

Jere Whitson Elementary Annual Plan (2020 - 2021)

Last Modified at Sep 22, 2020 12:41 PM CDT

**[G 1] All Means All**

The student to school connection will be strengthened by decreasing the yearly average student chronic absenteeism by 0.3%. JWES will provide a well rounded comprehensive approach to help meet the needs of the whole child through the following student supports: Social-emotional and behavioral Physical health Family & community engagement/communication Safety and climate

**Performance Measure**

Chronic absenteeism will decrease by 0.3% annually Discipline data will be reviewed quarterly School based clinic visits by students and teachers will be reviewed to determine effectiveness on attendance rates Participation and surveys from family engagement events will be reviewed after each event RTI2B data will be analyzed to determine effectiveness quarterly Best Group data will be analyzed to determine effectiveness each semester

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p><b>[S 1.1] Social-Emotional and Behavior</b>                      Jere Whitson Elementary School will support students' social-emotional and behavioral growth and their abilities to navigate their social worlds through interactions with adults and peers.</p> <p><b>Benchmark Indicator</b>                      Suspension Referrals will be reviewed monthly by administration and show a decline from the previous month. An annual comparison will be used to measure previous year data. Absenteeism rates due to suspensions will be reviewed monthly to ensure suspensions rates do not increase chronic absenteeism percentage.</p>	<p><b>[A 1.1.1] School Counseling SEL Groups</b>                      The school counselor will provide social and emotional learning support weekly for students in small groups composed of students referred by teachers as needing additional SEL supports in each grade level, using the MindUp, Bounce Back, and I Can Problem Solve curricula appropriate to meet the needs of the students.</p>	Ellen Bilbrey	05/20/2021		
	<p><b>[A 1.1.2] Parent Calls and Home Visits</b>                      Teachers will make a call when a student is absent for two consecutive days or when a pattern is identified. Administration will make a home visit to check on students when a student misses 5 unexcused days. These measures will decrease chronic absenteeism in our white sub-group which represents 34% of all students with chronic absenteeism as of September 18, 2020.</p>	Tina Francis/Lettie Collier	05/20/2021		

	<p><b>[A 1.1.3] Mentoring Program</b>  At-risk students will be provided a mentor for social emotional support. Teachers will meet with students at least weekly to establish a connection to increase student-school engagement. Providing mentors will decrease chronic absenteeism within our white sub-group which represents 34% of all students with chronic absenteeism as of September 18, 2020. Those students that are classified SWD within the white sub-group will also be assigned a mentor to improve their academic achievement performance.</p>	Brittany Olsen/Laura Wheeler	05/20/2021		
	<p><b>[A 1.1.4] Promote Self-Worth, Growth Mindset, and Cooperative Learning</b>  Utilize school-wide expectations to achieve social and academic gains while inculcating values of self-worth, growth-mindset and cooperative learning to reduce the occurrence of behavioral infraction and improve attendance rates of students with truancy issues.</p>	Tina Francis	05/26/2021		
	<p><b>[A 1.1.5] Peer to Peer BEST Groups with Heart of the Cumberland</b>  Students who are encountering or have encountered trauma or grief are invited to attend BEST groups with peers during the school day, led by a Heart of the Cumberland facilitator (11-week program).</p>	Nancy Flatt	12/04/2020		
	<p><b>[A 1.1.6] Centerstone Counseling Services On-Site</b>  A Centerstone counselor will be on-site twice weekly on-site for students with specific social-emotional and mental health needs. Referrals may be made through S-team meetings, behavior team meetings, and administrator referrals.</p>	Tina Francis/Regan Denton	05/20/2021		
	<p><b>[A 1.1.7] Staff Wellness Survey/Mental Health Resources</b>  JWES staff will complete a Wellness Survey to help identify areas of concern so that Mental Health</p>	Shelia Barker	09/01/2020		

	Resources can be provided by the PCSS Mental Health Coordinator.				
	<b>[A 1.1.8] Student Wellness Survey/Resources</b> JWES students will complete a wellness survey to determine needs and to supply resources.	Ellen Bilbrey	09/18/2020		
<p><b>[S 1.2] Physical Health</b> PCSS will establish a support team that will strive to aid the student's physical health and well-being. The district understands that physical health can be a challenge for students who are chronically absent due to chronic illnesses, such as asthma and diabetes. Other physical health factors to consider include nutrition, vision, dental care, physical activity, drug abuse and prevention. PCSS will continue to implement strategies to address the physical health of our students.</p> <p><b>Benchmark Indicator</b> The attendance of students with chronic illnesses will be reviewed monthly by school nurses and reported to school administration, anticipating a decline from the previous month. Absenteeism rates due to chronic illnesses will be reviewed monthly to ensure attendance rates do not increase chronic absenteeism percentage.</p>	<p><b>[A 1.2.1] Physical Education 90 Minutes per Week</b> All students in grades K-4 receive 90 minutes of physical education per week.</p>	Christy Lee	05/20/2021		
	<p><b>[A 1.2.2] Enhance lifetime wellness and support academic achievement</b> With parent permission, the school nurse will conduct screenings and orchestrate screenings with partner agencies so that JWES students may participate in district-provided health screenings, such as BMI, to enhance lifetime wellness and support academic achievement. Also as a Community Eligibility Provision school, students are provided a nutritious lunch, as well as a healthy snack each day. Students will participate in 90 minutes of Physical Education activities each week. Breakfast will also be made available freely to all students.</p>	Christy Lee/Jackie Mayberry	05/20/2021		

	<p><b>[A 1.2.3] Vision and Hearing Screening Follow-Up</b>  A vision and hearing screening will be conducted for all JWES students by a teaching assistant. Cookeville Lions Club will provide additional screening for those who have not passed the initial vision screening; The Lions Club will provide recommendations based upon screening results. A teaching assistant will be responsible for following up on recommendations made by the Lions Club based upon vision screenings. JWES will seek partnerships with local optometry providers to ensure that students who need prescribed eyewear are able to obtain such eyewear. The SIP committee determined that this particular screening and subsequent follow-up was particularly important, especially to ensure that students are provided every opportunity to see clearly; Support team referrals and decisions also depend heavily on students' vision being eliminated as a possible hindrance to their education. Any child who does not pass the hearing screening will be re-screened in two weeks, and if he/she does not pass again, parents will be notified and recommendation will be made to visit a physician.</p>	Linda Fisk/Tina Francis	12/04/2020		
	<p><b>[A 1.2.4] Participate in District-wide Fitness Activities</b>  Students at all grade levels will participate in district-wide physical fitness activities such as: Festival of Movement- grades K-4 Swimming Classes at the local YMCA- grade 2 District-wide Olympics- grade 3 Fitness Walk- grade 4 Activity participation will depend on current Covid-19 guidelines.</p>	Christy Lee/Beverly Hall	05/20/2021		
<p><b>[S 1.3] School, Family &amp; Community Engagement and Communication</b>  Effective and inclusive school, family &amp; community engagement and communication is an integral step in meeting the needs of all students. By engaging schools, students, their families and community organizations, JWES will develop well-rounded and</p>	<p><b>[A 1.3.1] Adult ESL Classes</b>  Jere Whitson Elementary adopter, The River Community Church, has assembled a small group of adults to lead weekly Adult ESL classes to support the families of Jere Whitson Elementary School students. 7 members of the group have been trained to teach Adult ESL classes, and</p>	Thomas Fuhrman, Bud Houston, Bob Piras	05/20/2021		

<p>aligned strategies that support the learning for all students.</p> <p><b>Benchmark Indicator</b> Participation at Family Engagement events will increase over the previous year. Engagement metrics will be monitored through an attendance survey highlighting communication sources such as: parent note, newsletter, social media, school messenger, email or other. School Messenger response rates will increase.</p>	<p>others will contribute to the adult ESL classes by providing child care and activities for children of the families. Participants will participate by engaging in Pearson curriculum designed for adult learners. Due to Covid-19 restrictions, this class is being held off-campus this year but our parents are their target audience.</p>				
	<p><b>[A 1.3.2] Back to School Night</b> JWES planned to host our annual Back to School Night on August 13, during which multiple community partners (Cummins Filtration, New Day Services, Putnam County Health Department, Ollie Otter, Putnam County Emergency Services, First United Methodist Church, The River Community Church, and the Putnam County Public Library) serve students and families with information, resources, and food. The Back to School Night serves as an opportunity to make families aware of the many ways they can be involved in and support their child(ren)'s academic and social emotional journey at school. It also serves as an opportunity to share the school-wide Title 1 required information and the school-wide goals for 2020-2021, sharing successes and challenges in meeting these goals.*This Family Engagement activity was planned using our School Improvement Plan, test data, and parent surveys to best meet the needs of our parents and students. Due to COVID-19, this event was reformatted to provide information, resources, and materials online and/or in take-home packets. Mr. Fuhrman also recorded informational videos that were posted on the JWES youtube channel.</p>	<p>Heather Roach/Thomas Fuhrman</p>	<p>01/29/2021</p>		
	<p><b>[A 1.3.3] Increase Family and Community Engagement</b> Continue to strengthen our community and family involvement through PEP Talks, Ready for</p>	<p>Thomas Fuhrman, Heather</p>	<p>05/20/2021</p>	<p>Title I Funds for Family Engagement [\$2300.00]</p>	

	<p>Kindergarten, and school level Family Engagement events. Strengthen communication and increase family engagement through the use of social media, SchoolMessenger, School Website, classroom newsletters, Remind parent communication, and monthly parent engagement activities. Provide translators for students from non-English-speaking homes. Pursue continued community involvement through the Adopt-School-Program through our local Chamber of Commerce.*The Family Engagement activities were planned using our School Improvement Plan, test data, and parent surveys to best meet the needs of our parents and students. Due to COVID-19, scheduled events may be postponed, canceled, or reformatted to provide information, resources, and materials online and/or in take-home packets. Mr. Fuhrman will record informational videos that will be posted on the JWES youtube channel. More information will be shared with families and the community as it becomes available.</p>	Roach, Lettie Collier			
	<p><b>[A 1.3.4] Jere Whitson Freedom School</b>  Jere Whitson Elementary will expand its JWES Freedom School program to include four classes of ten students each. The families of participants are engaged weekly in family events to support the learning and literacy of the students and families of those enrolled in the program. The program will begin in June 2021 and finish in July 2021.*Due to COVID-19, Freedom School for the 2019-2020 summer was canceled. However, students were provided with multi-cultural literature and in take-home packets. Hopefully, this program will be able to occur as planned in 2021.</p>	Thomas Fuhrman	07/27/2021		
<p><b>[S 1.4] School Safety and Climate</b>  Students learn best when they are in an environment in which they feel safe, supported, challenged, and accepted. PCSS will review and revise policies to ensure chronically absent students are supported and re-engaged in school</p>	<p><b>[A 1.4.1] Full-Time School SRO</b>  Jere Whitson will have a full-time School Resource Officer on site to help to reinforce safety and security in the building, to serve as a liaison to students and families concerning home and vehicle safety, and to help devise and administer safety</p>	Eddie Farris/Gerald Bow	05/28/2021		

<p>rather than further excluded from class through punitive discipline practices.</p> <p><b>Benchmark Indicator</b> Attendance rates will be reviewed monthly by attendance secretaries and administration to show a decline from the previous month. An annual comparison will be used to measure previous year data. Absenteeism rates due to school climate issues will be reviewed monthly to ensure absenteeism rates do not increase chronic absenteeism percentage. 100% of school SERT team members will participate in required trainings to increase a positive school climate</p>	<p>plans in coordination and accordance with local law enforcement agencies.</p>				
	<p><b>[A 1.4.2] Teacher-Student Mentoring Program</b> JWES will promote adult advocacy for students who have a history of chronic absenteeism through a mentoring program during daily breakfast service, eating lunch with students, tutoring, checking in with students, etc.</p>	<p>Brittany Olson/Laura Wheeler</p>	<p>05/20/2021</p>		
	<p><b>[A 1.4.3] Behavior Team</b> A behavior team consisting of school counselor, special education teacher, assistant principal, and ENCORE teachers will meet bi-weekly to discuss students identified by classroom teachers with behavioral concerns. The team will provide Tier 1 supports in the classroom as well as assign Tier 2 students to Social Emotional Learning (SEL) groups that meet weekly. Tier 3 students will be served by the school counselor.</p>	<p>Tina Francis/Christy Lee/Nicole Brim/Ellen Bilbrey</p>	<p>05/20/2021</p>		
	<p><b>[A 1.4.4] Peer to Peer BEST Groups with Heart of the Cumberland</b> Students who are encountering or have encountered trauma or grief are invited to attend BEST groups with peers during the school day, led by a Heart of the Cumberland facilitator (11-week program).</p>	<p>Nancy Flatt</p>	<p>12/04/2020</p>		
	<p><b>[A 1.4.5] Professional Crisis Management</b> Two building administrators and three behavior team members will be trained as practitioners of</p>	<p>Thomas Fuhrman/Tina Francis/Christy</p>	<p>05/20/2021</p>		

	Professional Crisis Management, including meeting the needs of students in stable functioning, pre-crisis, crisis, and post-crisis. The training focuses on prevention, de-escalation, and appropriate response strategies to address the occurrence of students prior to and in various stages of crisis.	Lee/Nicole Brim/Ellen Bilbrey			
	<b>[A 1.4.6] Suicide Prevention Training</b> All faculty will complete Safe School's Suicide Prevention Training. Teachers will learn statistics related to suicide in Tennessee and the Upper Cumberland, identify possible indicators of suicidal tendencies, and learn appropriate responses and resources to address students who present indicators of suicidal tendencies.	Tina Francis/Thomas Fuhrman	09/08/2020		
	<b>[A 1.4.7] Provide a Safe Learning Environment</b> JWES will ensure a safe learning environment for all students and staff by implementing school safety plans and routines coordinated with local emergency management agencies. JWES will maintain a SERT Team that will monitor the plan through out the year and make adjustments as needed.	Tina Francis/Vickie Rector/Gerald Bow	05/20/2021		

**[G 2] Improve College and Career Readiness**

PCSS will increase the number of students meeting all four ACT College and Career Readiness Benchmarks. The district will also offer additional opportunities in EPSO's (Early Postsecondary Opportunity), and provide funding for industry certification exams, CLEP (College Equipped Readiness Tool) exams, and SDC (State-wide Dual Credit) exams.

**Performance Measure**

Increase ACT benchmarks by 5%. Graduation rates will continue to increase, especially for students who previously attended Jere Whitson Elementary who are part of the target white subgroup demographically.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<b>[S 2.1] Increase ACT Scores</b> The district will provide learning opportunities, preparation courses, and recognition program for students to develop the skills and knowledge necessary to score a composite of 21 or higher on the ACT.	<b>[A 2.1.1] High Quality Curriculum</b> Teachers in grades PreK-4 will use high quality instructional materials to ensure that academic foundations are established and that students experience systematic knowledge-building in English and Language Arts. Intervention will be	Thomas Fuhrman	05/14/2021		



<p><b>Benchmark Indicator</b> Increase number of students who benchmark on ACT by 5%. Increase district wide % of students who benchmark their composite score by 5%.</p>	<p>implemented daily for students whose performance on universal screeners indicates that they fall in the 25th percentile or lower in reading or mathematics. Though there is no direct correlative study that predicts student performance on ACT based on MAP reading and math scores, there is correlative prediction of student performance on end-of-year standardized tests. We analyze the NWEA MAP data and will be learning how to analyze DIBELS data to provide supports to meet ACT benchmarks.</p>				
<p><b>[S 2.2] Increase Graduation Rate</b> Graduation rate in 2018-29 was 91.1%. This was an increase from 90.4% the previous year. This is a positive trend, but PCSS is seeking to increase graduation rate and ready graduate percentage each year. Graduation rate for SWD students dropped from 82.35% in 2017-18 to 68.59% in 2018-19. However in 2018-19 it increased to 78.6%. PCSS will provide supports through teachers and counselors to ensure that all students are monitored and graduation progress is reviewed yearly. Credit recovery and remediation is offered through VITAL labs in all 3 high schools so students can recover credits and move on when ready to complete all credits necessary during high school. The goal is all students graduate on time in their cohort. Data from weekly tracking will lead to success in helping students graduate.</p> <p><b>Benchmark Indicator</b> The goal is to increase the graduation rate by 1% in 2019-2020. Improve SWD (Students with Disabilities) graduation rate from 68.59% to meet or exceed the state target of 75% and decrease the dropout rate of 3.78% by 1.5%. Data from weekly tracking will lead to success in helping students graduate.</p>	<p><b>[A 2.2.1] Monitor and Actively Address Chronic Absenteeism</b> Chronic absenteeism in elementary school is a significant predictor of students not graduating from high school. We will continue to assign mentors to students who are identified as being chronically absent or who are at risk of becoming chronically absent. The faculty and staff mentors check in at least weekly with students to provide a consistent connection to school apart from their regular classroom teachers and staff.</p>	<p>Brittany Olson, Thomas Fuhrman</p>	<p>05/14/2021</p>		
<p><b>[S 2.3] Increase College and Career Exploration Opportunities</b> Students will have opportunities to explore a variety</p>	<p><b>[A 2.3.1] Great Shake</b> 4th grade students will work with Academic Career Coaches to learn how to present themselves</p>	<p>Tina Francis</p>	<p>05/20/2021</p>		

<p>of college and career options. Students will also work Academic Career Coaches in college and career preparation.</p> <p><b>Benchmark Indicator</b> All fourth grade students will have opportunity to visit a university or college to learn about its programs. Students at every grade level will explore careers and preparation for those careers.</p>	<p>professionally and take part in a culminating experience in which community partners shake hands with fourth grade students, who have an opportunity to meet and greet multiple people from a variety of professions.</p>				
	<p><b>[A 2.3.2] 4th Grade TTU Visit Day</b> 4th grade students visit Tennessee Technological University to experience five or six different colleges and departments within the university. Students will visit the MakerSpace, the College of Education, iCUBE, the music department, the College of Agriculture, the Hooper Eblen Center, and the College of Engineering. Students have opportunities to ask questions at each of the respective colleges and departments in order to learn more about post-secondary and career opportunities.</p>	<p>Thomas Fuhrman</p>	<p>05/20/2021</p>		
	<p><b>[A 2.3.3] Career Day/Instruction</b> Students will have the opportunity to learn about a variety of possible career fields available upon graduation from high school or post-secondary education. This will happen throughout the year as part of CKLA instruction and in connection with the Great Shake. PCSS career coaches will assist in lining up guests.</p>	<p>Tina Francis</p>	<p>05/20/2021</p>		

**[G 3] Educator Development and Support**

Support all educators, teachers, and administrators with professional learning and resources that stimulate academic achievement.

**Performance Measure**

Increase the number of available high quality and aligned professional learning opportunities by 3% according to Frontline. 90% of new employees will score at expectations or above on their overall Level of Effectiveness (LOE). Decrease the percentage of misalignment between TEAM observation scores and growth scores by 3%.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
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<p><b>[S 3.1] Invest in educator development and support opportunities for all employees that support teaching and learning.</b>  Provide all district personnel with focused, ongoing, high-quality professional learning that is aligned to our district goals and focuses. District expectations of PL are that teachers will collaborate with colleagues to share and disseminate learning. Teachers are also expected to implement learned strategies in classroom instruction and reflect on the effectiveness and impact of the implementation.</p> <p><b>Benchmark Indicator</b>  Professional learning sessions and analytics in professional learning management platform (Frontline) will be reviewed annually to determine alignment to needs. TEAM Evaluation/Observation Data will be monitored annually to identify professional learning needs and opportunities. Professional learning program surveys and evaluations will be reviewed annually to determine the effectiveness of both the sessions and the presenters. The district PL rubric will be used to determine approval and types of professional learning credit to be awarded. The district PL Supervisor will review site-based PL plans and make recommendations for alignment. Instructional Practice Guides (IPGs) data will be used in determining PL needs.</p>	<p><b>[A 3.1.1] WIDA and ELLevation Training for All Teachers</b>  All teachers will receive WIDA/ELLevation training at the beginning of the academic year to ensure that all teachers serving ELs know what ILPs are and are able to support students in meeting ILP goals. In addition to the required WIDA training, teachers will attend sessions related to the needs of EL learners, including multicultural literature, Amplify ESL, grading practices with EL students, Exploring ELL's Cognitive Growth, Colorin Colorado best practices, Cultural Competence and Racial Bias/Diversity Awareness: Staff to Student, and English Learners Success Forum resource review. This is in an effort to ensure that teachers have opportunity to explore multi-faceted resources and perspectives for meeting the needs of EL students.</p>	<p>Thomas Fuhrman/Alice Brown</p>	<p>07/27/2020</p>		
	<p><b>[A 3.1.2] Academic Coaches Training Support</b>  Literacy Coaches will provide additional support to classroom teachers and ESL teachers in the use of the CKLA Skills strand, specifically geared towards use of the Assessment and Remediation guides, the chaining and power bar resources, and other resources developed by the district to support CKLA Skills strand. Penny Bowman will provide support to our ESL teachers, and Jessica Childers will provide additional support for classroom teachers in Math.</p>	<p>Allison Painter, Carissa Comer, Diana Cook, Penny Bowman, Jessica Childers</p>	<p>05/07/2021</p>		

	<p><b>[A 3.1.3] Special Education/Regular Classroom Teacher Collaboration</b> Once each nine weeks, the resource special education teacher will have opportunity to meet with regular classroom teachers to collaborate on curriculum and strategies, both co-teaching and meeting during planning to determine best practices for supporting students with use of the GoalBook Toolkit.</p>	Sheri Roberson	05/14/2021		
	<p><b>[A 3.1.4] Language Studio Training for ESL Teachers</b> All ESL teachers will receive Language Studio training at the beginning of the academic year to support EL students in meeting ILP goals. Language Studio reflect the importance of deep, sustained development of background knowledge and connected vocabulary for English learners. The program provides thirty minutes of daily English Language Development instruction. Pulling from research-based principles to build academic language, Language Studio supports English Learners by differentiating instruction across five English proficiency levels.</p>	Allison Painter, Diana Cook, Carissa Comer	09/01/2020		
<p><b>[S 3.2] Increase Growth and Achievement Scores</b> Provide appropriate and meaningful training, resources, and guidance to teachers and administrators to help increase the number of teachers who score at or above expectations in Growth and Achievement measures.</p> <p><b>Benchmark Indicator</b> Growth and achievement scores will be within a 10% range of the comparable district's scores for the 19-20 school year. IPG data will be gathered each semester to determine trends in classroom instruction.</p>	<p><b>[A 3.2.1] Academic Coaches Training Support</b> Literacy Coaches will meet with each respective grade level monthly to support use of the CKLA Skills and Listening and Learning at grades PreK-4. They will also support teachers' use of Amplify CKLA resources to effectively engage students. Penny Bowman will meet with PCSS ESL teachers monthly to support the learning needs of EL students. Jessica Childers will meet with each respective grade level to support Math instruction.</p>	Allison Painter, Carissa Comer, Diana Cook, Penny Bowman, Jessica Childers	05/07/2021		
<p><b>[S 3.3] New Teacher Mentoring</b> The district will support and promote the growth and development of new teachers in ways that will</p>	<p><b>[A 3.3.1] New Teacher Mentoring Meetings</b> Brogan Boles will serve as lead mentor with Nicole Brim serving as a teacher mentor to guide two new</p>	Brogan Boles, Nicole Brim	05/07/2021		

<p>help them demonstrate competency with the professional performance standards; and therefore, have a significant impact on student learning.</p> <p><b>Benchmark Indicator</b> Mentor meeting agendas, surveys and sign-in sheets for both district and site level meetings, classroom observations, mentor/mentee visits. Feedback will be collected to help gauge the effectiveness of mentor support and guide future sessions.</p>	<p>teachers through the prescribed mentor activities delineated for July, August, September/October, November/December, January, February, and March/April. Activities include a variety of procedural, professional, and pedagogical supports for ensuring that expectations are met and considerable supports to improve academic performance and growth. Mentoring in the 21st Century will be used as the text to guide the mentoring sessions.</p>				
<p><b>[S 3.4] New Teacher Onboarding</b> District Leaders will provide initial three day onboarding session to provide systemic support to teachers new to the system, including opportunities for collaboration with peers, ongoing formative and evaluative assessment of progress based on state teaching standards, and professional learning tailored to the challenges of new teachers. One day of the onboarding will focus on classroom management skills with follow-up throughout the school year.</p> <p><b>Benchmark Indicator</b> Induction and New Employee meeting agendas and sign-in sheets. Retention rates (Human Capital Report) will increase. TEAM Evaluation Data will improve for all new teachers. TVAAS Data</p>	<p><b>[A 3.4.1] New Teacher Matriculation</b> New teachers will receive district-level training in a variety of areas, including poverty simulation training, COMP training, and other specific training to meet the respective needs of the positions in which they are placed.</p>	Sharon Griggs	07/17/2020		
<p><b>[S 3.5] Recruit, Retain, Reward</b> Recruit, retain, and reward high quality employees who feel valued and respected.</p> <p><b>Benchmark Indicator</b> TN Educator Survey Results will be used to assist in planning new teacher onboarding. Career fairs for teacher recruitment will show an increase in interest in PCSS and in hard to staff areas. TEAM Observation Refinement Breakdown Chart TEAM Observation Reinforcement Breakdown Chart District salary schedules</p>	<p><b>[A 3.5.1] TTU Resident/Student Teacher Placements</b> Jere Whitson Elementary will host 3 student teachers and 3 resident students for the 2020-21 academic year to provide prospective candidates with a valuable professional learning experience, as well as to recruit for possible educator or teaching assistant vacancies.</p>	Thomas Fuhrman	04/30/2021		

	<p><b>[A 3.5.2] TTU Practicum Placements</b>  Jere Whitson Elementary will host multiple practicum placements during the 2019-20 academic year, including students from Dr. Amber Spears's education course and Dr. Dorota Silber-Furman's ESL course. This will provide excellent preparatory opportunities for the aspiring teacher candidates, as well as opportunities for Jere Whitson Elementary to identify candidates who may serve well as future members of the JWES team.</p>	Thomas Fuhrman, Tina Francis	04/02/2021		
	<p><b>[A 3.5.3] JWES - CHS TAP Collaboration</b>  Two students from Cookeville High School who are completing a "Teaching as a Profession" course will spend time completing an education practicum four days per week for an hour each day supporting teachers in Kindergarten. The aim of the program is to inspire high school students to pursue education as a profession and to enroll in a post-secondary program to meet that end. This is an excellent opportunity for students as early as their high school experience to be recognized as potential candidates for recruitment during their post-secondary experiences.</p>	Thomas Fuhrman	05/21/2021		
	<p><b>[A 3.5.4] Local Teacher Recognition</b>  JWES will celebrate excellence in teaching by recognizing individuals through the Teacher of the Year Program and Rotary Teacher of the Year Program. All JWES teachers will be celebrated throughout the year with breakfasts and lunches provided by our Adopters. Administration will also provide treats of appreciation such as coffee carts, cookies, and small gifts. Mentors of the Month and Servants of the Month will also be honored with gifts from Trinity Assembly and other partners.</p>	Thomas Fuhrman, Tina Francis	04/30/2021		
	<p><b>[A 3.5.5] Jere Whitson Freedom School Intern Development</b>  Jere Whitson Elementary School will host Jere Whitson Freedom School for six weeks in June and July 2021. Five servant leader interns will serve</p>	Thomas Fuhrman	07/27/2021		

	<p>students using the Children's Defense Fund curriculum to build relationships and empower students to take active leadership roles in their community and world. This serves as an excellent opportunity for connecting strong relational educators to the students, families, and school community at Jere Whitson Elementary School. Some of the interns are aspiring educators who could serve as excellent educators in our Jere Whitson school community in the future.</p>				
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**[G 4] Academic Success for All**

To support teachers in delivering strong instruction and having high expectations for all students with the use of engaging, grade-appropriate tasks and assignments in all subject areas. Student annual performance will reflect both increased achievement and growth as a result of strengthened instruction.

**Performance Measure**

The district will meet or exceed the Annual Measurable Objectives (AMO) targets for the Success Rate in the 3-5, 6-8, and 9-12 grade-bands in the "All Student" and four accountability subgroups, Black/Hispanic/Native American (BHN), Economically Disadvantaged (ED), English Learners (EL), and Students with Disabilities (SWD), in applicable subject areas. The district will meet or exceed level 3 or above growth in the Success Rate.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p><b>[S 4.1] Appropriate and Differentiated Interventions</b> Provide and implement appropriate interventions and differentiated instruction in all content areas and at all grade levels to meet individual student needs identified through the Universal Screener and other assessment tools. The district and schools will use assessment tools to determine skills gap/acceleration for all students in Tier I, II, and III according to the district RTI2 plan.</p> <p><b>Benchmark Indicator</b> Multiple data points including WIDA Access data, MAP data, Easy CBM, ILP's, attendance, PLC agendas, sign-in sheets and surveys.</p>	<p><b>[A 4.1.1] Periodic Data Meetings</b> Data teams will meet every 4.5 weeks to analyze the progress of students currently receiving interventions at Tiers 2 and 3, those indicating a need for interventions based upon universal screener data, and students who have particular needs for enrichment and additional support at the tier 1 level administered during scheduled RTI times. Data team members will analyze MAP, DIBELS, CKLA assessments, and other informal assessments of student learning.</p>	<p>Heather Roach, Vickie Tower, Lina Vasquez</p>	<p>05/20/2021</p>		
	<p><b>[A 4.1.2] Need-Based Interventions</b> One full-time certified teacher interventionist and three full-time paraprofessionals will serve students as interventionists to meet the various needs of</p>	<p>Thomas Fuhrman, Heather Roach</p>	<p>05/20/2021</p>		

	<p>students, as identified on the universal screener, MAP and mClass DIBELS for grades K-2 reading. Students will work in small groups for tier 2 and 3 interventions based on needs identified on the NWEA MAP Universal Screener for grades K-4 in math and 3 and 4 in reading and will be progress monitored. Tier 2 interventions will include ST Math, mClass Intervention (BURST), Lexia, and Sopris Sound Partners. Tier 3 interventions will include Wilson Foundations, teacher-directed ST Math intervention, and Corrective Reading. Students receiving special education services are using SRA Connecting Math for math remediation and S.P.I.R.E. for reading remediation. Students who do not qualify for tier 2 or tier 3 interventions will be provided with appropriate tier 1 extension and enrichment. The school enrichment specialist will serve students who perform at the highest percentiles on the universal screener at each grade level.</p>				
	<p><b>[A 4.1.3] SWD ELA Interventions</b>  A skills-based ELA intervention, such as S.P.I.R.E. Reading Intervention or an Orton Gillingham methodology based lesson, is provided to students with disabilities in grades K-4. The special education teachers are trained on the Orton Gillingham methodologies of teaching reading and receive ongoing support from a consulting teacher with their implementation through coaching and modeling of strategies. The intervention will be provided in addition to the student's core curricula and progress monitored for effectiveness. Students will receive support in their core curricula classes through inclusive services from the special education teachers. SE teachers will work with the general education teachers to differentiate and scaffold support for students to successfully master the curriculum being taught and support gap closure. SE teachers will attend training with GE teachers on district adopted ELA curriculum. SE teachers will work with the general education teachers to differentiate and scaffold support for</p>	Vickie Tower	05/20/2021		



	students to successfully master the curriculum being taught and support gap closure. Training will be provided to SE and GE teachers on co-teaching/UDL Strategies.				
	<p><b>[A 4.1.4] SWD Intervention Math</b>          JWES will provide interventions using Do the Math, TransMath, On Cloud Nine and Do the Math Now! for SWDs in grades 3-8 and 9-10. The intervention will be provided in addition to the student's core curricula and progress monitored for effectiveness. Students will receive support in their core curricula classes through inclusive services from the special education teachers. SE teachers will work with the general education teachers to differentiate and scaffold support for students to successfully master the curriculum being taught and support gap closure. Training will be provided to SE and GE teachers on Co-teaching and UDL strategies to better support special education students in the general education setting.</p>	Vickie Tower, Deborah Harlen	05/20/2021		
	<p><b>[A 4.1.5] PCG Identify and Intervene</b>          The PCG Identify and Intervene program will be used to track and record EasyCBM progress monitoring. This will help to track longitudinal data and to ensure that students are making progress in their respective interventions.</p>	Jason Stickler, Heather Roach	05/21/2021		
<p><b>[S 4.2] Professional Learning for Gap Closure</b>          Provide Professional Learning opportunities to assist teachers in closing student achievement gaps, understanding student needs, and increasing student achievement. In addition, provide all district personnel with focused, ongoing, high-quality professional learning that is aligned to our district goals and instructional focus.</p> <p><b>Benchmark Indicator</b>          Agendas, sign-sheets, MLP follow-up, IPG walk throughs, and progress monitoring will be monitored quarterly to ensure fidelity. IPG walkthroughs will show continued improvement in</p>	<p><b>[A 4.2.1] WIDA ELLevation Training</b>          All classroom teachers will receive WIDA/ELLevation training to better address ILPs and the needs of EL students, exploring WIDA performance levels, WIDA standards, and the ELLevation program.</p>	Alice Brown	09/01/2020		

Core Action 2 (from 2.4 to 3.0) and Core Action 3 (from 2.0 to 2.5).					
	<p><b>[A 4.2.2] Exceptional Learners Focus Professional Learning Day</b>  All educators had opportunity to learn about various resources and to gain additional perspective about teaching students from diverse backgrounds. The training included sessions on Amplify CKLA for ESL, multicultural literature, the cognitive development of EL students, a session devoted to the research and finding about high school graduation disparity with EL students and their non-EL peers, and English Learners Success Forum, Colorin Colorado, and grading practices with EL students.</p>	Thomas Fuhrman	07/27/2020		
	<p><b>[A 4.2.3] TOSS ALI Training for Administrators</b>  The principal and assistant principal will attend and use resources and tools gained from TOSS ALI virtual events to inform instructional practices and family engagement at Jere Whitson Elementary.</p>	Thomas Fuhrman and Tina Francis	05/07/2021		
<p><b>[S 4.3] District Instructional Specialists and Coaches</b>  The district will provide Literacy Coaches and Instructional Specialists for teacher supports.</p> <p><b>Benchmark Indicator</b>  Agendas, sign-sheets, MLP follow-up, IPG walk throughs, progress monitoring will be reviewed quarterly to ensure fidelity. IPG walkthroughs will show continued improvement in Core Action 2 (from 2.4 to 3.0) and Core Action 3 (from 2.0 to 2.5).</p>	<p><b>[A 4.3.1] ELA Instructional Coach Support</b>  ELA Instructional Coaches Allison Painter, Carissa Comer, and Diana Cook will support classroom teachers and ESL teachers in grades PreK-4 with scheduled monthly professional learning and support times and availability to support teachers with needs throughout the academic year. Penny Bowman will serve as the ESL instructional coach to empower all educators in using appropriate strategies for meeting the needs of EL students.</p>	Allison Painter, Carissa Comer, Diana Cook, Penny Bowman	05/20/2021		
	<p><b>[A 4.3.2] District Math Coach Support</b>  The district math coach Jessica Childers will meet with grade level K-4 math teachers monthly to support use of the Curriculum Associate math curriculum to ensure all teachers understand and know how to use the curriculum with fidelity. The district math coach will also provide professional</p>	Jessica Childers	05/20/2021		

	learning concerning best practices for teaching math content and skills.				
<p><b>[S 4.4] Resource Specific Professional Learning for District Curriculum</b> The district will provide ongoing professional learning to support teachers to create grade appropriate assignments and provide strong instruction using the district curriculum and resources.</p> <p><b>Benchmark Indicator</b> Attendance will be tracked in MLP for each session to ensure teacher participation in provided opportunities. At least 60% of teachers will attend at least one professional learning session that correlates to their area of refinement on the TEAM rubric.</p>	<p><b>[A 4.4.1] Amplify mClass Training</b> Classroom teachers in grades K-2 will attend mClass training to help them to administer DIBELS assessments and to interpret data to inform instruction and interventions.</p>	Carissa Comer	07/22/2020		
	<p><b>[A 4.4.2] Amplify CKLA Training</b> All classroom teachers, the resource special education teacher, and ESL teachers will be trained in the use of Amplify CKLA Edition 2 materials for instructional planning and delivery.</p>	Carissa Comer, Diana Cook, Allison Painter	07/23/2020		
	<p><b>[A 4.4.3] Amplify Reading Training and Support</b> Teachers will receive training in use of the tier 1 Amplify reading adaptive program for enriching the tier 1 CKLA curriculum.</p>	Carissa Comer, Allison Painter, Diana Cook	02/19/2021		
<p><b>[S 4.5] Pathways for Individual Learning</b> Personalized student-centered learning is a diverse variety of educational programs, learning experiences, instructional approaches, and academic-support strategies that are intended to address the distinct learning needs, interests, aspirations, and cultural backgrounds of individual students so they are able to achieve at the highest level including, but not limited to the use of technology, student centers, data, dual enrollment, dual credit, AP, IB, blended-learning, Work Based Learning, and career exploration.</p> <p><b>Benchmark Indicator</b></p>	<p><b>[A 4.5.1] Personalized Learning Devices in K-4</b> All students in grades K-4 will have access to a Chromebook for access to the InterNet, academic programs, and Google programs, to personalize and differentiate instruction and interventions. Amplify Reading, STMath, and Lexia will be used with students in grades K-4 as algorithm-based, adaptive learning programs to support Tiers 1, 2, and 3 instruction and interventions in mathematics and reading, respectively. Freckle will be used as an adaptive program to support students in both ELA and math in grades 2-4. Flocabulary will be used to support Tier 1 instruction, with some opportunities for</p>	Thomas Fuhrman and Tina Francis	05/20/2021		

<p>Participation; blended/flipped classroom data; individualized program data, instructional technology resources, regular benchmark data, district universal screener (MAP), and the use of the IPG instructional tool will be reviewed quarterly. IPG walkthroughs will show continued improvement in Core Action 2 (from 2.4 to 3.0) and Core Action 3 (from 2.0 to 2.5). The number of teachers using personalized strategies in their classrooms will increase by 10%.</p>	<p>independent student practice using vocabulary learned on their individual devices. Students will have opportunities to engage in other technology-assisted programs and enrichment activities, including Code.org, TypingClub, Common Sense Media Digital Passport, CoSpaces, and TinkerCad to develop transferable skills that may contribute to college and career success.</p>				
	<p><b>[A 4.5.2] Personalized Learning Professional Learning</b> Jere Whitson Elementary will continue its work with Education Elements to integrate the use of the Core 4 of personalized learning to meet the needs of students.</p>	<p>Sam Brooks, Tina Francis, Mary Nell Davis, Mallorie Johnson, Whitney Pastorial</p>	<p>05/20/2021</p>		
	<p><b>[A 4.5.3] Remote Learning Facilitator Team</b> Those students engaging in remote learning will have technical and pedagogical support provided by a team of remote learning facilitators.</p>	<p>Adam West</p>	<p>05/21/2021</p>		
<p><b>[S 4.6] Standards Aligned Core Instruction</b> Teachers will work with district coaches and specialists to align evidence-based curriculum, instruction and assessment with the state's academic content standards.</p> <p><b>Benchmark Indicator</b> Sign in sheets for summer training and TEAM Evaluation process will be reviewed at the beginning of the year to determine need for makeup sessions or additional training. Agendas from Admin PLCs will demonstrate continued focus on standards alignment. IPG walkthroughs will show continued improvement in Core Action 2 (from 2.4 to 3.0) and Core Action 3 (from 2.0 to 2.5).</p>	<p><b>[A 4.6.1] CKLA Curriculum</b> All classroom teachers will use CKLA Skills and Listening and Learning strands for core Tier 1 instruction. Teachers will be supported by district coaches and administrators in the use of these materials to use them optimally for student achievement. ESL teachers will use Language Studio to support the work in the classroom.</p>	<p>Thomas Fuhrman</p>	<p>05/20/2021</p>		
	<p><b>[A 4.6.2] IPGs to Guide Instruction</b> Instructional Planning Guides (IPGs) for literacy, mathematics, and foundational skills will be used</p>	<p>Thomas Fuhrman and Tina Francis</p>	<p>05/20/2021</p>		

	by district administrators and school administrators to identify and address areas in which there is clear evidence of core actions and areas in which core actions need improvement.				
	<p><b>[A 4.6.3] Rigorous and Engaging Science Curriculum</b> Classroom teachers in grades K-4 will use Mystery Science and Generation Genius to address Tennessee state standards for science with enriching and engaging content and lesson planning.</p>	Thomas Fuhrman	05/21/2021	Local School Improvement Funds [\$995.00]	
<p><b>[S 4.7] Early Literacy</b> Promote the importance of early literacy beginning at birth through individual homes, schools, daycare centers, pediatricians' offices, Head Start Programs, and media - involving a large circle of all stakeholders.</p> <p><b>Benchmark Indicator</b> Promote parent involvement and student reading in the local media (e.g., Herald-Citizen, Facebook, PCSS website, and signage) highlighting National Read with a Child Week, Summer Reading Programs, Ready For Kindergarten and the importance of reading. Schools will track student participation through, but not limited to, reading logs, goal setting, library check out, and other sources that will be reviewed quarterly.</p>	<p><b>[A 4.7.1] District Instructional Coach Support for Portfolios</b> The district ELA instructional coaches will support teachers in use of the portfolio model and engage in small-group student work analysis to promote student growth and achievement in early literacy.</p>	Allison Painter	05/20/2021		
	<p><b>[A 4.7.2] Birth to Five Parent Opportunities</b> JWES Pre-K parents will participate in activities designed to better prepare students for Kindergarten. Activities will include Ready for Kindergarten, Read Twenty Initiative, WOW Bus book giveaways, and JWES Family Engagement workshops specifically targeting Pre-K students. These activities may have to be presented in an alternative format due to Covid-19.</p>	Cindy Putman, Barbara Greeson	05/20/2021		
<p><b>[S 4.8] SWD Participation Rates</b> District will increase the number of students with disabilities in the regular education environment</p>	<p><b>[A 4.8.1] S.P.I.R.E. Curriculum</b> The special education resource teacher will use S.P.I.R.E. to address the foundational skill deficits</p>	Vickie Tower, Deborah Harlan	05/21/2021		

<p>and the number of students with disabilities who are participating in regular education assessments.</p> <p><b>Benchmark Indicator</b> Enrollment numbers, Easy IEP, TNReady results will be reviewed by school administrators and SPED personnel monthly. Easy IEP LRE reports will be pulled in fall/winter and spring to ensure district is on target to reach the desired increase of SWDs in the regular ed. environment 80% or more of the day from 64% to 73.50% and an increase Pre K special ed services in the regular early childhood program from 21.31% to 34%.</p>	<p>for students needing special education services for reading. By addressing the needs of all special education students, JWES will improve achievement for the white sub-group that comprises 20% of all students with disabilities sub-group.</p>				
<p><b>[S 4.9] Family Engagement (Academic Related)</b> District will strengthen and promote communication to all stakeholders for transparency and to increase awareness and involvement of parents and the community.</p> <p><b>Benchmark Indicator</b> Surveys, sign-in sheets, and agendas will be reviewed quarterly. Participation rates will increase by 5%. Family engagement activities will align to parent requests for topics. The number of family engagement activities will increase by 3% over the previous year.</p>	<p><b>[A 4.9.1] JWES Family Engagement Parent Workshops</b> Based on TSIP goals for student growth and achievement, the Family Engagement Committee proposed and approved the following Calendar of Events for the 2019-2020 school year: Thursday, August 13, 5:00-7:00 p.m. Back to School Night/Annual Title I &amp; Family Engagement Meeting: PreK-4 Parents and Students School-wide assembly will occur in the gym for important school information. Grade-level teacher sessions will discuss important information for the year &amp; give students a take-home activity to complete with their parents. Community members &amp; adopters will set-up information &amp; prize tables in the cafeteria. Friday, September 4, 8:15-10:15 a.m. Building Blocks for Your Child's Education: PreK &amp; Kindergarten Parent Breakfast &amp; Workshop Breakfast led by Jackie Reynolds, Barbara Greeson, &amp; Cindy Putman. Grade-level sessions led by PreK &amp; K teachers. Parents &amp; students will rotate classrooms for activities. Wednesday, September 25, 8:15-10:15 a.m. 1st and 2nd Grade Parent Workshop Grade-level sessions led by 1st and 2nd grade teachers. Parents &amp; students will rotate classrooms for activities. Friday, October 30, 8:15-10:15 a.m. Math Workshop with State Testing Information (Preparing Your Child): K-4</p>	<p>Heather Roach</p>	<p>03/06/2021</p>		

	<p>Parents Math Workshop led by Jackie Reynolds. Thursday, November 12, 5:00-7:00 p.m. STEM Night: K-4 Parents and Students Planned by 3rd grade teachers. STEM stations facilitated by K-4 grade-level teachers. Parents &amp; students will rotate stations for STEM activities. Tuesday, November 24, 12:00-2:00 p.m. 4th Grade Parent Lunch &amp; Workshop Grade-level sessions led by 4th grade teachers. Parents &amp; students will rotate classrooms for activities. Friday, December 11, 9:00-10:30 a.m. Literacy &amp; Math with Gingerbread Houses: PreK Parents and Students Led by PreK teachers. Parents &amp; students will work together to create gingerbread houses. Friday, January 29, 8:15-9:15 a.m. Reading Workshop: PreK-2 Parents Led by Jackie Reynolds, Barbara Greeson, &amp; Cindy Putman.*The Family Engagement activities on this list have been planned using our School Improvement Plan, test data, and parent surveys to best meet the needs of our parents and students. Dates and times of events are subject to change should those needs change during the year to maximize family engagement opportunities for both parents and students. Due to COVID-19, scheduled events may be postponed, canceled, or reformatted to provide information, resources, and materials online and/or in take-home packets. More information will be shared as it becomes available.</p>				
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