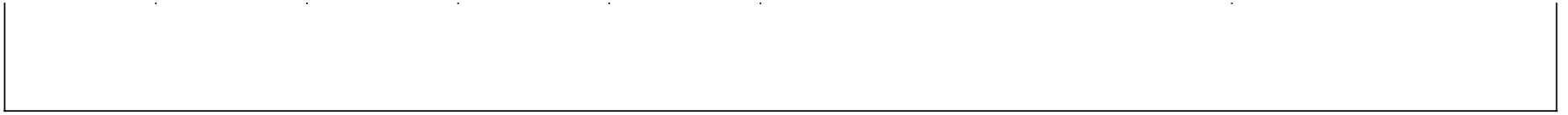


Action Plan 2021-  
2022

**MCE**



Mason - Corinth Elementary School





## State Required Accountability Targets

STATE ACCOUNTABILITY AREA	2023 STATE GOALS	2021 - 2022 ANNUAL STATE OBJECTIVES
<b><i>PROFICIENCY (reading, math)</i></b>	<p>By the end of the 22-23 school year, 65% of all students will be proficient in Reading as measured by the state assessment.</p> <p>By the end of the 22-23 school year, 70% of all students will be proficient in Math as measured by the state assessment.</p>	<p>By the end of the 21-22 school year, 50 % of all students will be proficient in Reading as measured by the state assessment.</p> <p>By the end of the 21-22 school year, 55 % of all students will be proficient in Math as measured by the state assessment.</p>
<b><i>SEPARATE ACADEMIC INDICATOR</i></b>	<p>By the end of the 22-23 school year, 50% of all students will be proficient in writing as measured by the state assessment.</p> <p>By the end of the 22-23 school year, 50% of all students will be proficient in Science as measured by the state assessment.</p> <p>By the end of the 22-23 school year, 50% of all students will be proficient in Science as measured by the state assessment.</p>	<p>By the end of the 21-22 school year, 40% of all students will be proficient in writing as measured by the state assessment. By the end of 21-22 school year, 40% of all students will be proficient in Science as measured by the state assessment. By the end of the 21-22 school year 40% of all students will be proficient of all students will be proficient in Social Studies as measured by the state assessment.</p>
<b><i>GAP - Students with Disability</i></b>	<p>By the end of the 22-23 school year, the GAP indicator will be 65.</p>	<p>By the end of the 21-22 school year the GAP indicator will be 50.</p>
<b><i>GROWTH (ES/MS only)</i></b>	<p>By the end of the 22-23 school year, The Growth Indicator will be 65.</p>	<p>By the end of the 21-22 school year, the Growth indicator will be 50.</p>

**Big Idea #1: High Quality Instruction**  
**Corresponding State Goal: Proficiency, Separate Academic Indicator, GAP, Growth**  
**Key Core Work Process Strategies: KCWP #1, #2, #3, #4, #5, #6**  
**Funding: ESS, Title 1, SBDM**

**Measures of Success: MAP Data, common assessments, formative and summative assessments, walk through data, and RTI Data**

<i>School Big Rocks</i>	<i>30 Day Activities 8/11/2021 - 9/22/2021</i>	<i>60 Day Activities 9/23/2021 - 11/5/2021</i>	<i>90 Day Activities 11/8/2021 - 1/5/2022</i>	<i>120 Day Activities 1/6/2022 - 2/16/2022</i>	<i>150 Day Activities 2/17/2022 - 3/31/2022</i>	<i>180 Day Activities 4/1/2022 - 5/24/2022</i>
	<p>Staff PD on backward design and unit planning for reading; Unit 1 to be completed before 1st day of school</p>	<p>Monitor Backwards Design Unit Plans</p>	<p>1. 1st Semester review of Unit planning for Reading; Data analysis, and weekly lesson plan review            2. Administrative team will deep dive in to learning target/success criteria and mini-lesson portion of lesson with the IP Data.            3. Review IP Data for first semester during mid-year check in</p>	<p>1. Teachers identify priority standards (fence posts vs fence rail) and utilize these in their unit planning. Continue to develop reading units. Add backward design lesson unit plans for Math-offer weekly tuning sessions for Math LT/SC; Review Fall-to-winter MAP Data in Reading            2. Administrative team will deep dive in to learning target/success criteria and guided/independent practice portion of lesson with the IP Data.            3. Review unit plans and monitor the resources being used in daily reading lessons. Observe teachers from January to February to collect data about effectiveness of resources utilized. Share out results at February staff meeting 2/2/21.</p>	<p>1. Data analysis of Reading and Math lesson plan review for 2nd Semester            2. Administrative team will deep dive in to learning target/success criteria and reflection portion of lesson with the IP Data.            3. Review unit plans and monitor the resources being used in daily writing lessons. Observe teachers from February to March collect data about effectiveness of resources utilized. Share out results at March staff meeting 3/2/21.</p>	<p>1. Compare analysis of LP review to year's MAP Data            2. Administrative team will review end of the year IP Data and student growth            3. Review unit plans and monitor the resources being used in daily math lessons. Observe teachers from March to April to collect data about effectiveness of resources utilized. Share out results at April staff meeting 4/13/21.</p>
	<i>Progress Notes</i>	<i>Progress Notes</i>	<i>Progress Notes</i>	<i>Progress Notes</i>	<i>Progress Notes</i>	<i>Progress Notes</i>

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<p align="center"><i>Planning and Preparation as it relates to HQ Instruction</i></p>	<p>1. Teachers have created units for the 1st quarter. Moody and Furman reviewed initial units and will continue to monitor standards in lesson plans and walkthroughs.            2. Revisit components of IP and expectations through PD</p>	<p>1. Weekly monitoring of lesson plans to ensure that standards and IP are addressed in the learning target and success criteria. Walk throughs occur (both formal IP and informal) to monitor that what is being written is being implemented (including feedback response)            2. Unit planning for 2nd quarter to be completed by November 3.            3. Staff meetings will be used to address vertical alignment to support work. See reading and math standards attached <a href="https://docs.google.com/document/d/1IVyeEt9xrGgcldu5gZp0Fpjq4rvGnjjEg_kx1GbH9c/edit">https://docs.google.com/document/d/1IVyeEt9xrGgcldu5gZp0Fpjq4rvGnjjEg_kx1GbH9c/edit</a>            4. Teachers will self score and conference after IP Visits: Admin will review importance of interactive notebooks and notetaking during mini lesson            5. Deep dive in to learning target/success criteria and the formative of lesson with the IP Data.</p>	<p>1. Review unit plans and ask teachers for their reading and math formatives for a single day. Collect the resources the week of November 15, 2021 and share out findings at the December 4 staff meeting. Rescheduled staff meeting from 12/1/21 to 12/8/21.</p>			
	<p align="center"><i>Progress Notes</i></p>	<p align="center"><i>Progress Notes</i></p>	<p align="center"><i>Progress Notes</i></p>	<p align="center"><i>Progress Notes</i></p>	<p align="center"><i>Progress Notes</i></p>	<p align="center"><i>Progress Notes</i></p>

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	<p>1. Reviewed IP System, components, and walkthrough tool in PLCs on 8/17 &amp; 8/21.</p> <p>2. Will continue to address IP components as needed during PLCs and staff meetings based on data analysis.</p>	<p>1. Review of MAP Trends and KPREP Data and develop action plan that includes making sure that standards are addressed in tier 1 to depth and rigor in order to move students forward</p> <p>2. Administrators will attend MAP Training at District Office on October 6.</p> <p>3. Teachers will report how they will utilize Pathblazers to support work.</p> <p>4. Teachers will also develop plans that include Student Profile Report and MAP Goal Setting as an intentional step to promote student growth.</p>	<p>1. As of 12/6/2021, 92% of teachers are scoring a 2 or 1 on the LT/SC portion of IP and 86% scored the same on the minilesson portion.</p>			
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Proficiency/Growth	<p>1. Staff PD on Pathblazer assessment and reporting; teachers to develop plans for SBG and IC; Develop student self-progress monitoring template</p>	<p>1. Admin will begin sharing 1 sheet document for self scoring prior to the conferences 10/1/21            2. Teachers were given the TNTP Assignment Review Protocol for ela, math, science, and social studies. These will be utilized in future PLCs, planning sessions, and Vertical Meetings. 10/6/21</p>	<p>1. Teachers traingulate data to compare formative classroom data, Pathblazers and, MAP data for students.            2. MCE Slice--admin. collect formative samples for reading and math at the 11/15/21 PLC.            3. Admin share out at staff meeting the findings of the MCE Slice on 12/8/21 and encourage teachers to utilize the TNTP Assignment Review Protocol when selecting resources for instruction. Share plan for MCE Wedge resource focus (January-reading, February-writing, March-math)</p>	<p>1. Teachers traingulate data to compare formative classroom data, Pathblazers and, MAP data for students.            2. Unit summative checks by admin for reading and math; Mid -year reveiw of PLC agendas- look for: impact on student learning</p>	<p>1. Teachers traingulate data to compare formative classroom data, Pathblazers and, MAP data for students.            2. Unit summative checks by admin for reading and math</p>	<p>1. Teachers traingulate data to compare formative classroom data, Pathblazers and, MAP data for students.</p>
	<i>Progress Notes</i>	<i>Progress Notes</i>	<i>Progress Notes</i>	<i>Progress Notes</i>	<i>Progress Notes</i>	<i>Progress Notes</i>
	<p>1. Teachers attended the 1st PD Pathblazers PD presented on 8/17.            2. Teachers have received the new updated SBG Reference Sheets and once updated in IC, they will be able to create assignments/assessments in IC for their SBG data.</p>	<p>1. Compilation of trend data for Spring MAP subdomains (going back to 2017) and shared with teachers for analysis and next steps            2. 100% of teachers are given the 1 page IP sheet for reflection and feedback meetings with admin.</p>				





	<p>Teachers have reviewed goals/minutes and scheduled accordingly. PLC meetings will focus on monitoring expectations</p>	<p>2. Admin attended MAP Training on 10/6/21 and currently MAP Testing--will use data and reports to regroup students</p> <p>3. Resource Teacher revising students' math goals and calling ARCs to get goals changed. Seeking clarity and guidance.</p> <p>4. Currently 17 students have leveled up in Read 180 or System 44 as of 10/6/2021.</p>	<p>1. Admin meet monthly for RTI meetings and review RTI data and special education referrals and levels.</p> <p>2. Resource teachers receive ongoing support for IEP development and coteaching with behavioral specialist, curriculum specialist, and counselor.</p> <p>3. Currently students combined have leveled up 73 times in the Read 180 and System 44 as of 12/1/21.</p>			
<p>Revise PBIS system</p>	<p>Redesign of PBIS Tier 1 Expectations, including branding and visual reminders throughout the building.</p> <p>Re-Align DoJo Store to support Tier 1 Expectations only</p>	<p>Review dojo Tier 1 data each Monday and update the spreadsheet. Tier 1 data is used to move students through RTI process at monthly RTI meetings. Share data findings and movements with staff at monthly staff meetings.</p> <p>Tier 2 groups meet weekly to develop skills in deficit areas.</p> <p>Tier 3 students meet for daily check-in and check-out with Ms. Buntin.</p> <p>Students who had 100% positive Tier 1 behavior to be rewarded at the end of first nine weeks.</p>	<p>Begin monthly behavior meeting check-ins with Dr. Eckler, Mr. Moody, Ms. Furman, and Ms. Buntin.</p> <p>Students will be able to purchase "gift certificates" for our Christmas Shop with their dojo money from the PBIS store.</p> <p>Revise PBIS matrix with PBIS committee members during December staff meeting.</p>	<p>Revise expectation regarding Dojo points. Teachers will only report on 'The Wildcat Way' beginning 01/2022.</p> <p>Reward students for second nine weeks of 100% positive behavior.</p> <p>Reward students who continued with 100% positive dojo points for both first and second nine weeks.</p>	<p>Reward students for third nine weeks of 100% positive Tier 1 behavior.</p> <p>Reward students with 100% positive behavior for consecutive first, second and third nine weeks.</p>	<p>End of year incentive for students who finish the school year with 100% positive behavior.</p>
	<p>Progress Notes</p>	<p>Progress Notes</p>	<p>Progress Notes</p>	<p>Progress Notes</p>	<p>Progress Notes</p>	<p>Progress Notes</p>

	<p>Successful implementation of Tier 1 Expectations: Be in your spot; Follow Directions; Safe Body, Safe Words;</p> <p>Teachers are utilizing tangible DoJo Dollars to reinforce Tier 1 Behaviors.</p> <p>First 30 Day percentage 96.3% positive</p>	<p>1. 93.8% positive behavior with 137 students receiving no negative DoJo points as of 10/6/2021</p> <p>2. 114 student finished the first 9 weeks with zero negative dojo points. Students were rewarded with a food truck lunch in the courtyard.</p>	<p>1. 91.9% school-wide positive behavior as of 12/3/2021</p>			
<p><i>Reducing Non-academic Barriers to Student Learning</i></p>	<p>Implementation of GEER Grant Proposal</p>	<p>Reconstruct Attendance Monitoring Committee and set bi-monthly meetings times</p>	<p>Reinstatement of schoolwide Family Nights, acadmemic and behavior student celebrations, and school assemblies</p>	<p>Revisit impact of GEER Grant and make adjustments</p>	<p>Media-specialist will coordinate with curriculum specialist and FRC director to organize a STEAM Wildcat Night for families to attend.</p>	<p>Champions of Learning Celebration for PK-5 for academic/ attendance/ behavior recognition</p>
	<p><i>Progress Notes</i></p>	<p><i>Progress Notes</i></p>	<p><i>Progress Notes</i></p>	<p><i>Progress Notes</i></p>	<p><i>Progress Notes</i></p>	<p><i>Progress Notes</i></p>
	<p>22 students receiving weekly group counseling related to COVID impact</p>	<p>Attendance Monitoring Committee (Todd, Jill, Karla, Diane, Mary)</p>	<p>All students attended Veteran's Day assembly with invited guests; 48 students invited participate in "Champions of Learning" breakfast. Pre-school Merry Grinchmas event; 3rd Grade Musical December 9th;</p>			



	<p>1. Teachers focused on Designing First Unit of 1st 9 weeks. Moody and Furman have reviewed- Furman is monitoring weekly to see if learning targets and success criteria are congruent with standards.</p>	<p>1. 82% of teachers strongly believe that All means All and 18% believe that All means All most of the time. 2. 100% of teachers believe all students can achieve at high levels.</p>				
<p><i>All Teachers will be trained in SEL instruction and implementation</i></p>	<p>1. PD by Ms. Buntin-ZOR Expectations; time devoted to daily schedule for SEL instruction</p>	<p>1. Walk through visits from counselor; 2. Classroom lessons to be taught by counselor; 3. Teachers to input referrals to IC</p>	<p>1. ZOR mid year data review and check (1/10/22) - develop plan for 2nd semester (begin 1/17/22)</p>	<p>1. Use tableau update to assess trends with PBIS committee.</p>	<p>1. Develop End of year strategies for students with trauma</p>	<p>1. Roll out plan to families on summer plan regarding students with trauma</p>
	<p><i>Progress Notes</i></p>	<p><i>Progress Notes</i></p>	<p><i>Progress Notes</i></p>	<p><i>Progress Notes</i></p>	<p><i>Progress Notes</i></p>	<p><i>Progress Notes</i></p>
	<p>1. PD was given beginning of August. 2. Teachers are to teach ZoR during read aloud time on Mondays.</p>	<p>1. Walkthroughs began week of 9/27/21. 2. September classroom lessons are complete. 3. November classroom lesson complete.</p>	<p>1. ZoR to end 1/10/22. Students will take post-test. 2. Primary will use Second Steps, Intermediate will use Sources of Strength during Monday read-aloud time. Booster lessons will continue each afternoon (2:45-2:55)</p>			

<i>Professional Learning</i>	<p>1. Teachers receive current PLC System and reflect on what a Teacher Led PLC should be. 2. Pathblazers PD for all teachers in August PD Days.</p>	<p>1. Teachers create norms and agendas for their own PLCs. 2. Admin attend PLCs to help transition to Teacher Led PLCs and provide feedback in the implementation. 3. Pathblazers PD update for all teachers on November 3rd PD.</p>	<p>1. Release teachers to lead their PLCs with support from administration. 2. Determine grade levels that are implementing PLCs effectively based on the PLC training and teachers' guiding principles. 3. Monitor teacher implementation of Pathblazers in PLC data discussions and provide support to teachers who need more assistance. 4. Teacher Led PLC feedback to teachers will collectively be given to teachers beginning in November from admin.</p>	<p>1. Provide professional learning to teachers based on needs during Contract and NTI Days (if applicable). 2. Utilize staff meetings, PLCs, and Coaching Cycles to provide professional learning to teachers collectively and individually. 3. Continue to monitor teacher implementation of Pathblazers in PLC data discussions and address teachers' needs by providing individual support.</p>	<p>1. Provide professional learning to teachers based on needs during Contract and NTI Days (if applicable). 2. Utilize staff meetings, PLCs, and Coaching Cycles to provide professional learning to teachers collectively and individually. 3. Ask teachers for feedback regarding Teacher Led PLCs. What do teachers need moving forward?</p>	<p>1. Provide professional learning to teachers based on needs during Contract and NTI Days (if applicable). 2. Utilize staff meetings, PLCs, and Coaching Cycles to provide professional learning to teachers collectively and individually. 3. Determine the effectiveness of Teacher professional learning and develop a plan for 2022-2023.</p>
	<i>Progress Notes</i>	<i>Progress Notes</i>	<i>Progress Notes</i>	<i>Progress Notes</i>	<i>Progress Notes</i>	<i>Progress Notes</i>
	<p>1. PLCs utilized to share information from admin. PLC Training with teachers regarding a collective effort.</p>	<p>1. 100% of teachers have created norms and agendas 2. 100% of PLCs have been released to be teacher led with teachers creating agendas and keeping minutes. Admin. is attending and providing feedback to teachers beginning in November. 3. All but 1 teacher has been trained for Pathblazers PD on November 3. The 1 teacher will be updated when she returns from maternity leave.</p>		%	1	1