

A. Maceo Walker Middle Annual Plan (2021 - 2022)

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[G 1] Reading/Language Arts

A Maceo Walker Middle School will increase ELA on-track and mastery proficiency rates for grades 6-8 from 18.5% in 2019 to 30% in 2022.

Performance Measure

TNReady Assessment (Spring 2022)Common Formative Assessment (Performance Matters): 70% on track/masteryMock Assessment (Spring 2022) Performance MattersDiagnostic Assessment (August 2021) Performance Matters

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 1.1] Standard Aligned Core Instruction 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>Benchmark Indicator Benchmark IndicatorStudents should perform at or above the 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter.Daily classroom observations using the Educational Epiphany 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.Quarterly review of TEM observation data to monitor educators delivery of standard aligned lessons to the TN Standards.</p>	<p>[A 1.1.1] Support Rich Learning Environment Secure supplies, materials and equipment to support classroom instruction and ensure students have the necessary tools to complete assignments and enhance the overall learning environment.</p>	Dr. Terrence Brittenum	12/17/2021		
	<p>[A 1.1.2] Collaborative Planning Ensure instruction is aligned to the TN standards and evidence based strategies to address varying</p>	Leslie Banks	05/27/2022		

	needs of students. SPED teachers plan and collaborate with general ed teachers to develop lesson plans that provide identified accommodations and modifications to support our SWD subgroup.				
	[A 1.1.3] Informal Walk-throughs Informal walk-throughs will be used to provide teachers with feedback that can be readily implemented to ensure that students receive high quality instruction that promotes mastery. The TEM walk-through instrument aligns with student performance and teacher delivery/engagement expectations.	Leslie Banks	05/27/2022		
	[A 1.1.4] Differentiation Assignments/Task Teachers will use differentiated instruction to address students' various learning styles and skill sets. Through a combined effort of collaboration and creation of assignments at various grade levels/skill set students will achieve a heightened level of confidence and comprehension of the content.	Willie Swift	05/27/2022		
[S 1.2] Professional Development Professional development will be provided to teachers, administrators, instructional leaders and district advisors 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. Benchmark Indicator Daily classroom observations using the Educational Epiphany 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	[A 1.2.1] Weekly PLC Meetings Meetings led by the PLC Coach to analyze data, identify trends and determine differentiated PD for teachers.	Tara Ford	05/27/2022		

in order to plan professional development support.Walkthrough data will be monitored for standard alignment to core instructional practices along in order to provide individualized professional learning support.Instructional Leadership Team (ILT) meetings are conducted each month 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.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 walk throughs.					
	[A 1.2.2] WEZ Literacy Coach Provide content specific coaching for new and struggling teachers throughout the year.	Ashley Williams	05/27/2022		
	[A 1.2.3] Collaborative Content Team Meetings Teachers will practice teaching standards-aligned lessons and obtain constructive feedback from their colleagues and school administrators to adjust instruction prior to instructional delivery.	Leslie Banks	05/27/2022		
	[A 1.2.4] Build Capacity Attend professional conferences and professional development sessions to assist with best practices for increased academic performance in ELA. Tennessee Principals Association (TPA) Conference, Model Schools Conference, Standards Institute and Harvard Institute	Dr. Terrence Brittenum	05/27/2022		
	[A 1.2.5] Continued Professional Development SPED teachers will participate in monthly meetings to increase their knowledge of RTI2, behavior management tools, co-teaching strategies, state updates.	Willie Swift	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 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter. 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 them to grade level.</p>	<p>[A 1.3.1] Response to Intervention Provide academic interventions and personalized learning activities that are designed to meet the individualized needs of students. Identify and provide targeted support to meet the individualized needs of ALL students and subgroups regarding intervention and/or enrichment.</p>	Patricia Hervey	05/27/2022		
	<p>[A 1.3.2] Tutoring Identify and provide targeted support to meet the individualized needs of ALL students.</p>	Tara Ford	05/27/2022		
	<p>[A 1.3.3] Extended Learning Tutoring (during and after school) and ZAP (Zeroes Aren't Permitted) on select Saturdays.</p>	Tara Ford	05/27/2022		
	<p>[A 1.3.4] Educational and Computer Lab Assistants Assist with best practices to increase academics in ELA.</p>	Leslie Banks	05/27/2022		
<p>[G 2] Mathematics A Maceo Walker Middle School will improve on-track/mastery percentages in Math for grades 6-8 from 22.2% in 2019 to 40% in 2022.</p> <p>Performance Measure TNReady Assessment (Spring 2022) Common Formative Assessment (Performance Matters): 70% on track/mastery Mock Assessment (Spring 2022) Performance Matters Diagnostic Assessment (August 2021) Performance Matters</p>					
Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes

<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 students are career and college ready.</p> <p>Benchmark Indicator Students should perform at or above the 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter. Daily classroom observations using the Educational Epiphany 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. TEM observation data to monitor educators delivery of standard aligned lessons to the TN Standards.</p>	<p>[A 2.1.1] Support Rich Learning Environment Secure supplies, materials and equipment to support classroom instruction and ensure students have the necessary tools to complete assignments and enhance the overall learning environment.</p>	Dr. Terrence Brittenum	12/17/2021		
	<p>[A 2.1.2] Collaborative Planning Ensure instruction is aligned to the TN standards and evidence based strategies to address varying needs of students. SPED teachers plan and collaborate with general ed teachers to develop lesson plans that provide identified accommodations and modifications to support our SWD subgroup.</p>	Tara Ford	05/27/2022		
	<p>[A 2.1.3] Informal Walk-Throughs Informal walk-throughs will be used to provide teachers with feedback that can be readily implemented to ensure that students receive high quality instruction that promotes mastery. The TEM walk-through instrument aligns with student</p>	Tara Ford	05/27/2022		

	performance and teacher delivery/engagement expectations.				
	[A 2.1.4] Differentiation Teachers will use differentiated instruction to address students' various learning styles and skill sets. Through a combined effort of collaboration and creation of assignments at various grade levels/skill set students will achieve a heightened level of confidence and comprehension of the content.	Willie Swift	05/27/2022		
[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. Benchmark Indicator Daily classroom observations using the Educational Epiphany 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. Walkthrough data will be monitored for standard alignment to core instructional practices along in order to provide individualized professional learning support. Instructional Leadership Team (ILT) meetings are conducted each month 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. Zone meetings and small-group ILT sessions are facilitated monthly by Instructional Leadership Directors at 85%	[A 2.2.1] Weekly PLC Meetings Meetings led by the PLC Coach to analyze data, identify trends and determine differentiated PD for teachers.	Tara Ford	05/27/2022		

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.					
	[A 2.2.2] WEZ Math Coach Provide content specific coaching for new and struggling teachers throughout the year.	Lindsay Herrera	05/27/2022		
	[A 2.2.3] Collaborative Content Team Meetings Teachers will practice teaching standards-aligned lessons and obtain constructive feedback from their colleagues and school administrators to adjust instruction prior to instructional delivery.	Tara Ford	05/27/2022		
	[A 2.2.4] Build Capacity Attend professional conferences and professional development sessions to assist with best practices for increased academic performance in ELA.Tennessee Principals Association (TPA) Conference, Model Schools Conference, Standards Institute and Harvard Institute	Dr. Terrence Brittenum	05/27/2022		
	[A 2.2.5] Continued Professional Development SPED teachers will participate in monthly meetings to increase their knowledge of RTI2, behavior management tools, co-teaching strategies, state updates.	Willie Swift	05/27/2022		
[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. Benchmark Indicator Students should perform at or above 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional	[A 2.3.1] Response to Intervention Provide academic interventions and personalized learning activities that are designed to meet the individualized needs of students. Identify and provide targeted support to meet the individualized needs of ALL students and subgroups regarding intervention and/or enrichment.	Patricia Hervey	05/27/2022		

standards for the specific quarter.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 them to grade level.					
	[A 2.3.2] Tutoring Identify and provide targeted support to meet the individualized needs of ALL students.	Tara Ford	05/27/2022		
	[A 2.3.3] Extended Learning Tutoring (during and after school) and ZAP (Zeroes Aren't Permitted) on select Saturdays.	Tara Ford	05/27/2022		
	[A 2.3.4] Educational and Computer Lab Assistants Assist with best practices to increase academics in MATH.	Tara Ford	05/27/2022		

[G 3] Safe and Healthy Students

By Spring of 2022, A Maceo Walker Middle School will increase the rate of attendance from 90.6% (SY20) to 93% (SY22) or better by reducing disciplinary referrals by a minimum of 10%, OSS (Out of School Suspensions) by a minimum of 10%, and decreasing chronic absenteeism from 29.5% (SY20) to 19.5% (SY22).

Performance Measure

Power BI data to monitor decrease in discipline infractions by 5% each 20-day reporting period.PowerSchool data to monitor increase in student attendance by 5% each 20-day reporting period.SART documentation for at-risk students is reduced by 5% overall (SY22).

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[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. Benchmark Indicator Monitor 20 day reports for behavior outputs, effectiveness of behavioral interventions and supports aimed at reducing student discipline incidents.. Monitor 20 day reports to identify students at risk of high chronic absenteeism	[A 3.1.1] RTI2B Plan We will utilize this plan as a guide for the expectations for a healthy and safe learning environment.	Tosha Spears	05/27/2022		

Monitor 20 day reports to assess the impact of suspensions on daily attendance. Monitor students every 20 days who have been identified as needing additional support (i.e. homeless, foster care, student involved in RTIB programs).					
	[A 3.1.2] Progressive Discipline Plan This plan provides framing and modeling for rules and procedures to help students remain in class for learning.	Tosha Spears, Rodney Smith, LaChondra Nevilles	05/27/2022		
	[A 3.1.3] Dean of Students As an addition to the behavior/discipline team, the Dean of Students supports the health, safety and well-being of the students and staff by minimizing disruptions to the learning environment.	Daniel Robertson	05/28/2022		
	[A 3.1.4] RTI2B Team Meetings Provide behavior interventions and personalized improvement plans to meet the individualized needs of students. Identify and provide targeted support to meet the academic, attendance, and behavioral needs of ALL students and sub-groups regarding intervention and/or enrichment.	Tosha Spears, Rodney Smith, LaChondra Nevilles	05/27/2022		
[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. 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	[A 3.2.1] PLC Meetings Collaborative meetings to share and implement best practices, federal laws, state laws, and district initiatives to promote student achievement.	Tosha Spears, Rodney Smith, and LaChondra Nevilles	05/27/2022		
	[A 3.2.2] Equity, Health, and Discipline Training Provide specific training on the impact of social	Tosha Spears, Rodney Smith,	05/27/2022		

	emotional health on student attendance and discipline. SPED teachers make use of PF offered through Exceptional Children regarding effective discipline including FBA/BIP training and Crisis Prevention. Wellness Wednesday sessions help to cultivate positive attitudes and healthy practices.	and LaChondra Nevilles			
<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 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] Parent Communication Provide easily accessible information about events, schedules, and reports via the school website, blackboard calls, and texts.</p>	Kevin Patterson, Daniel Robertson, and Dr. Terrence Brittenum	05/27/2022		
	<p>[A 3.3.2] Parent Meetings Utilize family nights to connect with parents and stakeholders to build positive relationships, while supporting attendance, academics, and discipline.</p>	Kevin Patterson, Daniel Robertson, and Tara Ford	05/27/2022		
	<p>[A 3.3.3] Family Engagement Specialist This support serves as liaison between families, school and community agencies. To facilitate effective parental engagement, we have a Family Resource Center and host bi-monthly Parent</p>	Kevin Patterson	05/27/2022		

	University sessions. We encourage parents to visit the school and attend school activities and events.				
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