

**[G 1] Maintain Safe and Healthy Students**

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 ensure 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%

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p><b>[S 1.1] Behavioral interventions and supports</b>                      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 (RTI<sup>2</sup>-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 year, with the option to complete the screener in</p>	<p><b>[A 1.1.1] Collaborative Teams for RTI-B</b>                      Meeting Once per Month RTIB TEAM -- 2nd Monday after our faculty meetingLooking at Office Referrals and teacher data to identify our TIER II and III Behavior needsBus Referrals--Most of our behavior referrals historically come from our buses. We have added an administrator to CONSISTENTLY be at our bus ramp for afternoon dismissal.Volunteers to maintain our RTIB "Pawmart" Volunteers come from St. Catherine's Church and PTA.Provide a system of welcoming for our transient students through our RTIB program and Student Council. This is in the hopes of addressing the behavioral and academic needs of transient students. (Root Cause)</p>	<p>Cynthia Clinton, Carol Ann Jent</p>	<p>01/04/2022</p>	<p>PTA, Business Parnters [\$500.00]</p>	

<p>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.</p> <p><b>Benchmark Indicator</b>  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)WOODARD BENCHMARKS:What do we want our outcomes to be:A 5% decrease in the number of subgroups who receive office discipline referrals 100% participating in check-in/check-out are successful100% Participation of Faculty and Staff in our RTIB Rewards program for students</p>					
	<p><b>[A 1.1.2] Welcoming/ transition students</b>  Provide a system of welcoming for our transient students through our RTIB program and Student Council. This is in the hopes of addressing the</p>	<p>Carol Ann Jent, Grayson Mabry</p>	<p>11/26/2021</p>		

	behavioral and academic needs of transient students. (Root Cause)				
<p><b>[S 1.2] Family and Community Engagement</b>  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 1 funded family resource center serving our ED student subgroups. The centers are 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 establishes 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 survey's throughout the school year. The district communicates with families on a variety of platforms. All families can access all</p>	<p><b>[A 1.2.1] Parent, Family, and Community Engagement</b>  Maintain and Grow an already strong PTA. PTA provides supports throughout the year for students and teachers. Maintain and Grow our Woodard Bookroom. It is manned by parent and community volunteers each morning from 8:30-10:30 Teachers maintain and create a space for volunteers to help with academics. Maintain our success with STEM Night and Game Night. St. Catherine's Catholic Church provides a meal for all families during Parent, Teacher Conferences. Before Covid, we had a 83% conference attendance rate. Woodard has a strong working relationship with Boys and Girls Club. B &amp; G provides after school care for over 20 families at Woodard. We have worked together to provide care during breaks and throughout the summer. We will continue to maintain this relationship. In the past three years we have added Grandparents Day, Veterans Day Program and a Kindergarten End-of-of the Year Recognition. All these programs bring a positive light on our community and school. We will grow these programs Thanksgiving Lunch has been reintroduced and we serve over 1200 meals. This is a major undertaking with many volunteers to pull this event off safely and timely.</p>	<p>Carol Ann Jent  Julie Wolaver  Kurt  Kristensen</p>	<p>05/25/2022</p>	<p>PTA  Celebration  Fund St.  Catherine's  Catholic  Church  [\$1000.00]</p>	

<p>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.</p> <p><b>Benchmark Indicator</b> Woodard benchmark</p>					
	<p><b>[A 1.2.2] 4th Grade Transition to middle school</b> A Whitthorne representative will come to Woodard to talk about WESA meeting needs to take place with Whitthorne Administration to set a plan for additional post Covid transition support. Students are encouraged to attend Whitthorne's Tiger Camp Administration will attend Whitthorne's Clap-in August of each year.</p>	<p>Carol Ann Jent, Julie Wolaver</p>	<p>05/23/2022</p>		
<p><b>[G 2] Improve Math Achievement and Growth by 2022</b> 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.</p> <p><b>Performance Measure</b> 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.</p>					

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<p><b>[S 2.1] Math Instruction on Grade Level</b>            We purchased and implemented Ready Math in K-8, a high quality math curriculum, during the 2021 - 2022 school year. 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 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.</p> <p><b>Benchmark Indicator</b>            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 in grades K-8. Growth monitoring will be reviewed as available by individual schools. The</p>	<p><b>[A 2.1.1] Implement Ready and IReady Math</b>            WOODARD'S BENCHMARK DATA Teachers will implement the Iready Curriculum Teachers will teach standards to the depth of grade level expectations Maintain and Improve 2020-21 Math Scores Teachers will create a LEVEL-UP TCAP chart based on the 2020-21 Math scores in 3rd and 4th Grades. All teachers will use Ready Math Curriculum and teach TN Math Standards Students needing extra Math support will be progressed monitored every week and will use the supports of IREADY. Grade level meetings will continue to look at data to help inform instruction</p>	<p>Carol Ann Jent</p>	<p>05/02/2022</p>		

<p>district will review CASE Benchmark data alongside school teams. Quarterly data will be evaluated for ATSI schools. Woodard Elementary will work to increase 2021- 22 Math TCAP Scores: 2nd Grade from 38% to 41% (State Average was 28%) 3rd Grade will need to maintain their average of 52% (20% over the State Average of 31%) 4th Grade will need to increase their average of 47% to 52% (State Average was 34%) Woodard Elementary will work to increase Iready and Aims web benchmark scores in all grade levels. Data will be reviewed after each benchmark and after weekly Aims Progress Monitoring. WOODARD'S BENCHMARK DATA Maintain and Improve 2020-21 Math Scores Teachers will create a LEVEL-UP TCAP chart based on the 2020-21 Math scores in 3rd and 4th Grades. All teachers will use Ready Math Curriculum and teach TN Math Standards Students needing extra Math support will be progressed monitored every week and will use the supports of IREADY. Grade level meetings will continue to look at data to help inform instruction</p>					
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**[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.

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<p><b>[S 3.1] Implementation of New High-quality Instructional Materials (HQIM): Collaborative Planning</b></p> <p>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.</p> <p><b>Benchmark Indicator</b></p> <p>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</p>	<p><b>[A 3.1.1] Implementation of Wonders Curriculum</b></p> <p>Teachers will implement Wonders Curriculum with Fidelity Teachers will teach standards to depths of grade level expectations</p>	<p>Carol Ann Jent and Julie Wolaver</p>	<p>05/02/2022</p>		
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<p>using the materials with integrity 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.</p>					
<p><b>[S 3.2] Implementation of New High-Quality Instructional Materials (HQIM): Principal Feedback</b>          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: purchase, deliver, and train; collaborative planning; and principal feedback.</p> <p><b>Benchmark Indicator</b>          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:</p>	<p><b>[A 3.2.1] Informal Classroom Walkthroughs</b>          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.</p>	<p>Carol Ann Jent and Julie Wolaver</p>	<p>05/02/2022</p>		



<p>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.</p>					
<p><b>[S 3.3] Provide Additional Support for ELA Implementation</b>  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.</p> <p><b>Benchmark Indicator</b>  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. WOODARD</p>	<p><b>[A 3.3.1] RTI2 Training</b>  Provide training to teachers on research based interventions</p>	<p>Carol Ann Jent, Julie Wolaver</p>	<p>12/01/2021</p>	<p>Title II</p>	

ELEMENTARY Comparing Spring and Fall Benchmarks Decrease the number of students identified as TIER III					
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