E. A. Cox Middle School Annual Plan (2021 - 2022)

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For 2021-2022, students will have equal access to a safe learning environment that promotes academic achievement, limits the amount of lost instructional time, and ensures that all students have the opportunity to learn.

Performance Measure
Reduce the percentage of students disciplined from 13.9% to 12%Number of students disciplined with exclusionary practices (In-School Suspension, Out of School Suspension)Reduce the percentage of students disciplined ISS from 10.9% to 6%Reduce the percentage of students disciplined OSS from 5.3% to 2.6%Reduce the percentage of BHN, SWD, ED disciplined -BHN 18% to 11%-SWD 18.4% to 11%-ED 19.4% to 11%Increase each school's average daily attendance by 2%Cox Middle School MeasuresReduce the percentage of students with office referralsReduce the percentage of students with OSS

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 1.1] Behavioral interventions and supports The district provides support to schools through a collaboration with The Tennessee Behavior Supports Project (TSBP) at Vanderbilt University to develop school-wide positive support plans. Response to Instruction and Intervention-Behavior (RTI²-B) is a Multi-Tiered System of Supports (MTSS) that offers an evidence-based approach for meeting the behavioral and social needs of students. Having a school-wide discipline plan helps to decrease suspension/expulsion rates while improving the climate and culture of the school environment. School-based RTII-B teams meet monthly to review student behavior and discipline data. The school team utilizes data from the Student Risk Screening Scale - Internalizing and Externalizing behaviors (SRSS-IE), as well as, office discipline referral forms and parent referrals. The SRSS-IE universal screener is completed by homeroom teachers to ensure all students in the school are assessed for evidence of internalizing and externalizing behavior. Teachers complete the screener in September and April of each school	**[A 1.1.1] Collaborative Team for MTSS & RTI2B** Collaborative teams are formed at the school level to support Multi-Tiered Systems of Supports for students and Response to Intervention Behavior Supports. The team meets monthly to discuss school-wide discipline data, training needs, and other school supports to implement the supports and interventions. Additionally, the team works in collaboration with PBIS strategies to reduce the percentage of students disciplined.	Terrance Haynes, Stephen Richardson, Denise Owens, Kim Johnson	10/20/2021		

year, with the option to complete the screener in January. The screener helps to identify students who may be at risk for challenging behaviors. The screener also helps with identifying the appropriate supports for challenging student behaviors. Through the monthly meeting, the teams review the data to identify behavior trends to include information like the time, location, and grades of the behavior's occurrence. **Benchmark Indicator** A 5% decrease in the number of subgroups who receive office discipline referrals A 5% decrease in the number of subgroups who receive suspension and expulsion A 3% decrease in the number of students who attend District Discipline Hearings Sessions 100% of 19 traditional schools implementing RTII-B Tier I strategies observed through school walkthroughs25% of 19 traditional schools implementing RTII-B Tier II strategies observed through walkthroughs and state-level model school recognition Number of schools moving from Tier I Implementation to Tier II Implementation (measured annually- school progression from Tier I to Tier III requires observed changes in school-wide discipline practices). Number of schools moving from Tier II to Tier III (measured annually- school progression from Tier I to Tier III requires observed changes in school-wide discipline practices)					
	[A 1.1.2] Trauma-Informed System of Care In partnership with the Best for All initiative and Building Strong Brains through the TN Department of Education, implement Trauma-Informed practices to promote access to the foundational resources necessary to ensure students can prosper academically. Provide training on topics such as ACES, Toxic Stress, and Self-Care.	Terrance Haynes, Amy Clayborne, Stefanie Tinnell	09/15/2021		

	[A 1.1.3] Attendance Follow the county attendance tiers. Contact families to address attendance barriers. If the absences become chronic and the court system becomes involved, the FSP will contact the families and court to help the student be successful. The FSP works with the counselors to address attendance needs.	Doris Williams, Terrance Haynes, Denise Owens, Kimberly Johnson	09/15/2021		
	[A 1.1.4] Student Government & Advisory Form Student Government and Student Advisory teams to build pride, develop character, help students make good decisions and choices at school and their community, and provide information to their peers. Students will be actively involved in school-based decision-making through Student Government and Student Advisory.	Angela Jones, Tonjia Potts	09/30/2021		
[S 1.2] Parent, family, and community engagement Promote effective parent, family, and community engagement in the planning, implementing and evaluating of district improvement activities and overall student and district goals. The Pupil Services Department launched "Strive to 95" which encourages a 95% attendance rate at each school. On a quarterly basis, the district will recognize schools that reach the goal of a 95% daily attendance rate for students. The district will conduct district family community engagement events addressing school climate needs such as but not limited to bullying, restorative practices, mental health, transition to elementary, middle, and high school. Follow-up surveys will be used to determine the effectiveness and quality of engagement events.Another way the district engages families is through our Family Resource Centers. The district currently has 3 general-funded and 1 Title I funded Family School Partnership serving our ED student subgroups. The centers are	[A 1.2.1] Ensure School Outreach to Families A Family-School Partnership has been established and will continue to be maintained within E. A. Cox Middle School to assist families as needed. The FSP will serve as the community liaison to provide additional resources for academic support and will be the central hub of community partners. Families were given connection magnets through Family School Partnership at the beginning of the school year. These magnets contain the school address, phone number, website, and social media information. These magnets allow families to know where to access information about the school. Information regarding activities, academic practice, and any other announcements will be provided through these avenues. When school is in session, weekly phone calls will be made through School Messenger by the principal. Information about school activities, including but not limited to parent meetings, will be included in these calls. The information from the phone calls is also provided to families through	Alice Johns, Tonjia Potts, Janeese Baugh, Suzanne Flowers	05/25/2022		

community-based resource hubs where families can access formal and informal supports. The FRC seeks to provide multiple services to both children and families, like ways to increase parenting skills, and child protective factors, including access to food, shelter, clothing, and educational supports. The FRC and FSP establish family engagement goals which are reviewed quarterly for compliance and implementation. In addition to the FRC's all Title 1 schools complete a family engagement survey which is accessible throughout the school year through the school's website. Title 1 school facilitators are required to review the family engagement surveys throughout the school year. The district communicates with families on a variety of platforms. All families can access all surveys through the district's website home page. The surveys include safety, creative ideas, Maury County School Board, District, and Strategic plans. The surveys remain open throughout the year for parent and student input. The surveys close in April, results are shared on the school website with a callout to parents letting them know the results are available to view. Administrators communicate with families on a weekly basis, via phone call-outs, email and text messaging. Additional communications are sent as needed for emergencies such as unexpected school closures. The district's central office communicates with families via phone call-outs, emails and text messaging. The district also uses the "Let's Talk" application which provides families 24/7 access to district personnel via mail messaging. The messages are routed to the communications department who sends messages to the appropriate department for a response.

Benchmark Indicator
Post parent event surveys used to determine the effectiveness and quality of eventsParent

email and/or text messages. This information is available in English and Spanish. Multiple evenings are scheduled for student-led family conferences in person, virtually, or by telephone. Families are also able to schedule conferences as needed during planning periods. The FSP Facilitator and FSP Assistant will provide newsletters monthly. These newsletters will provide information on activities for families, study suggestions, and websites to provide additional free practice for students. These newsletters will be made available to families in multiple formats and multiple languages. The FSP Facilitator and FSP Assistant will work closely with Title I Interventionists to identify high-risk students and communicate with families regarding their child's academics. The FSP Facilitator and FSP Assistant will also work closely with data teams to identify and intervene with the families of high-risk students. The FSP Facilitator and FSP Assistant will work with families and community partners to provide resources to eliminate barriers to allow the maximum educational experience. The FSP Facilitator will plan and implement family engagement activities. The FSP Assistant will assist with planning and implementing FSP family engagement activities. FSP provides the opportunity for students to receive assistance. The FSP Facilitator and FSP Assistant will regularly communicate with families to identify needs and provide any support possible to assist with any needs related to providing the best educational opportunities. The FSP Facilitator and FSP Assistant will support improving attendance by communication and home visits if needed (as allowed by Covid-19). The FSP Facilitator will work with families to identify barriers to attendance, punctuality, and time in the classroom. The facilitator will coordinate with pupil transportation and/or other community partners to increase student attendance and decrease tardies and

Engagement Activity Reports (attendance, survey of activities)	absences. The FSP Assistant will assist students needing resources during their time at school.			
	[A 1.2.2] Family-School Partnership Family-School Partnership Facilitator and Family-School Partnership Assistant will communicate with families to provide academic support for families. FSP will organize and implement family engagement activities throughout the year. FSP will coordinate with the principal to provide opportunities for families to meet with the principal. FSP will take any comments and concerns from those meetings and work to address them. FSP will coordinate with Family Resource Centers in Maury County Public Schools to make sure the needs of all students at the school are being met. FSP will coordinate with faculty and staff at Horace O. Porter for any students assigned to that location to continue family services. FSP will coordinate with outside agencies to provide opportunities for families to allow students to have the best academic experience possible. FSP will coordinate opportunities as needed for all clientele of the FSP, including but not limited to opportunities such as adult English classes, academic/career support for parents or guardians, community connections to support families with physical needs, health needs, mental health/counseling needs, parenting classes, tutoring for college coursework, tutoring for GED coursework, etc. FSP will work to create and maintain relationships with community partners to allow these opportunities to take place.	Alice Johns, Tonjia Potts, Janeese Baugh	05/25/2022	
	[A 1.2.3] Family Communication & Technology School Messenger, email, phone calls, social media, virtual, and in-person communication will communicate with families. Send newsletters addressing academics, attendance, announcements, etc. Weekly calls will go out from the principal through School Messenger. Send calls	Alice Johns, Tonjia Potts, Janeese Baugh	05/25/2022	

	to families via email and/or text. This information will be available to families in English and Spanish. Attempts will be made to provide other languages through the SMORE program. Additionally, the school hosts a monthly "Coffee with the Principal" to increase communication with families.				
[S 1.3] Mental health supports Develop external partnerships and provide necessary student supports for identified mental health needs. By the October 2022 the supervisor of school counseling and mental health will partner with external mental health supports. The supervisor of counseling and mental health supports will share relevant behavior and attendance data related to the social and emotional wellness of all students to school district stakeholders, school board members, and the school community at large. The data will be shared in the spring of each year to serve as a baseline for the following school year. The district RTII-B leadership team reviews behavioral, attendance, SEL data on a monthly basis. The district utilized the data collection tools provided by Tennessee Behavior Supports Project (TBSP). **Benchmark Indicator** Identify, join and participate in two external community mental health groupsPartner with an external group to share resources	**[A 1.3.1] Mental Health Supports & Partnerships** Partner with community agencies such as Cowboy Up, Maury County Mental Health Cooperative, and Centerstone to provide students social, emotional, and mental health services. The school counselors consult the school nurse and psychologist to identify the specific needs of students.	Denise Owens, Kim Johnson	05/25/2022		
[S 1.4] Focus support for Safe and Healthy Environment Implement Cougar Academy **Benchmark Indicator** ATSI quarterly data toolDistrict RTI2B Team will review middle school discipline incidents, suspensions (in-school, out of school) quarterly.PBIS data (office referrals)Positive Points	**[A 1.4.1] Fidelity Checks** Conduct monthly walkthroughs and data chats with the district office to review math and reading growth, achievement progress, benchmark results, assessment purpose, use, and Tier I instruction. The purpose of the checks is to support student growth and achievement as the result of research-based collaborative practices.	Tonjia Potts, Amy Clayborne, Terrance Haynes	09/29/2021		

given (comparison of improvement broken into subgroups)					
	[A 1.4.2] Professional Development Professional development will be provided to ensure proper de-escalation and SEL strategies are implemented.	Tonjia Potts, Terrance Haynees, Stefanie Tinnell	01/10/2022		
	[A 1.4.3] Family, Academic, and Behavioral Incentives The school will provide family, academic, and behavioral incentives to support whole-child interventions.	Tonjia Potts, Terrance Haynes, Alice Johns	01/10/2022		

[G 2] Improve Math Achievement and Growth by 2022
We believe that student achievement levels and yearly growth will increase as schools continue to implement the research-based Ready Math curriculum in grades K-8. With ongoing district teacher training in grade-level standards, common formative assessments, and supports for effective planning student performance will improve in all grade bands.

Performance Measure
Increase of 10% on track or mastered in all grade bands, 3rd-5th, 6th-8th, and 9th-12th on TN Ready and End of Course math assessments.Cox Middle School MeasuresCFAsAimsWeb Benchmarks for RTIiReady DataVirtual Data WallsWalkthroughsPLCs

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 2.1] Math Instruction on Grade Level Implement Ready Math in K-8, a high quality math curriculum, during the 2021 - 2022 school year with fidelity. We developed an implementation plan using the Learning Loss Tools on behalf of the South Central CORE office. Walkthroughs will continue to be conducted with the support of CORE ELA, Math, and RTI Consultants and SREB consultants. In reviewing walk through data via Kick Up and diagnostic benchmark data provided by Ready Math (20-21 school year), we have discovered instruction is not occurring on grade level; therefore, we need to continue to work on teachers' understanding of the standards, the	**[A 2.1.1] Implementation Ready Math** Follow the pacing guide provided by the district that aligns with Ready Math for grades K-8. Teachers are divided into grade levels to evaluate the curriculum standards and instructional strategies to improve teaching and learning. Utilize district professional development days to reflect on student level of mastery of the TN standards. Additionally, coaching for teachers in assessment and purpose will occur over the school year via the implementation team and the South Central CORE office. Teachers will implement purposeful instructional shifts to support student mastery and	Tonjia Potts, Amy Clayborne, Terrance Haynes	09/29/2021		

effective implementation of the Ready Math curriculum, and using assessment data that will inform teachers of student progress and guide instruction. We will support teachers through training, collaborative planning, and principal feedback. Even though Ready Math is not available in grades 9-12, we will use the same strategies to increase student growth and achievement. Carnegie Math is the adopted curriculum for Algebra I, II, and Geometry. **Benchmark Indicator** The district will conduct math walk-throughs quarterly to determine implementation of adopted math curriculum and alignment of standards. The walk through data will be collected through Kick Up.In following the Ready Math Implementation Plan, students and teachers will complete surveys at the end of each semester.Ready Math Diagnostic will be conducted and reviewed three times a year. Growth monitoring will be reviewed, broken by subgroups. CASE Benchmark dataQuarterly data will be evaluated for ATSI schools.	differentiated opportunities for students to master at their own pace and need in the classroom.				
	[A 2.1.2] PLC Collaboration Utilize classroom, district, and state-level assessment data (formative and summative) to inform instruction, student remediation, and gap identification through the PLC process. PLC meetings occur weekly to discuss grade and subject level data.	Tonjia Potts, Amy Clayborne, Stefanie Tinnell	05/25/2022		
	[A 2.1.3] Common Formative Assessments and Data Analysis Support common formative assessments that align with the TN State standards, benchmark assessments, and summative assessments. Teachers will collaborate to develop and review CFAs.	Tonjia Potts, Amy Clayborne, Stefanie Tinnell	05/25/2022		

	[A 2.1.4] Response to Intervention Provide Response to Intervention (RTI) time to address needs based on benchmark and progress monitoring data. Collaborative teams are formed at the school level to support the Response to Intervention implementation. The team meets monthly to discuss school-wide discipline data, training needs, and additional school supports for implementing the interventions.	Amy Clayborne	01/05/2022		
	[A 2.1.5] Technology Use technology to increase engagement, extended learning of the standards, assess student achievement, and target at-risk students. Teachers will use technology to enhance student knowledge, standards, and skills mastery. The teachers will use prescribed technology to meet the needs of every student. Teachers will use blended learning within their classrooms.	Tonjia Potts, Jessica Bilbo, Stefanie Tinnell	01/05/2022		
	[A 2.1.6] Professional Development Support teachers with ongoing professional development provided by the school district centered on effective lesson planning, pedagogy, classroom management, and teacher induction.	Tonjia Potts, Stefanie Tinnell	05/25/2022		
	[A 2.1.7] Title Interventionists Assist administrators and classroom teachers in providing focused interventions to students to meet school needs. The interventionists will analyze data, monitor student progress, and provide targeted interventions/enrichment for students. The interventionists will participate in ongoing professional development to improve intervention and supports to students.	Tonjia Potts, Stefanie Tinnell, Suzanne Flowers	01/05/2022		
	[A 2.1.8] Academic Facilitator Provide personalized support based on goals and identified needs of the teachers. Work as a colleague with classroom teachers to provide job-embedded professional development. Focus on individual and group professional development to	Tonjia Potts, Stefanie Tinnell	01/05/2022		

	expand and refine the teachers' understanding of research-based effective instruction.			
	[A 2.1.9] Mentoring Program Collaborate with administrators to assign mentors to new teachers. Acclimate new teachers to the building and school procedures. Facilitate monthly meetings to ensure teachers have the resources they need, such as content standards, pacing guides, curriculum materials, setting up grade books, tech needs, etc. Discuss classroom expectations, routines, and procedures. Make observations and suggestions as needed. Provide support from the district level to enhance the mentoring program.	Tonjia Potts, Angela Jones, Stefanie Tinnell	09/30/2021	
	[A 2.1.10] Extended Learning Opportunities Before and/or after school extended learning opportunities will be provided for at-risk students during the school year. Targeted ATSI/TSI students will be given priority placement.	Tonjia Potts, Stefanie Tinnell	05/25/2022	
	[A 2.1.11] Extended Time for 5th Grade Math The 5th grade schedule allows for a 90-minute block of instruction to provide time for students to receive additional differentiation, remediation, acceleration, and Tier I instruction.	Tonjia Potts	05/25/2022	

[G 3] By spring 2022, we will improve k-12 literacy.
We believe if we raise the expectations for all students through the use of high-quality instructional materials we will see improvement in (1) teacher practice, (2) student daily work expectations, and (3) student literacy outcomes. Also, we believe if we focus additional efforts in K-2 literacy this year regarding explicit and systematic foundational skills instruction, we will see increased performance from those students more rapidly.

Performance Measure
Decrease percentage of students in grades k-2 who are below the 90th percentile in the national norms on Aimsweb:Kindergarten-phoneme segmentation from 20% (spring benchmark 2019) to 90% and non-sense words from 6% (spring benchmark 2019) to 90%1st grade-ORF from 4.4% (winter benchmark 2021) to 90%2nd grade-ORF from 5.4% (winter benchmark 2021) to 90%Increase the percentage of students who are on track or mastered from 25.7% (2018-19) to 30% on TCAP for grades 3-5 ELA in 2022.Increase the percentage of students who are on track or mastered from 22% (2018-19) to 26% on TCAP for grades 6-8 ELA in 2022.Increase the percentage of students who are on track or mastered from 28.4% (2018-19) to 32% on TCAP for grades 9-12 ELA in 2022.Cox Middle School MeasuresCFAsAimsWeb Benchmarks for RTIVirtual Data WallsWalkthroughsPLCsImplementation of HQIM Feedback Instructional Shifts for Tier I

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 3.1] Implementation of New High-Quality Instructional Materials (HQIM): Purchase, Delivery, and Train Adopting and implementing new, high-quality instructional materials in grades k-12 will ensure that all students have access to the resources and practices they need to be proficient. Teachers and leaders will need on-going professional learning and support to implement the materials well. This is the first of a series of strategies that will support materials implementation. These strategies include purchase, deliver, and train; collaborative planning; and principal feedback. **Benchmark Indicator** Positive teacher perceptions of high-quality materials and perception of implementation support: collected via survey quarterly (mid-point of each quarter). The Director of Instruction will be responsible for administering the online survey to collect teacher efficacy with material, and impact of consistent feedback.Leader Preparation: Principal/Instructional Coach feel comfortable providing teacher feedback on Text Complexity and Questions and Tasks of Literacy Learning Walk Tool in KickUp. The principal supervisor will discuss during monthly check-ins with each leadership team. Principal supervisors will also observe walk-throughs and discuss feedback at least twice each semester with each principal to monitor leader support of materials and adjust training needs.School Structures: Schools have a plan for teachers to collaboratively plan weekly and unit plan quarterly. Principal supervisors monitor implementation of those plans for consistency and quality.Teacher knowledge of characteristics of	**[A 3.1.1] Implementation of High-Quality Instructional Materials** Follow the pacing guide provided by the district that aligns with the high-quality instructional materials for grades K-8. Teachers are divided into grade levels to evaluate the curriculum standards and instructional strategies to improve teaching and learning. Utilize professional development days to reflect on student level of mastery of the TN standards. Additionally, coaching for teachers in assessment and purpose will occur over the school year via the implementation team and the South Central CORE office. Teachers will implement purposeful instructional shifts to support student mastery and differentiated opportunities for students to master at their own pace and need in the classroom.	Tonjia Potts, Amy Clayborne, Terrance Haynes	09/29/2021		

instructional materials: Teachers report opportunities to build their capacity in foundational skills (K-2) and in knowledge based outcomes (K-12) within the perception survey. Principal and instructional coach walkthroughs will be used to monitor implementation and trends will be collected to inform additional learning needs.					
	[A 3.1.2] Fidelity Checks and Walkthroughs Use walkthroughs and fidelity checks to ensure daily schedules align with the expectations of the materials. Administrators will use the IPG provided by the state to assess and monitor the progress of the ELA curriculum. Data will be collected and used to determine professional development and supports for teachers.	Tonjia Potts, Amy Clayborne, Terrance Haynes	09/29/2021		
	[A 3.1.3] Collaborative Planning & Unit Planning Administrators and PLC coaches will engage teachers in a weekly, collaborative lesson and unit planning using the HQIM. Once a month, teachers will collaborate on unit plans using the HQIM.	Tonjia Potts, Amy Clayborne, Terrance Haynes, Stefanie Tinnell	05/25/2022		
	[A 3.1.4] Feedback Administrators will provide feedback to teachers on their instructional practice and materials usage at least every other week.	Tonjia Potts, Amy Clayborne, Terrance Haynes	09/29/2021		
[S 3.2] Implementation of New High-quality Instructional Materials (HQIM): Collaborative Planning Adopting and implementing new, high-quality instructional materials in grades K-12 will ensure that all students have the access to the resources and practices they need to be proficient. Teachers will need to collaboratively plan to ensure that they understand how to translate the materials into effective classroom practices.	**[A 3.2.1] PLC Collaboration** Teachers will utilize classroom, district, and state-level assessment data (formative and summative) to inform instruction, student remediation, and gap identification through the PLC process.	Tonjia Potts, Amy Clayborne, Terrance Haynes, Stefanie Tinnell	09/29/2021		

Benchmark Indicator Teacher perceptions of new curriculum will be collected through a survey two times during the 2020-21 school year at the end of each semester: December and May. The Director of Instruction will be responsible for administering the survey and reporting on the findings.Teachers will collaboratively plan weekly and unit plan quarterly. Instruction department supervisors monitor the implementation of those plans for consistency and quality.Regular and routine collaborative planning is focused on principal feedback: Principals observations of planning indicate use of the planning protocol and a focus on improving areas where principal feedback was provided.Observations of collaborative planning sessions by principals, instructional coaches, and supervisors will be used to assess the quality of the use of the protocol in supporting implementation of the materials. Feedback will be provided to teacher leaders to strengthen the quality of planning.Teacher use of instructional materials will be collected via principal observations using the Instructional Practice Guide. Principals will collect walk-through data and provide each teacher with feedback on their implementation at least once every two weeks in KickUp. Walk-through data will be used to assess the extent to which teachers are using the materials with intergrity and are meeting the instructional shifts of the standards. The district instructional team will review data across the district and will be used to adjust professional development and opportunities for collaborative planning.					
	[A 3.2.2] Collaborative Planning & Unit Planning Administrators and PLC coach will engage teachers in weekly, collaborative lesson and unit planning using the HQIM. Once a month, teachers will collaborate on unit plans using the HQIM.	Tonjia Potts, Amy Clayborne, Terrance Haynes,	05/25/2022		

		Stefanie Tinnell			
	[A 3.2.3] Feedback on Implementation Administrators will provide feedback to teachers on their instructional practice and materials usage at least every other week.	Tonjia Potts, Amy Clayborne, Terrance Haynes	09/29/2021		
	[A 3.2.4] Data Analysis Improve the overall effectiveness of teaching and identifying the individual needs of students through data analysis. Provide training on the use of data to drive instructional practices. Utilize PLC time to create SMART goals, analyze data, and examine goals.	Tonjia Potts, Amy Clayborne, Terrance Haynes, Stefanie Tinnell	05/25/2022		
	[A 3.2.5] Mentoring Program Collaborate with administrators to assign mentors to new teachers. Acclimate new teachers to the building and school procedures. Facilitate monthly meetings to ensure teachers have the resources they need, such as content standards, pacing guides, curriculum materials, setting up grade books, tech needs, etc. Discuss classroom expectations, routines, and procedures. Make observations and suggestions as needed. Provide support from the district level to enhance the mentoring program.	Tonjia Potts, Angela Jones, Stefanie Tinnell	09/30/2021		
[S 3.3] Implementation of New High-Quality Instructional Materials (HQIM): Principal Feedback Adopting and implementing new, high-quality instructional materials in grades K-12 will ensure all students have access to the resources and practices they need to be proficient. Teachers will need high-quality and consistent feedback from their principals and instructional coaches to implement well. This is the third of a series of strategies that will support materials implementation. These strategies together include:	**[A 3.3.1] Bi-weekly Feedback** Administrators will provide feedback to teachers on their instructional practice and materials usage at least every other week.	Tonjia Potts, Amy Clayborne, Terrance Haynes	09/29/2021		

purchase, deliver, and train; collaborative planning; and principal feedback. **Benchmark Indicator** Leader Preparation: Principal/Instructional Coach feel comfortable providing teacher feedback on text complexity and questions and tasks using the Literacy Learning Walk tool in KickUp. The principal supervisor will discuss during monthly check-ins with each leadership team. Principal supervisors will also observe walk-throughs and discuss feedback at least twice each semester with each principal to monitor leader support of materials and adjust training needs.Quality of principal feedback: Principal submit samples of feedback provided to teachers at quarterly intervals. Principal supervisor reviews feedback to guide training on providing high-quality feedback to teachers. Principal supervisor will also observe each principal conducting walk-throughs and providing feedback.Teacher use of instructional materials: Collected via principal observations using the Instructional Practice Guide. Principals will collect walk-through data and provide each teacher with feedback on their implementation at least once every two weeks. Walk-through data will be used to assess the extent to which teachers are using the material with integrity and are meeting the instructional shifts of the standards. Principals will submit walk-through data to the district instructional materials team for review of data across the district. Data will be used to adjust teacher training and collaborative planning opportunities.Regular and routine collaborative planning is focused on principal feedback: Principals observations of planning indicate use of the planning protocol and a focus on improving areas where principal feedback was provided.					

	[A 3.3.2] Data Analysis with Teachers Administrators and district coaches will work with teachers to analyze student data and debrief the impact on student outcomes with teachers at least once quarterly.	Tonjia Potts, Stefanie Tinnell	05/25/2022		
[S 3.4] Provide Additional Support for ELA Implementation The district will continue to support effective RTI practices and provide assistance and training based on results from fidelity monitoring. In addition to RTI support, new teacher induction is important to provide a foundation for teachers to be successful and will enhance implementation. Technology integration is important as students and teachers need to use technology to enhance learning. **Benchmark Indicator** Fidelity monitoring indicate appropriate interventionsAIMSWEB Scores indicated positive rate of improvement.School level ambassadors and district leaders will use the TIM observation tool three times quarterly in various classrooms to identify trends in successful technology integration.School administrators and assigned mentors will conduct walkthroughs monthly using a new teacher induction rubric.	**[A 3.4.1] Response to Intervention** The school provides Response to Intervention (RTI) time to address needs based on benchmark and progress monitoring data. Collaborative teams are formed at the school level to support the Response to Intervention implementation. The team meets monthly to discuss school-wide discipline data, training needs, and additional school supports for implementing the interventions.	Amy Clayborne	01/05/2022		
	[A 3.4.2] Technology Teachers will use technology to increase engagement, extended learning of the standards, assess student achievement, and target at-risk students. Teachers will use technology to enhance student knowledge, standards, and skills mastery. The teachers will use prescribed technology to meet the needs of every student. Teachers will use blended learning within their classrooms.	Tonjia Potts, Jessica Bilbo, Stefanie Tinnell	01/05/2022		
	[A 3.4.3] Mentoring Program Collaborate with administrators to assign mentors	Tonjia Potts, Angela Jones,	09/30/2021		

	to new teachers. Acclimate new teachers to the building and school procedures. Facilitate monthly meetings to ensure teachers have resources they need, such as content standards, pacing guides, curriculum materials, setting up grade books, tech needs, etc. Discuss classroom expectations, routines, and procedures. Make observations and suggestions as needed. Provide support from the district level to enhance the mentoring program.	Stefanie Tinnell			
	[A 3.4.4] Title Interventionists Interventionists will assist administrators and classroom teachers in providing focused interventions to students to support school needs. The interventionists will analyze data, monitor student progress, and provide targeted interventions/enrichment for students. The interventionists will participate in ongoing professional development to improve intervention and supports to students.	Tonjia Potts, Stefanie Tinnell, Suzanne Flowers	01/05/2022		
	[A 3.4.5] Academic Facilitator Provide personalized support based on goals and identified needs of the teachers. Work as a colleague with classroom teachers to provide job-embedded professional development. Focus on individual and group professional development to expand and refine the teachers' understanding of research-based effective instruction.	Tonjia Potts, Stefanie Tinnell	01/05/2022		
	[A 3.4.6] Extended Learning Opportunities Before and/or after school extended learning opportunities will be provided for at-risk students during the school year. Targeted ATSI/TSI students will be given priority placement.	Tonjia Potts, Stefanie Tinnell	01/05/2022		
	[A 3.4.7] Extended Time for 5th Grade ELA The 5th grade schedule allows for a 90-minute block of instruction to provide time for students to receive additional differentiation, remediation, acceleration, and Tier I instruction.	Tonjia Potts	05/25/2022		

[G 4] Increase the number of ready graduates/EPSOs by May 2022.
Last year, 36.2% of high school students qualified as "Ready Graduates", it is our aim to increase the number of students who meet this criterion by 5% or more during the 21-22 school year.

Performance Measure
Improve graduation rate from 89.2% to 91%Increase the percentage of students scoring the ACT Benchmark score of 21 from 37.1 % to 38.1%Increase the percentage of Ready Graduate students from 36.2% to 41.2%Increase average ACT composite score by 5% from 19.6 to 20.6Cox Middle School MeasuresSix-Year PlanParent Orientation, Surveys, and CommunicationCollaboration with Elementary/High Schools

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 4.1] Increase the number of ready graduates by May 2022. Increase the probability for student success after high school by helping students prepare and succeed on the ACT and attain additional EPSOs.Use the "Ready Graduate" tracking tool to determine the number of students at each school who meet the "Ready Graduate" criteria.Use the Ready Graduate Tracking Tool to determine the percentage of "Ready Graduate" students at each school.Create postsecondary plans for all students. Begin in middle schoolsBuild a diverse portfolio of early postsecondary and capstone opportunities. **Benchmark Indicator** Number of Students scoring a composite of "21" or higher on the ACT;Number of students taking "4" or more EPSO courses;Number of students taking "2" EPSO courses and earning an Industry Certification;Number of students taking "2" EPSO courses and earning at least a 31 on the ASVAB battery test Every student will have a six-year plan upon entering ninth grade.The number of local dual credits earned per semester. The number of dual enrollment credits earned per semester. The number of industry certifications earned per semester	**[A 4.1.1] Postsecondary Plans for Students** Assist students in making career choices by providing career interest inventories through various platforms such as CollegeforTN.org, aptitude tests, and career counseling. Additionally, assist students in career awareness interest activities for grades 5th through 8th. Additionally, 8thgrade students will begin developing secondary six-year plans that include choosing a possible career choice that provides a concrete pathway that leads to that career. The 8th grade students will also work on Focus Areas for high school.	Tonjia Potts, Denise Owens, Kim Johnson	01/05/2022		

	[A 4.1.2] Transition to High School Assist students in preparing for high school through various opportunities such as CHS Collegiate Academy, and CTE Career Fair. Additionally, counselors communicate with high schools to transition student records. Family-School Partnership communicates with parents about information regarding transitioning to high school. The 8th grade students will look at Focus Areas, as well as look at course selection for high school.	Tonjia Potts, Alice Johns, Denise Owens	01/05/2022		
	[A 4.1.3] Transition to Middle School Host a parent orientation during Title I Tour for upcoming 5th-graders through Family-School Partnership and administrative support. Collaborate with elementary and middle schools to provide records and recommendations for future students. Teachers and counselors meet with the feeder schools to provide a smooth transition. Additionally, in the spring, students meet teachers and staff from the middle school and/or field trips from elementary to middle school (this may be done via video due to COVID-19 restrictions) to better understand the new school expectations.	Tonjia Potts, Alice Johns, Kim Johnson	04/20/2022		