohs, Beth James June 16, 2021

A 3.1.4 Improving student behavior by using the matrix.

Ready
Every teacher will review the behavior matrix and identify common positive/negative behaviors that are associated with the Macon-Hall student code of conduct. Parents and students will receive copies through email and newsletters. Teachers will review routines, procedures and rules with students as it relates to the code of conduct using the behavior matrix.

Person Responsible	Estimated Completion	Funding Sources
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MHES Teachers Sept. 30, 2020

S 3.2 Professional Development

Ready
Provide ongoing, high quality professional development at the District level and school site 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

Student discipline and attendance reports 20-day reporting cycle will be used to measure impact of changed practices as a result of professional development.

Fidelity checks of student data entry will be conducted during the 20-day reporting cycle to monitor the incidents of data entry errors and erroneous reporting.

A 3.2.1 Professional Development on Social/Emotional Learning.

Ready

We will offer professional development and parent sessions on Social/Emotional Learning. We will train teachers and parents to notice distress in students as they attempt to be successful with virtual learning.

Person Responsible	Estimated Completion	Funding Source
Alicia Terbecki, Rebecca Frohs, Beth James, and MHES Teachers	Dec. 18, 2020	

A 3.2.2 Safe Schools Training.

Ready

All School employees are required to view the required training videos and obtain a passing score on the assessments. The safe schools train teachers in bullying, suicide prevention, and recognizing child abuse and neglect.

Person Responsible	Estimated Completion	Funding Sources
MHES Staff	Oct. 1, 2020	

S 3.3 Parent, Family, and Community Engagement

Ready

Promote effective parent, family, and community engagement activities that support safe schools with increasing student attendance positively impacting the overall academic success of students.

Benchmark Indicator

Discipline reports - reviewed 20 day reporting cycle; attendance reports - reviewed 20 day reporting cycle; number of school adopters surveyed annually; number of parent ambassadors named each semester.

A 3.3.1 Improving student attendance through parent meetings.

Ready

MHES will have monthly parent meetings to cover topics such as managing asthma and anti-bullying to assist parents who have chronic absent students with these particular issues. We will also have monthly meetings with parents to discuss the state test expectations to encourage attendance as a method of improving student achievement.

Person Responsible	Estimated Completion	Funding Source
Alicia Terbecki, Rebecca Frohs, and Beth James	Dec. 18, 2020	

A 3.3.2 Improving student attendance through parental involvement.

Ready

MHES will make phone calls and send letters home reminding parents of the attendance laws and the importance of regular attendance. We will meet with parents to offer assistance with struggling families.

Person Responsible	Estimated Completion	Funding Sources
Courtney Jordan, Mackenzie Neal, Alicia Terbecki, Rebecca Frohs, Beth James.	June 16, 2021	

G 4 Early Literacy

Ready

Macon-Hall Elementary early learners will be engaged in literacy-rich environments that offer meaningful, authentic opportunities to develop the reading, writing, speaking and listening skills essential to becoming college and career ready.

Performance Measure

Macon-Hall Elementary K-2 Literacy will increase from 39% on 2018-19 3rd grade TN Ready Assessment to 44% on 3rd grade TN Ready Assessment for the 2020 – 2021 academic school year.

Sections

- Academic Achievement & Growth
- Climate and Access
- Educators
- Other Needs

S 4.1 Early Learning Opportunities

Ready

Provide opportunities for students to access early learning opportunities that appropriately support their academic, social and emotional development and create a continuum of learning through third grade.

Benchmark Indicator

District Formative Assessments (including grade 2-**Fall, Winter and Spring**) will demonstrate the alignment of core instruction to K-2 standards at 70% on-track/mastery level;

Fall, Winter, Spring Universal Screener; Benchmark Assessments

WEEKLY student assessment data to monitor daily task alignment with standards;

Universal phonics program (based on awarded RFP) will demonstrate student mastery of foundational literacy skills by achieving 70% mastery on **WEEKLY** assessments;

MONTHLY equity walks by district team leaders to determine the fidelity of implementation of phonics program;

QUARTERLY foundation skills review from district literacy coaches on academic gap and root cause analysis to support professional development opportunities based on measured needs;

ON-GOING 85% attendance and completion of PD focused on foundational literacy for K-2.

Weekly PLC agendas and weekly minutes; Weekly student work; Daily exit tickets

A 4.1.1 Improving student achievement/growth in early literacy with grade level PLC's.

Ready

Teachers in K-2 will be given 50 minutes of common grade level and content specific planning periods inclusive of ESL and Special Education Teachers in order to plan and collaborate utilizing state RLA foundational skills.

Person Responsible	Estimated Completion	Funding Sources
Lokita Glover, Meredith Gore, Jill Asher, Martha Mason, Blair Trotz, and MHES K-2 Teachers	April 9, 2021	

A 4.1.2 Improving student achievement/growth in early literacy through assessment.

Ready

Kindergarten will give the KRI. The results from this assessment will be used to guide instruction. Kindergarten will also administer standards based assessments every 4.5 weeks. 1st and 2nd grades will give RLA common assessments every 4.5 weeks to determine what content students have mastered and which standards need remediation.

Person Responsible	Estimated Completion	Funding Source
Lokita Glover, Blair Trotz, and MHES K-2 teachers	June 16, 2021	

A 4.1.3 Improving achievement/growth of early literacy through the use of literacy stations.

Ready

MHES K-2 teachers will use research supported tier 1 literacy stations to support students in fluency, vocabulary, comprehension and word work around RLA standards. Literacy stations will be differentiated to meet the needs of all students.

Person Responsible	Estimated Completion	Funding Sources
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MHES K-2 Literacy Teachers June 16, 2021

A 4.1.4 Differentiated Instruction for ELL students in early literacy.

Ready

All students identified as having limited English Proficiency will receive support in foundational skills and RLA instruction aligned to the standards from a certified ESL teacher.

Person Responsible	Estimated Completion	Funding Sources
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Fanny Rodriguez and David Howell June 16, 2021

A 4.1.5 Improving early literacy through small group instruction.

Ready

MHES K-3 Teachers will differentiate Tier 1 literacy instruction with small, guided reading groups with the assistance of an Educational Assistant.

Person Responsible	Estimated Completion	Funding Sources
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MHES K-3 literacy teachers June 16, 2021

S 4.2 Effective Transitions into Kindergarten

Ready

Provide programs and initiatives designed to prepare students and teachers for the smooth and positive transition between specific grade levels and educational placements.

Benchmark Indicator

District-wide curriculum maps assure seamless articulation and spiraling of content from one grade level or grade band to the next, ensuring that students have been appropriately exposed to skills and standards that will allow them to achieve at increasingly higher levels;

Weekly informal observations by ILT and principals to monitor the implementation of the curriculum maps will allow our district to monitor the implementation of curriculum along with the impact of instructional best practice on grade-to-grade transitions.

District Common Assessments

Fall, Winter, Spring Benchmarks

Iready Diagnostic Testing

A 4.2.1 Improving early literacy through coordination of Pre-K programs.

Ready

The Pre-K program coordinates with the curriculum department and federal early childhood requirements. We have two special education pre-school classes which includes one teacher and one assistant in each room.

Person Responsible	Estimated Completion	Funding Sources
Penny Granger and Suzanne Dunlap	June 16, 2021	

A 4.2.2 Effective Transition to Kindergarten with Kindergarten orientation.

Ready

At the end of the spring, MHES hosts a Kindergarten interest Orientation. Flyers are sent home with siblings and posters are posted in local businesses to announce the Kindergarten interest night. The orientation introduces the teachers, staff, and administrators to the parents and incoming Kindergarten students.

Person Responsible	Estimated Completion	Funding Sources
MHES Kindergarten Teachers	Aug. 28, 2020	

A 4.2.3 Transition into kindergarten with KK Curriculum Night.

Ready

Kindergarten teachers will offer a scheduled curriculum night to all parents and community members. This will be the opportunity for parents to learn procedures, schedules, curriculum standards/ academic expectations, and interventions offered for instructional support. Parents also have a chance to interact and ask questions.

Person Responsible	Estimated Completion	Funding Sources
MHES Kindergarten teachers	Sept. 11, 2020	

S 4.3 Professional Development

Ready

Provide support to K-2 all teachers through job-embedded professional development activities.

Benchmark Indicator

Student assessment data in the form of quarterly formative assessment and quarterly district CFAs will demonstrate effective professional development as improved pedagogy will yield increasingly positive student results

Bi -weekly common assessments

PLC agendas /minutes from weekly meetings

Data Meetings

Fall/winter/spring universal screeners

Winter and Spring Benchmark assessments

A 4.3.1 Professional Development to enrich K-3 teacher instruction.

Ready

The Early Literacy Laureate will present PD to K-3 teachers providing strategies to increase academic achievement to assist MHES in meeting the district third grade commitment.

Person Responsible	Estimated Completion	Funding Sources
Cynthia Ross	April 9, 2021	

A 4.3.2 Professional Development through coaching.

Ready

The PLC coach and Instructional Facilitator will provide ongoing, research based professional development for K-3 teachers using the Wonders curriculum. We will focus on foundational skills as well as standard based comprehension skills. PD will include modeling effective instructional practices, instructional protocols, and teaching strategies.

Person Responsible	Estimated Completion	Funding Sources
Lokita Glover, Meredith Gore, ILT members	June 16, 2021	

A 4.3.3 Professional Development on increasing student achievement through Response to Intervention.

Ready

K-3 teachers will participate in Professional Development that offers suggestions and proven strategies to increase reading foundational skills, fluency and comprehension. Teachers will also learn to track data and use progress monitoring results to guide RTI small group instruction to improve student outcomes.

Person Responsible	Estimated Completion	Funding Sources
Jackie Doyle, Kaitlyn Frizzell and Lokita Glover	April 9, 2021	

Reflection Questions

Disciplinary Practices

Ready

Describe 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 in the school.

Student discipline is not an area of need for Macon-Hall Elementary. The overall suspension rate for 2019-2020 school year was a 1.8%, a decrease from 3.5% in 2018-2019. The number of African-American students suspended was 2.2%, a decrease from 4.4% in 2018-19. The majority of all suspensions were students in 5th grade. The 5th grade suspension rate was 5.8%. Our school was successful in reducing our overall suspension rate/ discipline because we posted the behavior expectations throughout the building so that students were consistently reminded of the behavioral expectations; therefore, the posters will remain posted throughout. The PBIS team also met every 20 day-period to analyze discipline and attendance data. We identified attendance and discipline challenges, monitored progress and adjusted practices as necessary; furthermore, we will continue these practices. The RTIB2 team will conduct teacher Professional Development on discipline and improving climate/culture. They will also identify students at-risk for possible disciplinary actions based on last year's data. They will have individual conferences to discuss RTIB2 components. 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. Guidance counselors will also teach strategies for exhibiting stated behaviors as well as character traits that align to the school-wide expectations. All students will receive a copy of the student code of conduct and a handbook that communicates school-wide, as well as virtual expectations, rewards, and consequences for behavior. We will have parent and student assemblies to share important information about behavioral expectations, attendance and anti-bullying. We will recognize students and families that exhibit positive behaviors and excellent attendance through our "Hats off to you" program. The Admin Team will meet weekly to address discipline problems and solutions.

Connects to:

- [Improving student achievement/growth and attendance through incentives](#)
- [Professional Development on Social/Emotional Learning.](#)
- [Improving student attendance through parent meetings.](#)
- [Improving student attendance through parental involvement.](#)
- [Improving student achievement and growth through chronic absenteeism alert list.](#)
- [Improve chronic attendance through RTIB2 team and behavior specialist.](#)
- [Improving student behavior by using the matrix.](#)
- [Professional Development for all staff to increase a positive school culture and learning environment.](#)
- [Improving student achievement and growth through parental involvement.](#)

Safe, Supportive, and Healthy Environments

Ready

Describe the priority needs for providing safe, supportive, and healthy environments in all schools and how the school will meet those needs.

Spring Insight Survey 2020

Areas of Progress:

- On the Spring 2020 Insight Survey, 98% agreed that school leaders promote a safe and productive learning environment in my school compared to 93% in Spring 2019.
- On the Spring 2020 Insight Survey, 97% agreed my school is a good place to teach and learn compared to 93% in Spring 2019.
- On the Spring 2020 Insight Survey, 97% agreed that school leaders provide me with the support I need to maintain high standards for student behavior in my classroom compared to 88% in Spring 2019.
- On the Spring Insight survey, 90% agreed that teachers and leaders at my school immediately address misbehavior in shared school spaces like hallways and the lunch room compared to 81% in Spring 2019.
- On the Spring insight survey, 92% agreed that interactions between students and adults at my school are respectful, compared to 88% in Spring 2019.
- On the Spring insight survey, 87% agreed that there were consistent expectations and consequences for student behavior compared to 79% in Spring 2019.
- On the Spring insight survey, 94% agreed that there is a low tolerance for ineffective teaching at my school compared to 91% in Spring 2019.
- On the Spring insight survey, 95% agreed that teachers at my school share a common vision of what effective teaching looks like compared to 93% in Spring 2019.
- On the Spring insight survey, 98% agreed that teachers use a common vocabulary to discuss effective teaching practice compared to 95% in Spring 2019.
- On the Spring insight survey, 98% agreed that there are many teachers at my school who set an example of what highly effective teaching looks like compared to 93% in Spring 2019.

It is evident that establishing a safe, healthy, and supportive environment among staff and students is a priority at Macon-Hall Elementary School. According to the data on our Spring Insight Survey, our peer culture score was an 8.8 while our overall school index score was a 9.7. These scores indicate that we are committed to maintaining positive school climate and culture. Our guidance counselors teach character development to our students. We also 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 SCS, all faculty and staff complete the safe schools training at the beginning of the year. We will also offer additional Professional Development and time each day 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.

Connects to:

- [Professional Development on Social/Emotional Learning.](#)
- [Safe Schools Training.](#)
- [Improving student achievement and growth through chronic absenteeism alert list.](#)
- [Professional Development for all staff to increase a positive school culture and learning environment.](#)

Integration of Technology in the Classroom

Ready

Describe the level of access that students have to technology as part of the instructional program and the challenges faced in effectively integrating technology into the instructional program. What steps is the school taking to address these challenges?

Macon-Hall Elementary currently has 30 updated Promethean Boards, 12 older SMARTBoards, 36 laptop carts with 24-30 laptops each, 4-5 desktops in K-4 classrooms, 910 laptops and a document camera in each classroom.

Areas of Progress: All identified Tier 2 and 3 students use computer assisted instruction 2-3 times per week, alternating between small group instruction. These computers are also used to complete all district CFA's and Benchmark assessments, alleviating scheduling conflicts during district/state scheduled testing dates. All classrooms with the exception of 4, have 1:1 access to computers included within their daily instruction. Teachers use various methods of technology in the classroom. Smartboards and Promethean boards are used to show video clips and create interactive lessons to engage students. Finally, we also offer the STEM club and Robotics club. Both of these extracurricular before/after school activities engage students in technology. While we are virtual, we will be starting a virtual technology club that will allow students to use computers to create student announcements and videos.

Areas of Challenge: Although we are extremely close to having a 1:1 ratio for students to use technology, many of our laptops, desktops, printers, and promethean boards are outdated or malfunctioning. We also realize that when we get updated equipment, some teachers may not be properly trained to effectively use the new equipment. In order to address these challenges, we propose using Title 1 funds to replace outdated and malfunctioning equipment. Our Instructional Facilitator, Grade Level Technology Team and the PLC Coach 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.

Connects to:

- [Professional Development through coaching from PLC Coach, Instructional Facilitator, and the ILT.](#)
- [Improving student achievement and growth with grade level Professional Learning Communities.](#)
- [Improving student achievement through Response to Intervention \(RTI2\).](#)
- [Improving student achievement and growth through use of literacy stations.](#)
- [Improving student achievement through Response to intervention \(RTI2\).](#)
- [Improving achievement/growth of early literacy through the use of literacy stations.](#)
- [Improving student achievement through professional development.](#)
- [Improving student achievement and growth through small group instruction.](#)
- [Improving student achievement and growth by supporting enriched academic learning environments.](#)
- [Improving student achievement and growth by supporting rich academic learning environments.](#)
- [Improving student achievement and growth with technology.](#)
- [Improving student achievement and growth with Benchmark Assessments.](#)
- [Improving student achievement and growth through Instructional Facilitator.](#)

Family and Community Engagement

Ready

Describe the strategies used to implement effective family and community engagement activities that are meaningful and aligned with student academic achievement in the school. If applicable, address activities specifically designed to engage the parents and families of English Learners and students with disabilities.

Some ways that Family and Community Involvement is active:

- Arise to Read volunteers: Mentor 2nd grade students struggling with literacy skills.
- Memphis Central Rotary Club: offering volunteer services to support students that need additional support with virtual learning.
- PTSO: Families in this organization support MHES through fundraising and participating in school-wide events.
- YMCA- offering Y-care to assist families needing support before/after school.
- Before/After school clubs-Book club, Art club, STEM, Robotics, Writer's club, Jr. Beta Club, Spanish club, Drama and Drumming, Girls in Pearls, and Guys in Ties.

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.

- Family Reading Night (Reading Book Bingo)- conducted once a semester. Parents attend this event with their children and got to different stations to participate in games and activities that promote literacy (RLA) standards.
- 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.
- Monthly Parent Meetings/workshops: These meetings help parents to understand the state academic expectations as well as offer suggestions to support their student's classroom academics. They also include topics of interest such as anti-bullying, managing asthma, improving attendance, and reinforcing reading and foundational skills for K-2 students.
- Monthly ESL parent meetings: Assist Non-English parents with providing support for their students, academically as well as social/emotional support.
- Grandparent's Day, Donuts with Dad: students enjoy breakfast/lunch with family to help foster positive relationships with families.
- 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.

- Classroom Apps: Dojo, Remind, or Tag are 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.

Connects to:

- [Improving student attendance through parent meetings.](#)
- [Professional Development on Social/Emotional Learning.](#)
- [Improving Student Achievement through community volunteers.](#)
- [Improving student attendance through parental involvement.](#)
- [Professional Development for Parents.](#)
- [Professional Development for Parents.](#)
- [Improving student achievement and growth through parental involvement.](#)
- [Improving student achievement and growth through parental involvement.](#)

Professional Learning for Educators

Ready

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.

Macon-Hall Elementary will focus professional development on ELA, Early Literacy, Math and equity for the 2020-2021 school year. Our professional development will focus on using the new 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 implement the Eureka Math curriculum with fidelity so that students will begin to build skills to retain the momentum we've already established with our current math TVAAS score.

In addition to the above mentioned PD, we will also offer Professional Development in both literacy and math using the Educational Epiphany, designed by Dr. Donyall Dickey. Teachers will be trained to effectively create standards- based lessons, and performance based objectives, as well as teaching foundations in reading such as vocabulary and comprehension skills. This training will help us to develop a common language that will become familiar to students as they advance to the next grade each year.

Our schedule has been designed so that all teachers have 50 minutes per day of common planning time. We will dedicate one 50 minute block per week for a required PLC meeting. 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 Coach, Instructional Facilitator, ILT members, or district Coaches. During PLC's we will participate in professional development, analyzing student work samples, and disaggregating data. Every 4.5 weeks, we will have data meetings to analyze and

disaggregate data from District Common Assessments to determine mastery of standards as well as to determine remediation and action steps to increase growth/student achievement.

Connects to:

- [Professional Development through coaching from PLC Coach, Instructional Facilitator, and the ILT.](#)
- [Professional Development to enrich K-3 teacher instruction.](#)
- [Professional Development through coaching.](#)
- [Improving student achievement and growth with grade level Professional Learning Communities.](#)
- [Improving student level achievement and growth with grade level Professional Learning Communities.](#)
- [Improving student achievement/growth in early literacy with grade level PLC's.](#)
- [Professional Development to improve Student Achievement.](#)
- [Professional Development to Enrich Teacher Instruction.](#)
- [Professional Development through coaching.](#)
- [Professional Development on increasing student achievement through Response to Intervention.](#)
- [Improving student achievement through professional development.](#)
- [Professional Development to Enhance Teacher Instruction.](#)
- [Improving student achievement through professional development.](#)
- [Improving student achievement/growth through PLC Coach](#)
- [Improving student achievement and growth through Instructional Facilitator.](#)

Educator Placement

Ready

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.

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

- Macon-Hall hires teachers certified and highly-qualified in the grade level that they teach
- 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 student. 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.

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.

Connects to:

- [Professional Development to Enhance Teacher Instruction.](#)
- [Professional Development for all staff to increase a positive school culture and learning environment.](#)

Opportunities for All Students

Ready

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.

MHES 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. We will use our Title 1 funds to purchase supplemental resources and equipment that would improve the quality of the instructional program and meet the needs of all students. All teachers including ESL and SPED attend grade level PLC's weekly. PLC meetings are used to plan weekly 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 teachers and teacher assistant will provide small group instruction and RTI computer based instruction to increase achievement. Teachers will also use technology to differentiate instruction for all students. Teachers will continue to analyze TNReady, Mastery Connect, I-Ready, and Fast Bridge data 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 RTIB2 team will monitor behavior plans, track behavior progress. They will also adjust behavior plans as necessary.

Connects to:

- [Professional Development to enrich K-3 teacher instruction.](#)
- [Improving student achievement through assessment.](#)
- [Improving early literacy through coordination of Pre-K programs.](#)
- [Improving student achievement and growth through assessment.](#)
- [Professional Development to improve Student Achievement.](#)
- [Professional Development through coaching.](#)
- [Improving student achievement/growth in early literacy through assessment.](#)
- [Improving student achievement through Response to Intervention \(RTI2\).](#)
- [Professional Development to Enrich Teacher Instruction.](#)
- [Effective Transition to Kindergarten with Kindergarten orientation.](#)
- [Improving student achievement through assessment.](#)
- [Improving student achievement and growth through assessment.](#)
- [Professional Development on increasing student achievement through Response to Intervention.](#)
- [Improving achievement/growth of early literacy through the use of literacy stations.](#)
- [Improving student achievement through professional development.](#)
- [Professional Development for Parents.](#)
- [Improving student achievement and growth through small group instruction.](#)
- [Improving student achievement through Response to intervention \(RTI2\).](#)
- [Professional Development to Enhance Teacher Instruction.](#)
- [Improving student achievement and growth through use of literacy stations.](#)
- [Improving student achievement through professional development.](#)
- [Improving student achievement and growth through small group instruction.](#)
- [Differentiated Instruction for ELL students in early literacy.](#)
- [Improving student achievement and growth by supporting enriched academic learning environments.](#)
- [Improving student achievement and growth with technology.](#)
- [Improving student achievement and growth by supporting rich academic learning environments.](#)
- [Improving early literacy through small group instruction.](#)
- [Professional Development for all staff to increase a positive school culture and learning environment.](#)
- [Improving student achievement and growth through parental involvement.](#)
- [Differentiated instruction for ELL students](#)
- [Improving student achievement/growth through PLC Coach](#)

Strengthening Academics

Ready

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

Macon-Hall will utilize a variety of research-based strategies to support the instructional needs of all students. We will use the Professional Development in Educational Epiphany, as well as all district-led PD in math and reading to increase the rigor of instruction. We will utilize data to create small groups for differentiated instruction, ESL classes, inclusion, intervention, and enrichment. Teachers will analyze all common assessment data to guide instruction and make

instructional decisions. The PLC coach, Instructional Facilitator, ILT members as well as district level reading and math coaches will model and coach teachers in effective instructional practices. We will use IPG walkthroughs to monitor instruction and provide teachers with written and oral feedback to improve instruction. We will offer on-going professional development on using curriculum resources that is essential to improving student achievement. During weekly PLC's teachers will collaborate to discuss instructional techniques that they have implemented and the effectiveness of them. Teachers will also revise instructional plans based on data from all assessments and student work samples.

Connects to:

- [Professional Development through coaching.](#)
- [Professional Development through coaching from PLC Coach, Instructional Facilitator, and the ILT.](#)
- [Improving student level achievement and growth with grade level Professional Learning Communities.](#)
- [Improving student achievement and growth with grade level Professional Learning Communities.](#)
- [Improving student attendance through parent meetings.](#)
- [Improving student achievement/growth in early literacy with grade level PLC's.](#)
- [Improving student achievement through assessment.](#)
- [Improving student achievement and growth through assessment.](#)
- [Improving student achievement/growth in early literacy through assessment.](#)
- [Professional Development to Enrich Teacher Instruction.](#)
- [Improving student achievement and growth through assessment.](#)
- [Professional Development to improve Student Achievement.](#)
- [Professional Development through coaching.](#)
- [Improving student achievement through Response to intervention \(RT12\).](#)
- [Professional Development to Enhance Teacher Instruction.](#)
- [Improving student achievement and growth through use of literacy stations.](#)
- [Improving student achievement and growth through small group instruction.](#)
- [Improving student achievement and growth by supporting enriched academic learning environments.](#)
- [Improving early literacy through small group instruction.](#)
- [Improving student achievement and growth with Benchmark Assessments.](#)
- [Improving student achievement and growth with Benchmark Assessments.](#)
- [Improving student achievement/growth through PLC Coach](#)
- [Improving student achievement and growth through the use of the Title 1 PLC Coach.](#)

Quality Learning

Ready

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

Macon-Hall has created a master schedule to meet the requirement of instructional time determined by the state. A school-wide common intervention period has been included in the master schedule to support Tier 2 and Tier 3 students in both reading and math. Daily instruction

is aligned with the Tennessee standards for each grade level. 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 ILT 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 monthly 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.

Connects to:

- [Professional Development to enrich K-3 teacher instruction.](#)
- [Improving student achievement/growth in early literacy with grade level PLC's.](#)
- [Professional Development through coaching.](#)
- [Improving student level achievement and growth with grade level Professional Learning Communities.](#)
- [Professional Development through coaching from PLC Coach, Instructional Facilitator, and the ILT.](#)
- [Improving student achievement and growth with grade level Professional Learning Communities.](#)
- [Improving student achievement/growth and attendance through incentives](#)
- [Improving student achievement and growth through assessment.](#)
- [Professional Development to Enrich Teacher Instruction.](#)
- [Improving achievement/growth of early literacy through the use of literacy stations.](#)
- [Improving student achievement and growth through small group instruction.](#)
- [Improving student achievement and growth through use of literacy stations.](#)
- [Improving student achievement and growth through small group instruction.](#)
- [Improving student achievement and growth by supporting enriched academic learning environments.](#)
- [Improving student achievement and growth with technology.](#)

Well-rounded Education

Ready

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. Describe how the school will provide an enriched and accelerated curriculum to ensure that all students, including those with disabilities, have access to a well-rounded education.

MHES 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 new Wonders curriculum and other effective, research-based instructional practices. Our master schedule also includes time for Art, Physical Education, Orff Music, and Library. Guidance Counselors are scheduled to meet with classes every other week to teach character development strategies as well as SEL (social/emotional learning). The MAPS schedule allow classroom teachers time for

common planning, and collaborating 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 and RTI Interventionists change groupings based on the data and individual needs of the students. We also offer enrichment for gifted students through the CLUE Program, ESL classes for students with limited English Proficiency, DARE character education program, Chorus and Strings program.

Connects to:

- [Improving early literacy through coordination of Pre-K programs.](#)
- [Effective Transition to Kindergarten with Kindergarten orientation.](#)
- [Professional Development on increasing student achievement through Response to Intervention.](#)
- [Transition into kindergarten with KK Curriculum Night.](#)
- [Improving student achievement and growth through use of literacy stations.](#)
- [Improving student achievement and growth through small group instruction.](#)
- [Improving student achievement and growth with technology.](#)
- [Improving early literacy through small group instruction.](#)

At-Risk Students

Ready

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.

MHES 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 Response to Intervention Block of time. The RTI Intervention teachers, along with a paraprofessional teach small groups during intervention time. 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.

Connects to:

- [Improving Student Achievement through community volunteers.](#)
- [Improving student attendance through parent meetings.](#)
- [Improving student achievement/growth and attendance through incentives](#)
- [Professional Development through coaching.](#)
- [Improving student achievement through assessment.](#)
- [Improving student achievement and growth through chronic absenteeism alert list.](#)
- [Improving student achievement through Response to Intervention \(RTI2\).](#)

- [Professional Development to Enrich Teacher Instruction.](#)
- [Improving student achievement through assessment.](#)
- [Improving student achievement and growth through assessment.](#)
- [Improving student achievement/growth in early literacy through assessment.](#)
- [Safe Schools Training.](#)
- [Professional Development on increasing student achievement through Response to Intervention.](#)
- [Improving achievement/growth of early literacy through the use of literacy stations.](#)
- [Improve chronic attendance through RTIB2 team and behavior specialist.](#)
- [Improving student achievement through professional development.](#)
- [Improving student achievement and growth through small group instruction.](#)
- [Improving student achievement through Response to intervention \(RT12\).](#)
- [Professional Development to Enhance Teacher Instruction.](#)
- [Improving student achievement and growth through use of literacy stations.](#)
- [Improving student achievement and growth through small group instruction.](#)
- [Differentiated Instruction for ELL students in early literacy.](#)
- [Improving student achievement through professional development.](#)
- [Professional Development for all staff to increase a positive school culture and learning environment.](#)
- [Improving student achievement and growth with technology.](#)
- [Improving early literacy through small group instruction.](#)
- [Improving student achievement and growth with Benchmark Assessments.](#)
- [Improving student achievement/growth through PLC Coach](#)

School Plan Assurances

Ready

The school hereby assures the Tennessee Department of Education (TDOE) 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*

Accepted by gloverlm@scsk12.org on Sept. 22, 2020.

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