Havenview Middle Annual Plan (2022 - 2023)

Last Modified at Nov 04, 2022 03:13 PM CDT

[G 1] Reading/Language Arts
Havenview Middle School will increase ELA on-track and mastery proficiency rates for grades 6-8 from 10.0% in 2022 to 21.5% in 2023. Or at minimum meet the AMO target of 15.9%. Plus, a reduction of 6.25% of Below or Approaching students to On-track/Mastery.

Lever 2: Effective Instruction (Strategic Plan Alignment Academics) - Effective instruction is built around standards-based, high-quality curricula and assessments that are aligned to such standards and that measure student progress and provide information regarding the improvement of student achievement. Providing students with rigorous, standards-aligned instruction delivered through best practices will help to ensure that all students in Tennessee's schools have access to a comprehensive educational system which will prepare them for the career path of their choice.

District Turnaround: [G4] Build teacher capacity and content knowledge so that instruction reflects District's four instructional practice expectations from 65.63% in Spring 2022 to a minimum of 75% in 2023 on informal walkthroughs.

Performance Measure
Performance will be measured using the following tools:

TNReady Assessment: 21.5% on track/mastery

District Formative Assessment using Mastery Connect

Teacher-created Common Formative Assessments: 30% on track/mastery

Quarterly Common Formative Assessments:30% on track/mastery Spring Mock Assessment: 30% on track/mastery

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 1.1] Standard Aligned Core Instruction Provide daily access to rigorous reading/language arts curriculum, quality core instruction, formative assessments, and computer-based software that will develop students' deep understanding of the content, strengthen comprehension, aligned with the State's academic content standards in order to promote mastery of TN Standards. **Evidence for Standard Aligned Core Instruction** **Strategy 1:** Standards Aligned Core Instruction	**[A 1.1.1] Support rigorous learning environments for all students** * Provide supplies, materials, equipment, software (IXL 3-year Renewal, Readyworks, Goldbook, A-Reading, NewsELA, EGVideos, LearningFarm, BrightStorm, Measuring up books, TeacherPayTeachers, StudyIsland etc.) for teachers and students in order to provide effective classroom instruction, interventions, and environment that is conducive for successful student outcomes. * Strengthen technology-infusion through the use of	Calandra Jones-Howard, Darla Young-Berry	05/26/2023		

What We Know and Where We Need to Go High Quality Curriculum and System Improvement <https://standardswork.org/wp-content/uploads/2017/03/sw-curriculum-research-report-fnl.pdf> Tier I Evidence. **Benchmark Indicator** **Implementation** •Students should perform at or above the 70% on District Formative Assessments (Fall, Winter and Spring), teacher-created and Common Formative Assessments, which align with core instructional standards for the specific quarter and Mock Assessment administered in the Spring. Common Formative Assessments (bi-weekly, quarterly) allow teachers to track students' progress on ELA standards over a period of time. This will allow teachers to adjust strategies, target students and re-teach or spiral standards based on data. Plus, students will track and analyze their personal progress through use of data trackers. •Lesson Plan Review (weekly) will ensure teachers are delivering high-quality instruction aligned to the ELA TN Standards. Quarterly Pacing guides assist teachers in teaching ELA standards in a logical sequence within each quarter to ensure students are exposed to all TN Standards within the academic year. •Weekly informal observations using the District Classroom Walkthrough Protocol and Debriefing Document with data will be used to monitor teachers' delivery of objective-driven lessons and determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of	All-in-One Learning Clickers (with nightly sync with SIS) in all core classes for instant assessment feedback, access to student computers, and classroom computers' station for effective implementation of research-based instruction and provide a Computer lab for each grade level for additional intervention and assessments. The laptops for the learning stations will also be secured in small lockable cart in each classroom laptops. * Utilize Block Scheduling to maximize instructional time for good first teaching and incorporate on student and teacher academic enrichment. * Provide 6th, 7th, and 8th ELA students the opportunity to improve academically by gaining insight and deep understanding through field trips experiences as it relates to reading context, making real world connections, historical connections for information text, and in alignment with ELA standards and/or performance practices. * Implement specialize intervention camps for students on select weekends, non-instructional days, and/or during the summer to increase student academic readiness and enrichment.				

standard aligned instruction. •Quarterly review of TEM observation data to monitor educators' delivery of standard aligned lessons to the TN Standards. **Effectiveness** Students shall perform at 70% or above OR have at least 5% increase on district quarterly assessments. Student shall perform at 70% or above OR have at least 5% increase on common formative assessments resulting in at least 35% of student meeting or exceeding expectations on the Mock Assessment. Weekly Lesson Plans should be at minimum 80% aligned to a grade-level standard and district instructional practices. Weekly informal observations will be conducted with 100% feedback (written or verbal). Teachers scoring Level 1 or Level 2 in any domain will increase to Level 3 or at least improve by one level in that domain. Quarterly review of TEM Observation data will be conducted with 100% feedback (written or verbal). Teachers scoring Level 1 or Level 2 in any domain will increase to Level 3 or at least improve by one level in that domain.					
	[A 1.1.2] Use of common formative assessments and data trackers to continuously measure student progress Grade level/content specific common assessments created instructional coaches (quarterly) and teachers (weekly) that aligned with TN State Standards. Use of Data Trackers by teachers and students to	Calandra Jones-Howard, Ashley Williams	06/01/2023		

	monitor academic progress towards meeting/exceeding school and individual students' measurable goals. The teacher will analyze assessment data results and provide timely feedback to share with students and parents, implement reteaching strategies, and incorporate needed interventions. The students will also document their own progress on assessments plus setting individual goals/target via Student Data Tracker. Each core teacher will be provided a small lockable cabinet to house Student Data Trackers and other sensitive student data and information. The cabinet will also be used to secure Title I blending learning laptops.				
	[A 1.1.3] Conduct weekly classroom observation and feedback Utilize formal (TEM rubric) and informal (Educational Epiphany, Zone 5 Foci) observation processes to provide regular feedback to teachers to ensure instruction is aligned to the TN State Standards and that evidenced based strategies are used to address varying student needs. Plus, the opportunity for Peer Observations of within and outside the school.	Calandra Jones-Howard, Darla Young-Berry, Ashley Williams, Kevin Conley, Kevin Chatman, Marnecia Boyd	05/26/2022		
	[A 1.1.4] Assess to rigorous curriculum Provide a curricula framework for teachers with curriculum maps, Interpretation and Resource Guide, and Reading Prescription that outline essential knowledge and skills needed to master ELA TN State Standards Incorporate Cross-curriculum instructional concepts and resources with support from non-ELA content especially Social Studies and other non-core or STEAM based class and in order to bring a deeper understanding of academic vocabulary and Literacy standards.	Calandra Jones-Howard, Ashley Williams, Terri Stephens	05/27/2022		
	[A 1.1.5] Provide content support Use school and district ELA Instructional Coaches, school-based Professional Learning Communities Coach, and new teacher mentors to provide direct	Calandra Jones-Howard, Ashley Williams, Darla	05/26/2023		

	support to targeted teachers to improve literacy instructional practices and proper utilization of instruction time in classrooms. Additional Educational Assistant to help with interventions and data collection and analysis.	Young-Berry, School Mentors			
[S 1.2] Professional Development Professional development will be provided to teachers on how to articulate the instructional practice shifts that will improve students' skill set, teachers' pedagogy of the content, mastery of standard look fors, and proficient reading levels of grade supported texts. **Evidence for Professional Development** **Strategy 2:** Professional Development Effective Teacher Professional Development and Effects of Professional Development on the Quality of Teaching: Results from a Randomized Controlled Trial of Quality Teaching Rounds https://learningpolicyinstitute.org/sites/default/files/product-files/Effective_Teacher_Professional_Development_BRIEF.pdf <https://www.sciencedirect.com/science/article/pii/S0742051X17304225> **Benchmark Indicator** **Implementation** •Weekly informal observations using the District Classroom Walkthrough Protocol and Debriefing Document with data will be used to monitor teachers' delivery of objective-driven lessons and determine trends in teachers' ability to effectively implement the identified instructional shifts outlined	**[A 1.2.1] Support provided by Instructional Leaders** Weekly PLC, grade level, and/or content meetings led by PLC coaches, instructional coach and/or team lead to provide support based on evaluations, walk-through trends, and needs assessment provided by teachers.	Calandra Jones-Howard, Darla Young-Berry, Angela Williams, Phillystene Terry	05/26/2022		

in the rubric and gauge the implementation of standard aligned instruction in order to plan professional development support. Plus, faculty presentations, help sessions, and coaching or mentor opportunities following weekly observations will allow teachers to share and model successful strategies with colleagues.					
•Monthly school-based PD sessions and district PD opportunities will provide targeted training for teachers that should result in more effective daily instructional practices that should be observed during weekly observations.					
•School-based PLCs will be conducted weekly at 100% attendance to ensure all teachers are gaining and sharing knowledge of content, obtaining content support and resources through collaboration, and effectively receiving latest information.					
•Collaborative planning will be embedded monthly into instructional day in addition to a monthly meeting for effective instructional planning for each content area for both grade level and vertical instructional alignment and implementation					
•New teacher professional learning support is conducted weekly to ensure collegial support is offered to each new hire.					
•Quarterly PD sessions for volunteers and parents to learn effective strategies to help students reach the district's ELA goal.					
•Instructional Leadership Team (ILT) meetings are conducted once a month at 85% attendance to ensure 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 as well as targeted training					

that should result in more effective daily instructional practices that should be observed during district walk throughs. **Effectiveness** Weekly informal observations will be conducted with 100% feedback (written or verbal). Teachers scoring Level 1 or Level 2 in any domain will increase to Level 3 or at least improve by one level in that domain. • Monthly school-based PD sessions and district PD opportunities and will provide targeted training for teachers that should result in more effective daily instructional practices that should be observed during weekly observations. • School-based PLCs will be conducted weekly at 100% attendance to ensure all teachers are gaining and sharing knowledge of content, obtaining content support and resources through collaboration, and effectively receiving latest information. • Collaborative planning will be embedded monthly into instructional day in addition to a monthly meeting with at 100% attendance rate. • New teacher professional learning support is conducted weekly to ensure collegial support is offered to each new hire. • Quarterly PD conducted sessions for volunteers and parents with at least 20% of parental attendance based on the number of active students. • Instructional Leadership Team (ILT) meetings are conducted once a month at 90% attendance.					
	[A 1.2.2] Conduct Observations/Learning Walks Learning walks and observations (formal, informal,	Calandra Jones-Howard,	05/26/2023		

	and peer) to reflect on what was observed in order to provide feedback and strategies to improve instruction.	Darla Young-Berry, Kevin Chatman, Kevin Conley, Marnecia Boyd, Angela Williams		
	[A 1.2.3] Provide instructional support The district literacy coach, site-based content lead, and PLC coach will provide content coaching and in class support for teachers as needed as well as facilitate PD and PLCs when indicated for teachers throughout the year.	Calandra Jones-Howard, Darla Young-Berry, Ashley Williams	06/01/2023	
	[A 1.2.4] Offer Professional Develop Opportunities Professional development opportunities/conferences facilitated by the school, district, state, and/or region that addresses, but not limited to, TN ELA Standards, software usage, technology-infusion, All-In-One Learning, Blending Learning, Teaching on Block Schedule, classroom management, and other topics suggested by PD survey and observations, will be offered to all general and SPED teachers to incorporate best practices in ELA instruction.	Calandra Jones-Howard, Darla Young-Berry	06/01/2023	
	[A 1.2.5] Provide targeted learning opportunities for new teachers. Weekly new teacher mentoring sessions to provide additional support related to academic, culture, climate, and processes to build teacher's capacity and specialized professional development.	Calandra Jones-Howard, Darla Young-Berry	06/01/2023	
[S 1.3] Targeted Intervention and Personalized Learning 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. **Strategy 3:** Targeted Intervention and	**[A 1.3.1] Provide supplies, materials and academic programs to increase student performance** Purchase/provide needed instructional supplies, materials, academic programs/software, and updated technology, to increase student performance and support good first teaching	Calandra Jones-Howard, Darla Young-Berry	06/01/2023	

Personalized Learning					
Measuring the Implementation Fidelity of the Response to Intervention Framework in Milwaukee Public Schools https://ies.ed.gov/ncee/edlabs/regions/midwest/pdf/REL_2017192.pdf Tier I Evidence **Benchmark Indicator** **Implementation** •Students should perform at or above the 70% on teacher-created and Common Formative Assessments which align with core instructional standards for the specific quarter and Mock Assessment administered in the Spring. Common Formative Assessments (bi-weekly, quarterly) allow teachers to track students' progress on ELA standards over a period of time. This will allow teachers to adjust strategies, target students, and re-teach or spiral standards based on data. •Monthly progress monitoring data review of students' performance in targeted intervention (AimsWeb, IReady,..) to determine next steps of intervention support in an effort to get students to grade level. Twenty-day fidelity checks to monitor student progress in reaching benchmark goals according to their learning path in iReady. •Weekly monitoring of student's personalized action plan lessons completed in IXL. •Weekly review of grade reports for students enrolled in summer learning opportunities and after-school tutoring programs to monitor and adjust the effectiveness of the learning opportunity and the impact on student learning and content					

delivery. **Effectiveness** · Students shall perform at 70% or above OR have at least 5% increase on district quarterly assessments. · Student shall perform at 70% or above OR have at least 5% increase on common formative assessments resulting in at least 35% of students meeting or exceeding expectations on the Mock Assessment. · Weekly monitoring of student's personalized action plan lessons completed in IXL with 70% or higher mastery. · Weekly review of data reports should be implemented with 100% fidelity and students' performance shall be 70% or above OR have at least 5% percent growth otherwise at least one additional intervention shall be implemented.					
	[A 1.3.2] Implement Response to Intervention Utilize diagnostic tool (iReady) to identify students in bottom 10% in need of Tier II or Tier III intervention, provide computer-based and small group instruction based on skill deficits recommended, and offer foundational literacy support to targeted students.	Calandra Jones-Howard, Darla Young-Berry, Linda Henderson Davis (Interventionist)	05/27/2023		
	[A 1.3.3] Address Learning Gap Provide additional learning opportunities through Extended Programs (after-school tutoring, Saturday School, Tiger Tutorial Time, Zeros aren't Permitted, Homework Center, Summer Enhancement Program, etc) for students at-risk of failing based on data from progress reports, report cards, progress monitoring, and teacher recommendations.	Calandra Jones-Howard, Darla Young-Berry	06/30/2023		

	[A 1.3.4] Provide Parental Support Develop and conduct school- based parent center programs, trainings, and meetings that are aligned with the academic needs of the students in order to increase the parent's ability to support the child's academic achievement.	Calandra Jones-Howard, Freda Dotson, Issac Wright, Darla Young-Berry	05/26/2023		

[G 2] Mathematics
Havenview Middle School will increase Mathematics on-track and mastery proficiency rates for grades 6-8 from 7.3% in 2022 to 19.2%% in 2023. Or at minimum meet the AMO target of 13.5%. Plus, a reduction of 6.25% of Below or Approaching students to On-track/Mastery.

Lever 2: Effective Instruction (Strategic Plan Alignment Academics) - Effective instruction is built around standards-based, high-quality curricula and assessments that are aligned to such standards and that measure student progress and provide information regarding the improvement of student achievement. Providing students with rigorous, standards-aligned instruction delivered through best practices will help to ensure that all students in Tennessee's schools have access to a comprehensive educational system which will prepare them for the career path of their choice.

District Turnaround: [G4] Build teacher capacity and content knowledge so that instruction reflects District's four instructional practice expectations from 65.63% in Spring 2022 to a minimum of 75% in 2023 on informal walkthroughs.

Performance Measure
Performance will be measured using the following tools:

TNReady Assessment: 19.2% on track/mastery

Teacher-created Common Formative Assessments: 30% on track/mastery

Quarterly Common Formative Assessments:30% on track/mastery Spring Mock Assessment: 30% on track/mastery

District Formative Assessment using Mastery Connect

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 2.1] Standard Aligned Core Instruction 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 (pre-requisite skills), and promote mastery of TN Standards to ensure student success.	**[A 2.1.1] Support rigorous learning environments for all students** * Provide supplies, materials, equipment, software (Learning Upgrade, MobiMax, KhanAcademy, DiscoveryEd, Measuring Up Books, StudyIsland) and support for teachers and students in order promote effective classroom environment and instruction conducive to successful student outcome.	Calandra Jones-Howard, Darla Young, Lindsay Herrera	05/26/2022		

Evidence for Standard Aligned Core Instruction Strategy 1: Standards Aligned Core Instruction What We Know and Where We Need to Go High Quality Curriculum and System Improvement <https://standardswork.org/wp-content/uploads/2017/03/sw-curriculum-research-report-fnl.pdf> Tier I Evidence. **Benchmark Indicator** **Implementation** * Students will perform at 70% or above on District Formative Assessments (Fall, Winter and Spring), teacher-created and Common Formative Assessments, which align with core instructional standards for the specific quarter and Mock Assessment administered in the Spring. Common Formative Assessments (bi-weekly, quarterly) allow teachers to track students' progress on Mathematics standards over a period of time. This will allow teachers to adjust strategies, target students and re-teach or spiral standards based on data. Plus, students will track and analyze their personal progress through use of data trackers. * Lesson Plan Review (weekly) will ensure teachers are delivering high-quality instruction aligned to the Mathematics TN Standards. Quarterly Pacing guides assist teachers in teaching Mathematics standards in a logical sequence within each quarter to ensure students are exposed to all TN Standards within the academic year. * Weekly informal observations using the District Classroom Walkthrough Protocol and Debriefing Document with data will be used to monitor teachers' delivery of objective-driven lessons and determine trends in teachers' ability to effectively	* Strengthen technology-infusion through the use of All-in-One Learning Clickers (with nightly sync with SIS) in all core classes for instant assessment feedback, access to student computers, and classroom computers' station for effective implementation of research-based instruction and provide a Computer lab for each grade level for additional intervention and assessments. The laptops for the learning stations will also be secured in small lockable cart in each classroom laptops. * Utilize Block Scheduling to maximize instructional time for good first teaching and incorporate on student and teacher academic enrichment. * Provide 6th, 7th, and 8th Math students the opportunity to improve academically by gaining insight and deep understanding through field trips experiences as it relates to mathematics concepts and careers and in alignment with Math standards and/or performance practices. * Implement specialize intervention camps for students on select weekends, non-instructional days, and/or during the summer to increase student academic readiness and enrichment.				

implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction. * Quarterly review of TEM observation data to monitor educators' delivery of standard aligned lessons to the TN Standards. **Effectiveness** * Students shall perform at 70% or above OR have at least 5% increase on district quarterly assessments. * Student shall perform at 70% or above OR have at least 5% increase on common formative assessments resulting in at least 35% of student meeting or exceeding expectations on the Mock Assessment. * Weekly Lesson Plans should be at minimum 80% aligned to a grade-level standard and district instructional practices. * Weekly informal observations will be conducted with 100% feedback (written or verbal). Teachers scoring Level 1 or Level 2 in any domain will increase to Level 3 or at least improve by one level in that domain. * Quarterly review of TEM Observation data will be conducted with 100% feedback (written or verbal). Teachers scoring Level 1 or Level 2 in any domain will increase to Level 3 or at least improve by one level in that domain.					
	[A 2.1.2] Use of common formative assessments and data trackers to continuously measure student progress Grade level/content specific common assessments created instructional coaches (quarterly) and teachers (weekly) Use of Data Trackers by teachers and students to monitor academic progress towards meeting/exceeding school and individual students'	Calandra Jones-Howard, Lindsay Herrera	06/01/2023		

	measurable goals. The teacher will analyze assessment data results and provide timely feedback to share with students and parents, implement reteaching strategies, and incorporate needed interventions. The students will also document their own progress on assessments plus setting individual goals/target via Student Data Tracker. Each core teacher will be provided a small lockable cabinet to house Student Data Trackers and other sensitive student data and information. The cabinet will also be used to secure Title I blending learning laptops.				
	[A 2.1.3] Conduct weekly classroom observations and feedback Utilize formal (TEM rubric) and informal (Educational Epiphany, Zone 5 Foci) observation processes to provide regular feedback to teachers to ensure instruction is aligned to the mathematics TN State Standards and that evidenced based strategies are used to address varying student needs. Plus, the opportunity for Peer Observations of within and outside the school	Calandra Jones-Howard, Darla Young-Berry, Lindsay Herrera, Kevin Conley, Kevin Chatman, Marnecia Boyd	05/26/2023		
	[A 2.1.4] Assess to Rigorous Curriculum Provide a curricula framework for teachers with curriculum maps, Interpretation and Resource Guide, and Math Prescriptions that outline procedural/conceptual knowledge and skills needed to master Mathematics TN State Standards Incorporate Cross-curriculum instructional concepts with support from non-Math content especially Science and other STEAM based class in order to bring a deep meaning of mathematics Provide CodeCrew curriculum and instructional support twice a week for grade 6-8 students in order for students to meet and exceed academic expectations. This will provide students with a challenging curriculum option that supports rigor and relevant real-world examples / experience. CodeCrew supports our Math and Science	Calandra Jones-Howard, Lindsay Herrera, Darla Young-Berry	05/26/2023		

	curriculum. Students will be challenged by advanced math calculations and computations, higher order thinking skills, and problem-solving processes that build quality learning experiences. Students will gain knowledge that motivates, builds academic knowledge, helps create well-rounded students, and challenges them through exploration and technology.			
	[A 2.1.5] Provide content support Use Mathematics Instructional Coach and school-based Professional Learning Communities Coach to provide direct support to targeted teachers to improve mathematical instructional practices in classrooms. Use assistant principal to provide shared learning, purpose, action and responsibility to supplement instructional leadership due to the decline in school's Success Rate in math.. Additional Educational Assistant to help with interventions and data collection and analysis.	Calandra Jones-Howard, Lindsay Herrera, Darla Young-Berry	06/01/2023	
[S 2.2] Professional Development Provide ongoing, high quality professional development at the District and school level for school leaders, teachers, and other instructional staff that focuses on instructional shifts and strategies that result in improved student performance. **Evidence for Professional Development** **Strategy 2:** Professional Development Effective Teacher Professional Development and Effects of Professional Development on the Quality of Teaching: Results from a Randomized Controlled Trial of Quality Teaching Rounds [https://learningpolicyinstitute.org/sites/default/files/product-files/Effective_Teacher_Professional_Development_BRIEF.pdf](https://learningpolicyinstitute.org/sites/default/files/product-	**[A 2.2.1] Support provided by Instructional Leaders** Weekly PLC, grade level, and/or content meetings led by PLC coaches, instructional coach and/or team lead to provide support based on evaluations, walk-through trends, and needs assessment provided by teachers.	Calandra Jones-Howard, Darla Young-Berry, Candice Lauderdale, Lindsay Herrera	05/26/2023	

files/Effective_Teacher_Professional_Development_BRIEF.pdf) <https://www.sciencedirect.com/science/article/pii/S0742051X17304225> **Benchmark Indicator** **Implementation** * Weekly informal observations using the District Classroom Walkthrough Protocol and Debriefing Document with data will be used to monitor teachers' delivery of objective-driven lessons and 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. * Faculty presentations, help session, and coaching / mentoring opportunities following weekly observations will allow teachers to share and model successful strategies with colleagues. * Monthly school-based PD sessions and district PD opportunities will provide targeted training for teachers that should result in more effective daily instructional practices that should be observed during weekly observations. * School-based PLCs will be conducted weekly at 100% attendance to ensure all teachers are gaining and sharing knowledge of content, obtaining content support and resources through collaboration, and effectively receiving latest information. * Collaborative planning will be embedded monthly into instructional day in addition to a monthly meeting for effective instructional planning for each content area for both grade level and vertical instructional alignment and implementation * New teacher professional learning support is conducted weekly to ensure collegial support is offered to each new hire. * Quarterly PD sessions for volunteers and parents				

to learn effective strategies to help students reach the district's ELA goal. * Instructional Leadership Team (ILT) meetings are conducted once a month at 85% attendance to ensure 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 as well as targeted training that should result in more effective daily instructional practices that should be observed during district walk throughs. * New teacher professional learning support is conducted weekly to ensure collegial support is offered to each new hire. **Effectiveness** * Weekly informal observations will be conducted with 100% feedback (written or verbal). Teachers scoring Level 1 or Level 2 in any domain will increase to Level 3 or at least improve by one level in that domain. * Monthly school-based PD sessions and district PD opportunities and will provide targeted training for teachers that should result in more effective daily instructional practices that should be observed during weekly observations. * School-based PLCs will be conducted weekly at 100% attendance to ensure all teachers are gaining and sharing knowledge of content, obtaining content support and resources through collaboration, and effectively receiving latest information. * Collaborative planning will be embedded monthly into instructional day in addition to a monthly meeting with at 100% attendance rate. * New teacher professional learning support is conducted weekly to ensure collegial support is offered to each new hire.					

* Quarterly PD conducted sessions for volunteers and parents with at least 20% of parental attendance based on the number of active students. * Instructional Leadership Team (ILT) meetings are conducted once a month at 90% attendance.					
	[A 2.2.2] Conduct Observations/Learning Walks Learning walks and observations (formal, informal, and peer) to reflect on what was observed in order to provide feedback and strategies to improve instruction.	Calandra Jones-Howard, Lindsay Herrera, Darla Young-Berry, Kevin Conley, Kevin Chatman, Marnecia Boyd	05/26/2023		
	[A 2.2.3] Provide instructional support The mathematics coach, site-based content lead, and PLC coach will provide content coaching and in-class support for teachers as needed as well as facilitate PD and PLCs when indicated for teachers throughout the year.	Calandra Jones-Howard, Lindsay Herrera	06/01/2023		
	[A 2.2.4] Offer Professional Development Opportunities Professional development opportunities/conference facilitated by the school, district, or state/regional that addresses, but not limited to, TN Mathematics Standards, software usage, technology-infusion, Blending Learning, Teaching on Block Schedule, classroom management, and other topics suggested by PD survey and observations, will be offered to all general and SPED teachers to incorporate best practices in Math instruction.	Calandra Jones-Howard, Lindsay Herrera, Darla Young-Berry,	06/01/2023		
	[A 2.2.5] Provide targeted learning opportunities for new teachers Weekly new teacher mentoring sessions to provide additional support related to academic, culture, climate, and processes to build teacher's capacity and specialized professional development.	Calandra Jones-Howard, Darla Young-Berry	08/31/2022		
[S 2.3] Targeted Interventions and Personalized Learning,	**[A 2.3.1] Provide supplies, materials and academic programs to increase student**	Calandra Jones-Howard,	05/26/2023		

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. ** Strategy 3:** Targeted Intervention and Personalized Learning Measuring the Implementation Fidelity of the Response to Intervention Framework in Milwaukee Public Schools https://ies.ed.gov/ncee/edlabs/regions/midwest/pdf/REL_2017192.pdf Tier I Evidence ** ** **Benchmark Indicator** **Implementation** * Students should perform at or above the 70% on teacher-created and Common Formative Assessments which align with core instructional standards for the specific quarter and Mock Assessment administered in the Spring. Common Formative Assessments (bi-weekly, quarterly) allow teachers to track students' progress on Mathematics standards over a period of time. This will allow teachers to adjust strategies, target students, and re-teach or spiral standards based on data. * Monthly progress monitoring data review of students' performance in targeted intervention (AimsWeb, IReady,..) to determine next steps of intervention support in an effort to get students to grade level. Twenty-day fidelity checks to monitor student progress in reaching benchmark goals according to their learning path in iReady.	**performance** Purchase/provide needed instructional supplies, materials, academic programs/software (IXL), and updated technology to effectively ensure intervention and enrichment implementation in order to increase student performance and support good first teaching.	Darla Young-Berry			

* Weekly monitoring of student's personalized action plan lessons completed in IXL with 70% or higher mastery. * Weekly review of grade reports for students enrolled in summer learning opportunities and after-school tutoring programs to monitor and adjust the effectiveness of the learning opportunity and the impact on student learning and content delivery. **Effectiveness** · Students shall perform at 70% or above OR have at least 5% increase on district quarterly assessments. · Student shall perform at 70% or above OR have at least 5% increase on common formative assessments resulting in at least 35% of students meeting or exceeding expectations on the Mock Assessment. · Weekly monitoring of student's personalized action plan lessons completed in IXL with 70% or higher mastery. · Weekly review of data reports should be implemented with 100% fidelity and students' performance shall be 70% or above OR have at least 5% percent growth otherwise at least one additional intervention shall be implemented.				
	[A 2.3.2] Implement Response to Intervention Utilize diagnostic tool (iReady) to identify students in bottom 10% in need of Tier II or Tier III intervention and provide computer-based and small group instruction based on skill deficits recommended to targeted students.	Calandra Jones-Howard, Darla Young-Berry, Linda Henderson Davis (Interventionist)	05/26/2023	
	[A 2.3.3] Address Learning Gap Provide additional learning opportunities through Extended Programs (after-school tutoring,	Calandra Jones-Howard,	06/30/2023	

	Saturday School, Tiger Tutorial Time, Zeros aren't Permitted, Homework Center, Summer Enhancement Program, etc) for students at-risk of failing based on data from progress reports, report cards, progress monitoring, and teacher recommendations.	Darla Young-Berry			
	[A 2.3.4] Provide Parental Support Develop and conduct school- based parent center programs, trainings, and meetings that are aligned with the academic needs of the students in order to increase the parent's ability to support the child's academic achievement.	Calandra Jones-Howard, Freda Dotson, Isaac Wright, Darla Young-Berry	05/26/2023		

[G 3] Safe and Healthy Students

Havenview Middle School will reduce the percentage of chronically absent students from 0.3% in 2022 to 0.15% in 2023, and improve progressive discipline by reducing the Suspension Rate percentage from 9.5% in 2022 to 5.0% in 2023.

Lever 3: Student Support and Services (Strategic Plan Alignment- Student Readiness) Schools, in partnership with parents and the community, can create a positive, child-centered learning environment which provides support to students to remove the barriers to learning that students in underperforming schools often experience. Supporting student readiness begins with eliminating barriers to physical and mental health, well-being and learning; then planning for and implementing strategies which support the physical, mental, cognitive, social and emotional development of students.

[G 1] Priority schools will reduce chronic absenteeism rates from approximately 31.8% in 2022 to approximately 26.8% in 2023 with clearly defined systems and operating procedures for monitoring identified at-risk and chronically absent students weekly

Performance Measure
Interventions and supports will be measured using the following:

* PowerSchool Data
* PowerBI Data
* Share Point

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 3.1] Attendance and Behavior Interventions and Supports Implement targeted interventions and support programs and initiatives that address identified behavior needs and provide appropriate student supports.	**[A 3.1.1] Notify Parents** Parents will be contacted each time his or her child is absent from school by a member of the grade level team (teacher, admin, counselor)	Darla Young-Berry, Kevin Chatman, Kevin Conley, Marcenia Boyd	05/26/2023		

Evidence for Strategy 1: Attendance and Behavior Interventions and Supports Making ESSA's Equity Promise Real: State Strategies to Close the Opportunity Gap Eliminating Chronic Absenteeism https://learningpolicyinstitute.org/sites/default/files/product-files/ESSA_Equity_Promise_Absenteeism_BRIEF.pdf **Benchmark Indicator** **Implementation**: In order to look at attendance rates and factors that cause students to be absent from school the benchmark indicators are: 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. 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. Monitoring students who have been identified as needing additional support (i.e. homeless, foster care, student involved in RTIB programs, Truancy Supports and progressive discipline supports). **Effectiveness**: Student discipline reports and					

attendance/suspension data will be monitored each 20-day reporting with 100% fidelity in order to ensure at least a 10% continuous improvement. Monitor students weekly in order to reduce truancy by 5% within these students and ensure 100% compliance of program initiatives.					
	[A 3.1.2] Provide Alternative Discipline Use the Reset Room to provide academic instruction for students with behavior incidents, provide counseling opportunities for students to reflect on misbehavior and redirect accordingly, and use character education classes for to assist students in establishing and implementing behaviorally and academically into mainstream classroom and social situations.	Darla Young-Berry, Kevin Chatman, Kevin Conley, Marcenia Boyd	05/26/2023		
	[A 3.1.3] Follow RTI2B Plan Havenview Middle will implement the Response to Intervention 2 - B plan targeted at improving discipline and attendance with fidelity on a daily basis	Kevin Chatman	05/26/2023		
	[A 3.1.4] Create a Discipline Team Utilize cross-functional teams (data team, RTI2B team, ILT team) to review attendance, chronic absenteeism and behavioral data to identify at-risk students every 20 days.	Darla Young-Berry	05/26/2023		
[S 3.2] Professional Development 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. **Evidence for Professional Development** **Strategy 2:** Professional Development Effective Teacher Professional Development and Effects of Professional Development on the Quality	**[A 3.2.1] Targeted Training** Provide principals, school counselors, and behavioral specialists training to address student discipline, attendance, chronic absenteeism, social and emotional support.	Calandra Jones-Howard	06/01/2023		

of Teaching: Results from a Randomized Controlled Trial of Quality Teaching Rounds https://learningpolicyinstitute.org/sites/default/files/product-files/Effective_Teacher_Professional_Development_BRIEF.pdf <https://www.sciencedirect.com/science/article/pii/S0742051X17304225> **Benchmark Indicator** **Implementation** Monitor the number of student referrals to the reset room and ISS quarterly and/or prior to professional development session. Monitor behavior plans per semester to determine the implementation and effectiveness of the strategies and resources shared during Professional development. Student discipline and attendance reports 20-day reporting cycle will be used to measure impact of changed practices as a result of professional development. 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. Analyze Quarterly Reports that are provided by district in order to make necessary modifications. **Effectiveness** Monitor weekly student referrals to reset room and					

ISS and provide mentoring/coaching/training for teachers after 3 referrals. Monitor behavioral plan monthly or as needed to ensure student is in compliance and follow-up. Student discipline and attendance report plus student data entry will be monitored and conducted with 100% fidelity each 20-day reporting cycle. Quarterly reports will be analyzed by the data team and reports will be created / provided for distribution with 14-days of analysis.					
	[A 3.2.2] Offer Professional Development Professional development opportunities/conferences facilitated by the school, district, state and/or region that address, but not limited to, classroom management, RTI2B, A.C.E.S., Responsive Classroom, and other topics suggested by PD survey and observations, will be offered to general and SPED teacher to incorporate best strategies to promote a safe environment for conducive to learning.	Calandra Jones-Howard	06/01/2023		
	[A 3.2.3] Provide targeted learning opportunities for new teachers Weekly new teacher mentoring sessions to provide additional support related to academic, culture, climate, and processes to build teacher's capacity and specialized professional development in order to ensure safe and healthy environments within the classroom.	Calandra Jones-Howard, Darla Young Berry	05/26/2023		
[S 3.3] Parent, Family, and Community Engagement Promote effective parent, family, and community engagement activities and resources that support safe schools which will improve student attendance and behavior. **Evidence For Strategy 3:** Parent, Family, and Community Engagement	**[A 3.3.1] Provide stakeholder training** Provide training sessions (in-person and virtual) all stakeholders that focuses on ways to address student discipline, attendance, chronic absenteeism, social and emotional support (i.e., Parent University, Annual Title One Meeting, Open House, Date with Data/Data Night, Breakfast with the Principal, Lunch and Learn, Grade Level Meeting, Muffins with Moms, Donuts with Dads)	Calandra Jones-Howard, Freda Dotson, Isaac Wright, Darla Young-Berry	06/01/2023		

Meaningful Local Engagement Under ESSA https://dignityinschools.org/wp-content/uploads/2017/10/LEA-and-SL-Handbook_8.10.17.pdf **Benchmark Indicator** **Implementation**: Review 20-day student attendance reports at the end of each semester to determine the impact after engagement events. 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. Evidence of parent participation in decisions relating to the education of their children and collaboration efforts on district level topics through monthly parent surveys. Conduct a semi-annual adopter surveys to monitor their impact on students' success by way of their contributions of resources and time. **Effectiveness** Review 20-day student attendance reports with 100% fidelity. Each semester, review attendance and discipline 20-day reports to ensure reduction of attendance rates by 10%. Conduct surveys monthly for parents with at 50% of feedback per grade level					

Conduct semi-annual surveys for adopters with at least 80% of feedback.			
	[A 3.3.2] Notify Parents Parents will be contacted each time his or her child is absent from school by a member of the grade level team (teacher, admin, counselor)	Darla Young-Berry, Kevin Chatman, Kevin Conley, Marcenia Boyd	06/01/2023
	[A 3.3.3] Develop Mentoring Program Connect with adopters, community partners, and other agencies, along with faculty/staff, to as mentor to at-risk students.	Darla Young-Berry, Tamara Odle	06/01/2023