

Colonial Middle Annual Plan (2023 - 2024)

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**[G 1] Reading/Language Arts**

By May 2024, Colonial Middle School will increase ELA meeting or exceeding expectations proficiency rates in grades 6-8 from 22.8% in 2023 to 26.3% in 2024 on Mastery Connect assessment and on TCAP increase mastery from 21.4% in 2022 to 27.7% in 2024.

**Performance Measure**

Performance will be measured using the following tools:

TNReady

Assessment

District

Formative Assessment using Mastery Connect

School-wide Bi-weekly Common Assessment using Mastery Connect and Edulastic

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p><b>[S 1.1] Standard Aligned Core Instruction</b> Colonial Middle will provide daily access to a rigorous reading/language arts curriculum that will develop students' deep understanding of the content, strengthen comprehension, and promote mastery of TN Standards using MasteryConnect and TNReady assessment to ensure students are career and college ready.</p> <p><b>Benchmark Indicator</b> **Benchmark Indicator**</p> <p>BI-WEEKLY School-wide Mastery Connect Common Formative Assessments, WEEKLY School-wide DDI meetings, QUARTERLY Informal</p>	<p><b>[A 1.1.1] Standard Aligned Core Instruction</b> Colonial Middle School will provide daily access to a rigorous reading/language arts curriculum that will develop students' deep understanding of the content, strengthen comprehension, and promote mastery of TN Standards to ensure students are career and college ready.</p>	<p>Sandra Polk, Kamiah Turner, Angela Wright, Treena Guyton</p>	<p>05/31/2024</p>		

<p>and Formal Observation Data (IPG - Instructional Performance Guide Coaching Tool and Educational Epiphany Classroom Walkthrough Protocol), WEEKLY Formative Assessments, Quarterly District Common Formative Assessments, WEEKLY lesson plan audits with feedback (Standards-aligned lessons), and WEEKLY PLC meetings and Walkthroughs</p>					
	<p><b>[A 1.1.2] PLC</b>  Colonial MiddleSchool will conduct the following action steps:</p> <ul style="list-style-type: none"> <li>* Weekly PLC meetings to analyze data, fully understand core standards and focus on key curriculum shifts in order to improve teachers' skills and overall instructional design.</li> <li>* Weekly Collaborative Planning sessions to plan standards-aligned curriculum-based lessons and collaborate with colleagues about best strategies to ensure student success In ELA and on ELA State Standards.</li> <li>* Classroom teachers collaborate across the various grade and curriculum bands to practice researched-based teaching strategies and receive productive feedback from administration and peers.</li> <li>* Informal Walk-Through Data and Teacher Need Surveys to identify needed areas of Individualized Coaching, Safe Practice Sessions, and Engagement in the Teacher Reflective Practice Cycle.</li> <li>* Equip students with the necessary technology, supplies, materials, equipment, and support for academic and intervention instruction to include, but not limited to computer student laptops, and interactive smartboards to enhance and support students' learning opportunities.</li> </ul>	<p>Sandra Polk,  Kamiah Turner,  Treena Guyton,  Angela Wright</p>	<p>05/31/2024</p>		
	<p><b>[A 1.1.3] Instructional Materials, Supplies, and Resources</b>  Teachers will be provided additional instructiona materials, supplies, and resources, including online</p>	<p>Treena Guyton,  Angela Wright</p>	<p>08/31/2024</p>		

	resources, to support student growth and achievement during intervention and enrichment.				
<p><b>[S 1.2] Professional Development</b> Colonial Middle will provide professional development for teachers, administrators, and instructional leaders, on how to articulate the instructional practice shifts that will improve teachers' pedagogy of the content, master of standard look fors, students' skill set, and students' proficient reading level of grade supported texts.</p> <p><b>Benchmark Indicator</b> Colonial Middle School will implement the following action steps:</p> <p>Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document will provide the District with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard-aligned instruction in order to plan professional development support.</p> <p>District Walkthrough data will be monitored through the district's PD management system (Professional Learning Zone/PLZ) and Microsoft Forms for 80% standard-aligned core instructional implementation with fidelity at 2 per teacher per semester in order to provide individualized professional learning support.</p> <p>Instructional Leadership Team (ILT) meetings are conducted twice each month at 85% attendance to ensure district and school leaders are gaining and sharing knowledge of content, obtaining content support and resources through collaboration, and effectively communicating new information with school-level educators.</p> <p>Zone meetings and small-group ILT sessions are facilitated monthly by Instructional Leadership</p>	<p><b>[A 1.2.1] Classroom Strategies PD</b> Colonial Middle School will provide professional development on classroom strategies with a focus on Literacy to be provided for all teachers. The CMS Instructional Leadership Team will receive support from district and zone personnel on building leadership capacity. Standard aligned training in support of all students with special attention on an identified subgroup of SWD and EL students, structuring PLC, analyzing student work paying special attention to student work submitted from EL and SWD, and Data Analysis on all school and district level CFA's. The Admin. and ELA content Lead will then present the content to teachers and staff. Then classroom teachers will collaborate across the various grade and curriculum bands in order to provide a safe place to practice the presented researched-based teaching strategies.</p> <p>Colonial Middle School will implement the following action steps:</p> <ul style="list-style-type: none"> <li>* Weekly PLCs focused on analyzing standards using Education Epiphany resources (More accountabilities will be placed on staff to ensure the effectiveness of PLCs)</li> <li>* Vertical Team planning session with ELA teacher with a focus on deliberate practices.</li> <li>* I-Ready training to understand how to use the platform quarterly.</li> <li>* Quarterly meeting with ESL and SPED department</li> <li>* Protocol for looking at student work.</li> <li>* PD training (In-town/Out of town Professional Development) that provides teachers, teacher leads, and administrators with strategies to analyze and implement grade-level engaging, meaningful, and innovative instruction that ensures effective</li> </ul>	<p>Kamiah Turner, Sandra Polk, Treena Guyton, Angela Wright</p>	<p>05/31/2024</p>		

<p>Directors at 85% attendance to support content lead teachers, PLC Coaches, and administrators with feedback and targeted training that should result in more effective daily instructional practices that should be observed during district walk-throughs.</p> <p>Quarterly district-level PD sessions for volunteers and parents to learn effective strategies to help students reach the district's ELA goal.</p> <p>New teacher professional learning supports are offered at various times throughout each semester for new hires. Mentor rosters are submitted at the beginning of each semester to ensure collegial support is assigned to each new hire.</p>	<p>teaching is executed daily in the ELA classes by the general education, ESL, and SPED teachers.</p>				
	<p><b>[A 1.2.2] Support for Teaching EL and SWD</b>          Inclusion and ESL teachers will provide insight into the following areas regarding our SWD and ESL students:</p> <ul style="list-style-type: none"> <li>* how to provide support as a regular classroom teacher to the focused subgroups</li> <li>* the process for ESL students to successfully test out of the ESL program</li> <li>* how to prepare students in daily instructions for the WIDA assessment</li> <li>* providing intentional instructional support to students using the IEP and ILP</li> </ul>	<p>Sherika Quabner and Natalie Frazier</p>	<p>05/31/2024</p>		
<p><b>[S 1.3] Targeted Intervention and Personalized Learning</b>          Colonial Middle School will provide academic interventions, personalized learning activities, an individualized learning pace, and various instructional approaches designed to meet the needs of specific learners to improve student achievement.</p> <p><b>Benchmark Indicator</b>          Colonial Middle School students should perform at or above 70% on District Formative Assessments</p>	<p><b>[A 1.3.1] RTI Intervention</b>          Colonial Middle School will implement the following action steps:</p> <ul style="list-style-type: none"> <li>* Through the PLC meeting, content teachers and inclusion teachers collaborate for real-time intervention embedded in the lesson, best instructional practices for all students, peer observations of co-teachers to include a feedback session to determine commonalities of lessons, delivery styles, and teaching methods that enhance the overall learning environment for all students</li> </ul>	<p>Danette Monroe, Treena Guyton, Angela Wright</p>	<p>05/31/2024</p>		

<p>(Fall, Winter, and Spring) which align with core instructional standards for the specific quarter.</p> <p>Monthly progress monitoring data review of students' performance in targeted intervention (i-Ready) to determine the next steps of intervention support in an effort to get them to grade level.</p> <p>Weekly review of grade reports for students enrolled in summer learning opportunities to monitor and adjust the effectiveness of the learning opportunity and the impact on student learning and content delivery.</p>	<p>including support of our identified subgroups SWD and EL students.</p> <ul style="list-style-type: none"> <li>* Provide ongoing effective intervention strategies that are research-based PD for teachers and staff. Including PD training that included modeling effective instructional practices, behavior management strategies, assessment techniques, and directed teaching methods to support all students Tier I, II, and III. (Interim progress monitoring and weekly data meetings to gauge the effectiveness of interventions and adjust strategies as needed.</li> <li>* Utilizing small groups within the station rotations to provide focused individualized student support to assist students with meeting grade-level instructional expectations and address any learning deficits that are a result of the loss of instructional time due to the COVID-19 pandemic for all students including support of our identified subgroups SWD and EL students.</li> <li>* Provide ongoing targeted professional development as needed to ensure teachers and staff have the necessary skills to meet the needs of students performing both below and on grade level.</li> </ul>				
	<p><b>[A 1.3.2] Enrichment Learning</b> Colonial Middle School will provide an enriched and accelerated curriculum to meet the needs of all students and also to address any learning loss.</p>	<p>Temeka McKinney, Treena Guyton, Angela Wright</p>	<p>05/31/2024</p>		

**[G 2] Mathematics**

By May 2024, Colonial Middle School will increase Math meeting or exceeding expectations proficiency rates in grades 6-8 from 18.9% in 2023 to 22.6% in 2024 on the Mastery Connect assessment and on TCAP increase mastery from 17.4% in 2022 to 24.0% in 2024.

**Performance Measure**

Performance will be measured using the following tools:

TNReady Assessment

District Formative Assessment using Mastery Connect

School-wide bi-weekly Common Assessment using Mastery Connect and Edulastic

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p><b>[S 2.1] Standard Aligned Core Instruction</b> Colonial Middle will provide daily access to a rigorous reading/language arts curriculum that will develop students' deep understanding of the content, strengthen comprehension, and promote mastery of TN Standards to ensure students are career and college ready.</p> <p><b>Benchmark Indicator</b> BI-WEEKLY School-wide Mastery Connect Common Formative Assessments, WEEKLY School-wide DDI meetings, QUARTERLY Informal and Formal Observation Data (IPG - Instructional Performance Guide Coaching Tool and Educational Epiphany Classroom Walkthrough Protocol), WEEKLY Formative Assessments, Quarterly District Common Formative Assessments, WEEKLY lesson plan audits with feedback (Standards-aligned lessons), WEEKLY PLC meetings and Walkthroughs</p>	<p><b>[A 2.1.1] Standard Aligned Core Instruction</b> Colonial Middle School teachers will plan and execute standard aligned lessons with intentionality and focus (data-informed instruction) to provide daily access to a rigorous math curriculum that will develop students' engagement in important content, build on prior knowledge (prerequisite skills), and promote mastery of the new TN Standards to ensure students are career and college ready.</p>	Angela Wright, Kamiah Turner, Treena Guyton	05/31/2024		
	<p><b>[A 2.1.2] PLC</b> Weekly PLC meetings to analyze data, fully understand core standards, and focus on key curriculum shifts to improve teachers' skills and overall instructional design.</p> <p>Weekly Collaborative Planning sessions to plan standards-aligned curriculum-based lessons and collaborate with colleagues about best strategies to ensure student success in math and on the new math State Standards.</p> <p>Classroom teachers collaborate across the various grade and curriculum bands to practice researched-based teaching strategies and receive productive feedback from administration and peers.</p>	Angela Wright and Tonia Crawford	05/31/2024		

	<p>Informal Walk-Through Data and Teacher Need Survey to identify needed areas of Individualized Coaching, Safe Practice Sessions, and Engagement in the Teacher Reflective Practice Cycle.</p> <p>Equip students with the necessary technology, supplies, materials, equipment, and support for academic and intervention instruction to include, but are not limited to computer student laptops, and interactive smartboards to enhance and support students' learning opportunities.</p>				
	<p><b>[A 2.1.3] Instructional Materials, Supplies, and Resources</b> Teachers will be provided additional instructional materials, supplies, and resources, including online resources, to support student growth and achievement during intervention and enrichment.</p>	Treena Guyton, Angela Wright	08/31/2024		
<p><b>[S 2.2] Professional Development</b> Colonial Middle School will provide ongoing, high-quality professional development at the school level for school leaders, teachers, and other instructional staff that focuses on instructional shifts and strategies that result in improved student performance.</p> <p><b>Benchmark Indicator</b> Colonial Middle School will implement the following action steps:</p> <p>Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document will provide the District with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard-aligned instruction in order to plan professional development support.</p> <p>District Walkthrough data will be monitored weekly through the district's PD management system</p>	<p><b>[A 2.2.1] Classroom Strategies PD</b> Colonial Middle School will provide professional development on classroom strategies with a focus on Literacy to be provided for all teachers. The CMS Instructional Leadership Team will receive support from district and zone personnel on building leadership capacity. Standard aligned training in support of all students with special attention on an identified subgroup of SWD and EL students, structuring PLC, analyzing student work paying special attention to student work submitted from EL and SWD, and Data Analysis on all school and district level CFA's. The Admin. and Math content Lead will then present the content to teachers and staff. Then classroom teachers will collaborate across the various grade and curriculum bands in order to provide a safe place to practice the presented researched-based teaching strategies.</p> <p>Colonial Middle School will provide the following: * Weekly PLCs focused on analyzing standards</p>	Angela Wright, Tonia Crawford and Treena Guyton	05/31/2024		

<p>(Professional Learning Zone/PLZ) and Microsoft Teams for 80% standard-aligned core instructional implementation with fidelity in order to provide individualized professional learning support.</p> <p>Instructional Leadership Team (ILT) meetings are conducted twice each month at 85% attendance to ensure district and school leaders are gaining and sharing knowledge of content, obtaining content support and resources through collaboration, and effectively communicating new information with school-level educators.</p> <p>Zone meetings and small-group ILT sessions are facilitated monthly by Instructional Leadership Directors at 85% attendance to support content lead teachers, PLC Coaches, and administrators with feedback and targeted training that should result in more effective daily instructional practices that should be observed during district walkthroughs.</p> <p>Quarterly district-level PD sessions for volunteers and parents to learn effective strategies to help students reach the district's mathematics goal.</p> <p>New teacher professional learning supports are offered at various times throughout each semester for new hires. Mentor rosters are submitted at the beginning of each semester to ensure collegial support is assigned to each new hire.</p>	<p>using Education Epiphany resources (More accountabilities will be placed on staff to ensure the effectiveness of PLCs)</p> <ul style="list-style-type: none"> <li>* Vertical Team planning session with Math teacher with a focus on deliberate practices.</li> <li>* I-Ready training to understand how to use the platform weekly.</li> <li>* Quarterly meeting with ESL and SPED department</li> <li>* Protocol for looking at student work.</li> <li>* PD training (In-town/Out of town Professional Development) that provides teachers, teacher leads, and administrators with strategies to analyze and implement grade-level engaging, meaningful, and innovative instruction that ensures effective teaching is executed daily in the Math classes by the general education, ESL, and SPED teachers.</li> </ul>				
	<p><b>[A 2.2.2] Support for teaching EL and SWD</b>        Inclusion and ESL teachers will provide insight into the following areas regarding our SWD and ESL students:</p> <ul style="list-style-type: none"> <li>* how to provide support as a regular classroom teacher to the focused subgroups</li> <li>* the process for ESL students to successfully test out of the ESL program</li> <li>* how to prepare students in daily instructions for the WIDA assessment</li> </ul>	Angela Wright, Natalie Frazier, and Sherika Quabner	05/31/2024		



	* providing intentional instructional support to students using the IEP and ILP				
<p><b>[S 2.3] Targeted Interventions and Personalized Learning,</b> Colonial Middle will provide academic interventions, personalized learning activities, an individualized learning pace, and various instructional approaches designed to meet the needs of specific learners to improve student achievement.</p> <p>** **</p> <p>** **</p> <p><b>Benchmark Indicator</b> Colonial Middle School students should perform at or above 70% on District Formative Assessments (Fall, Winter, and Spring) which align with core instructional standards for the specific quarter.</p> <p>Colonial Middle School will implement the following action steps:</p> <p>Monthly progress monitoring data review of students' performance in targeted intervention (i-Ready) to determine the next steps of intervention support in an effort to get them to grade level.</p> <p>Weekly review of grade reports for students enrolled in summer learning opportunities to monitor and adjust the effectiveness of the learning opportunity and the impact on student learning and content delivery.</p>	<p><b>[A 2.3.1] RTI Intervention</b> Colonial Middle School will implement the following action steps:</p> <p>* Through the PLC meeting, content teachers and inclusion teachers collaborate for real-time intervention embedded in the lesson, best instructional practices for all students, peer observations of co-teachers to include a feedback session to determine commonalities of lessons, delivery styles, and teaching methods that enhance the overall learning environment for all students including support of our identified subgroups SWD and EL students.</p> <p>* Provide ongoing effective intervention strategies that are research-based PD for teachers and staff. Including PD training that included modeling effective instructional practices, behavior management strategies, assessment techniques, and directed teaching methods to support all students Tier I, II, and III. (Interim progress monitoring and weekly data meetings to gauge the effectiveness of interventions and adjust strategies as needed.</p> <p>* Utilizing small groups within the station rotations to provide focused individualized student support to assist students with meeting grade-level instructional expectations and address any learning deficits that are a result of the loss of instructional time due to the COVID-19 pandemic for all students including support of our identified subgroups SWD and EL students.</p> <p>* Provide ongoing targeted professional development as needed to ensure teachers and staff have the necessary skills to meet the needs of students performing both below and on grade level.</p>	<p>Danette Monroe, Angela Wright, Treena Guyton</p>	<p>05/31/2024</p>		
	<p><b>[A 2.3.2] Enrichment Learning</b> Colonial Middle will provide an enriched and</p>	<p>Temeka McKinney, Treena</p>	<p>05/31/2024</p>		

	accelerated curriculum to meet the needs of all students and also to address any learning loss.	Guyton, and Angela Wright			
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**[G 3] Safe and Healthy Students**

Colonial Middle School will reduce the percentage of chronic absenteeism rate from 25.0% in 2022-2023 to 20% with clearly defined systems and operating procedures for monitoring identified at-risk and chronically absent students on a weekly basis.

**Performance Measure**

Interventions and supports will be measured using the following:

- \* PowerSchool Data
- \* PowerBI Data
- \* SART documentation for at-risk students

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p><b>[S 3.1] Attendance and Behavior Interventions and Supports</b> Colonial Middle will implement targeted interventions and support programs and initiatives that address identified behavior needs and provide appropriate student supports.</p> <p><b>Benchmark Indicator</b> In order to look at attendance rates and factors that cause students to be absent from school the benchmark indicators are:</p> <p>Student discipline reports - 20 day reporting period will assist in monitoring students behavior and effectiveness behavioral interventions and supports measures aimed at reducing student discipline incidents.</p> <p>Attendance and suspension data - 20 day reporting period, will assist in monitoring students' attendance and the effectiveness of behavioral interventions and supports measures aimed at improved student attendance.</p> <p>Monitoring students who have been identified as</p>	<p><b>[A 3.1.1] Target Behavior Intervention and Support</b> CMS RTI2B team and Guidance Counselors will develop a behavior intervention plan to assist students in meeting school behavioral expectations.</p> <p>School Staff, RTI2B, and Guidance counselors will engage in training to learn strategies that can be used to assist students with meeting behavior goals.</p> <p>Professional Development Training (SEL &amp; Family Engagement)</p>	<p>Desmond Hendricks, Jeanine Evans, Tivian Bernard</p>	<p>05/31/2024</p>		

<p>needing additional support (i.e. homeless, foster care, student involved in RTIB programs, Truancy Supports and progressive discipline supports).</p>					
<p><b>[S 3.2] Professional Development</b> Provide ongoing, high quality professional development at the District-level and school site for school leaders, teachers, and other instructional staff to focus on changing instructional practices that result in improved student attendance and behavior positively impacting student achievement.</p> <p><b>Benchmark Indicator</b> Student discipline and attendance reports 20-day reporting cycle will be used to measure impact of changed practices as a result of professional development.</p> <p>Fidelity checks of student data entry will be conducted during the 20-day reporting cycle to monitor the incidents of data entry errors and erroneous reporting.</p> <p>Quarterly Reports will be shared district-wide.</p>	<p><b>[A 3.2.1] Targeted Attendance Intervention and Support to Decrease Chronic Absenteeism Rate</b> Promote effective parent, family, and community engagement activities that support safe schools with increasing student attendance positively impacting the overall academic success of students.</p> <p>Provide workshops, materials, and other training opportunities using a variety of delivery systems to support parents in helping their children's attendance improve.</p> <p>Utilize other district and other resources to ensure equal access to a safe learning environment that promotes academic achievement, limits the amount of lost instructional time, and ensures that all students have the opportunity to learn.</p> <p>PD training (In-town/Out of town Professional Development) provides teachers, teacher leads, and administrators the opportunity to learn about new insights and strategies for reaching and teaching students to help them recover from disrupted learning.</p>	<p>Desmond Hendricks and Jeanine Evans</p>	<p>05/31/2024</p>		
	<p><b>[A 3.2.2] Professional Development</b> PD training (In-town/Out of town Professional Development) provides teachers, teacher leads, and administrators the opportunity to learn about new insights and strategies for reaching and teaching students to help them recover from disrupted learning.</p>	<p>Desmond Hendricks and Jeanine Evans</p>	<p>05/31/2024</p>		
<p><b>[S 3.3] Parent, Family, and Community Engagement</b> Colonial Middle will promote effective parent, family, and community engagement activities and resources that support safe schools which will improve student attendance and behavior.</p>	<p><b>[A 3.3.1] CMS School Level Parent, Family and Community Engagement</b> Colonial Middle School will provide workshops, materials, and other training opportunities using a variety of delivery systems to support parents in helping their children's behavior improve.</p>	<p>Treena Guyton and Angela Wright</p>	<p>05/31/2024</p>		

<p><b>Benchmark Indicator</b> Colonial Middle will implement the following action steps:</p> <p>Review 20-day student attendance reports at the end of each semester to determine the impact after engagement events.</p> <p>At the end of each semester, review the attendance and discipline 20-day report for schools that have a trained parent ambassador to determine the impact on their attendance rates.</p> <p>Evidence of parent participation in decisions relating to the education of their children and collaboration efforts on district-level topics through monthly parent surveys.</p> <p>Conduct a semi-annual adopter survey to monitor their impact on students' success by way of their contributions of resources and time.</p>					
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