

Havenview Middle Annual Plan (2021 - 2022)

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[G 1] Reading/Language Arts

By Spring 2022, Havenview Middle will increase On-Track//Mastery in grades 6 - 8 from 7.3% (2019) to 17.3% (2022).

Performance Measure

TNReady Assessment: 17.3% on track/mastery
 Teacher-created Common Formative Assessments: 30% on track/mastery
 WEZ 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
<p>[S 1.1] Standard Aligned Core Instruction Provide access to rigorous ELA curriculum, quality core instruction, formative assessments, and computer-based software aligned with the State's academic content standards in order to promote mastery of TN Standards.</p> <p>Benchmark Indicator Benchmark Indicator Students should perform at or above the 70% on teacher-created and WEZ Common Formative Assessments which align with core instructional standards for the specific quarter and WEZ 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. 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 data will be</p>	<p>[A 1.1.1] Support rigorous learning environments for all students Provide supplies, materials, equipment, software and support for teachers and students in order to promote effective classroom environment and instruction conducive to successful student outcome.</p>	<p>Dorothy Hudson, Darla Young-Berry</p>	<p>03/11/2022</p>		

used to monitor teachers' delivery of objective-driven lessons and determine trends in teachers' abilities to effectively implement instructional shifts and practices of standard aligned instruction.					
	[A 1.1.2] Use of common formative assessments to measure student progress Grade level/content specific common assessments created by WEZ instructional coaches (quarterly) and teachers (weekly)	Ashley Williams	06/01/2022		
	[A 1.1.3] Conduct weekly classroom observation and feedback Utilize formal (TEM rubric) and informal (Educational Epiphany, WEZ Super 6) 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.	Darla Young	05/27/2022		
	[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.	Dorothy Hudson, Ashley Williams	06/01/2022		
	[A 1.1.5] Provide content support Use WEZ ELA Instructional Coach and school-based Professional Learning Communities Coach to provide direct support to targeted teachers to improve literacy instructional practices in classrooms.	Dorothy Hudson, Ashley Williams	06/01/2022		
[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.	[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.	Dorothy Hudson, Ashley Williams	05/27/2022		

<p>Benchmark Indicator</p> <p>Weekly walk through will provide the school 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. Faculty presentation following weekly observations will allow teachers to share and model successful strategies with colleagues. Monthly school-based PD sessions and district PD opportunities will be provide targeted training for teachers that should result in more effective daily instructional practices that should be observed during weekly observations. School-based PLC, content, and grade-level meetings 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 new information. New teacher professional learning support is conducted weekly to ensure collegial support is offered to each new hire.</p>					
	<p>[A 1.2.2] Conduct Observations/Learning Walks</p> <p>Learning walks and observations (formal, informal, and peer) to reflect on what was observed in order to provide feedback and strategies to improve instruction.</p>	<p>Darla Young-Berry</p>	<p>05/27/2022</p>		
	<p>[A 1.2.3] Provide instructional support</p> <p>The WEZ 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 when indicated for teachers throughout the year.</p>	<p>Dorothy Hudson</p>	<p>05/27/2022</p>		

	<p>[A 1.2.4] Offer Professional Development Opportunities Professional development opportunities/conference facilitated by the school, district, or state/regional that addresses, but not limited to, TN ELA Standards, software usage, 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.</p>	Darla Young, Dorothy Hudson	06/30/2022		
	<p>[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.</p>	Kevin Chatman, Targanar Buford	05/27/2022		
<p>[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.</p> <p>Benchmark Indicator Students should perform at or above the 70% on teacher-created and WEZ Common Formative Assessments which align with core instructional standards for the specific quarter and WEZ 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 (Illuminate Fastbridge) to determine next steps of intervention support in an effort to get students to grade level.20</p>	<p>[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.</p>	Dorothy Hudson	03/11/2022		

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 with 70% or higher mastery.					
	[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 adding reading specialist to the staff to offer foundational literacy support to targeted students.	Linda Henderson-Davis	05/27/2022		
	[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.	Dorothy Hudson, Darla Young-Berry	06/30/2022		
	[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.	Dorothy Hudson, Darla Young-Berry	05/27/2022		

[G 2] Mathematics

Havenview Middle School will improve On-track/Mastery percentage for grades 6-8 from 16.9% in 2019 to 21.9% in 2022.

Performance Measure

TNReady Assessment: 21.9% on track/mastery
Teacher-created Common Formative Assessments: 30% on track/mastery
WEZ 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
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<p>[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.</p> <p>Benchmark Indicator Students should perform at or above the 70% on teacher-created and WEZ Common Formative Assessments which align with core instructional standards for the specific quarter and WEZ 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. 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 data will be used to monitor teachers' delivery of objective-driven lessons and determine trends in teachers' abilities to effectively implement instructional shifts and progressions of standard aligned instruction.</p>	<p>[A 2.1.1] Support rigorous learning environments for all students Provide supplies, materials, equipment, software and support for teachers and students in order to promote an effective classroom environment and instruction conducive to successful student outcomes.</p>	<p>Dorothy Hudson, Darla Young-Berry</p>	<p>03/11/2022</p>		
	<p>[A 2.1.2] Use of common formative assessments to measure student progress Grade level/content specific common assessments created by WEZ instructional coaches (quarterly) and teachers (weekly)</p>	<p>Lindsay Herrera</p>	<p>05/06/2022</p>		

	<p>[A 2.1.3] Conduct weekly classroom observations and feedback</p> <p>Utilize formal (TEM rubric) and informal (Educational Epiphany, WEZ Super 6) 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.</p>	Darla Young-Berry	05/27/2022		
	<p>[A 2.1.4] Assess to Rigorous Curriculum</p> <p>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.</p>	Dorothy Hudson, Lindsay Herrera	05/27/2022		
	<p>[A 2.1.5] Provide Content Support</p> <p>Use WEZ 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.</p>	Dorothy Hudson, Lindsay Herrera	05/27/2022		
<p>[S 2.2] Professional Development</p> <p>Provide ongoing, high quality professional development at school and district level for teachers that focuses on instructional shifts and strategies that result in improved student performance.</p> <p>Benchmark Indicator</p> <p>Weekly walk through will provide the school with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the</p>	<p>[A 2.2.1] Support provided by Instructional Leaders</p> <p>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.</p>	Dorothy Hudson, Lindsay Herrera	05/27/2022		

<p>implementation of standard aligned instruction in order to plan professional development support. Faculty presentation following weekly observations will allow teachers to share and model successful strategies with colleagues. Monthly school-based PD sessions and district PD opportunities will be provide targeted training for teachers that should result in more effective daily instructional practices that should be observed during weekly observations. School-based PLC, content, and grade-level meetings 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 new information.</p>					
	<p>[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.</p>	<p>Darla Young-Berry</p>	<p>05/27/2022</p>		
	<p>[A 2.2.3] Provide Instructional Support The WEZ 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 when indicated for teachers throughout the year.</p>	<p>Dorothy Hudson</p>	<p>05/27/2022</p>		
	<p>[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, classroom managagement, 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.</p>	<p>Dorothy Hudson, Darla Young-Berry</p>	<p>06/30/2022</p>		

<p>[S 2.3] Targeted Interventions 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.</p> <p>Benchmark Indicator Students should perform at or above the 70% on teacher-created and WEZ Common Formative Assessments which align with core instructional standards for the specific quarter and WEZ 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 (Illuminate Fastbridge) to determine next steps of intervention support in an effort to get students to grade level. 20 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 with 70% or higher mastery.</p>	<p>[A 2.3.1] 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.</p>	Dorothy Hudson	03/11/2022		
	<p>[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.</p>	Linda Henderson-Davis	05/27/2022		
	<p>[A 2.3.3] Address Learning Gap Provide additional learning opportunities through Extended Programs (after-school tutoring,</p>	Dorothy Hudson, Darla Young-Berry	06/30/2022		

	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.				
	[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.	Dorothy Hudson, Darla Young-Berry	05/27/2022		

[G 3] Safe and Healthy Students

Havenview Middle School will reduce the percentage of chronically absent students from 15.4% in 2019 to 5.4% in 2022.

Performance Measure

Power BI dataPowerSchool DataSART documentation for at-risk students

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 3.1] Attendance and Behavior Interventions and Supports Implement targeted interventions, initiatives and support programs that address chronic absenteeism and behavioral needs for all students.</p> <p>Benchmark Indicator Monitor daily attendance reports to identify students at risk of high chronic absenteeismMonitor weekly incident reports to assess the impact of suspensions on daily attendance.Monitor 20 day reports for behavior outputs, effectiveness of behavioral interventions and supports aimed at reducing student discipline incidents.. Monitor students every 20 days who have been identified as needing additional support (i.e. homeless, foster care, students with Behavioral Plans).</p>	<p>[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).</p>	Darla Young-Berry	05/27/2022		

	<p>[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 employ an assistant principal to implement a Social Emotional Learning program to help students develop the self-awareness, self-control, and interpersonal skills that are vital for academic success. The goal of the program will be to assist students in establishing and implementing behavioral objectives that will help them adjust behaviorally and academically into mainstream classroom and social situations.</p>	Darla Young-Berry	05/27/2022		
	<p>[A 3.1.3] Follow RTI2B Plan Havenview Middle will implement the RTI2B plan targeted at improving discipline and attendance with fidelity on a daily basis.</p>	Jacqueline Brown-Lewis	05/27/2022		
	<p>[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.</p>	Darla Young-Berry	05/27/2022		
<p>[S 3.2] Professional Development Provide ongoing, high quality professional development for school leaders and other staff that focuses on classroom/behavior management and social emotional learning to improve student behavior and attendance.</p> <p>Benchmark Indicator 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 PD</p>	<p>[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.</p>	Dorothy Hudson	06/30/2022		

	<p>[A 3.2.2] Offer Professional Development Professional development opportunities/conference facilitated by the school, district, or state/regional that addresses, 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 all general and SPED teachers to incorporate best strategies to promote a safe environment conducive to learning.</p>	Dorothy Hudson	06/30/2022		
<p>[S 3.3] Parent, Family, and Community Engagement Promote effective parent, family, and community engagement activities that support safe schools which will improve student attendance and behavior.</p> <p>Benchmark Indicator 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.</p>	<p>[A 3.3.1] Provide Training Provide sessions (in-person and virtual) for 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, Breakfast with the Principal, Grade level meetings, Muffins with Moms, Donuts with Dads.</p>	Dorothy Hudson, Family Engagement Specialists	06/30/2022		
	<p>[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).</p>	Darla Young-Berry	05/27/2022		
	<p>[A 3.3.3] Implement Mentoring Program Connect with adopters and other agencies, along with staff, to serve as mentors to at-risk students.</p>	Tamara Odle	05/27/2022		

