

A. Maceo Walker Middle School Annual Plan (2020 - 2021)

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[G 1] Reading/Language Arts
 By spring 2021, we will increase reading achievement from 9.2 % by meeting or exceeding our AMO (Annual Measurable Objective) Goal of 30% for grades 6-8 on the EOY (End of Year) TN Ready Assessment. The Fall/Spring Common Formative Assessment using Performance Matters will demonstrate on-track/mastery at 70% or better for grades 6-8 . We will improve 6-8 literacy, with a particular emphasis on shared practices, common language and reading and writing across the curriculum.

Performance Measure
 TN Ready Assessment (Summative Assessment) and Performance Matters (Formative Assessment)

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 1.1] Standards-Aligned Core Instruction Provide access to rigorous curriculum, quality core instruction, and assessments aligned with the State's academic content standards.</p> <p>Benchmark Indicator Performance levels at 70% on-track/mastery on Performance Matters Assessments (Fall, Winter and Spring) will demonstrate the alignment of core instruction being taught to standards for the specific quarter. TEM rubric for formal observations (each observation average at 3 or better), Monthly Financial Record, Quarterly CFA's, Lesson plan review- Weekly, Quarterly Progress Reports, Informal Walk-through Data, Benchmark Data-FastBridge/Illuminate, and TN Ready State ASSESSMENT (meeting AMO's)</p>	<p>[A 1.1.1] Support Rich Learning Environment Secure supplies, materials and equipment to support classroom instruction.</p>	Dr. Terrence Brittenum	12/11/2020		
	<p>[A 1.1.2] Reading Across Content The teachers will consistently utilize varied strategies (R.A.C.E, School-wide Text Annotation protocols, etc.) to help build students' ability to access and answer questions fully and annotate texts across all content areas. School-wide use of Tier II vocabulary and definitions. Literacy programs such as Epic Digital Library, Accelerated Reader, WOW (Write on Wednesday), and an incentivized Book of the Month Club will result in</p>	Kimberly Sharpe	06/16/2021		

	improved student performance.				
	<p>[A 1.1.3] Constructed Response: All Contents Teachers will utilize work samples from constructed responses regularly to identify areas of growth and build students' grammatical/mechanical performance.</p>	Melissa Harris	06/16/2021		
	<p>[A 1.1.4] 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, providing identified accommodations and modifications.</p>	Leslie Banks	06/16/2021		
	<p>[A 1.1.5] Informal Walk-throughs Ensure the effective use of accommodations and modifications during class and on state-wide assessments. The use of the school's internal TEM walk-through instrument aligns with performance expectations.</p>	Melissa Harris-McCall	06/16/2021		
	<p>[A 1.1.6] Differentiation Teachers are encouraged to use differentiated instruction to address their students' various learning styles. Differentiated instruction has been proven as a very helpful strategy for student success in ELA. SPED teachers (inclusion and self-contained) differentiate practices in accordance with identified accommodations and modifications.</p>	Anita Hines	06/16/2021		
<p>[S 1.2] 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 changing instructional practices that result in improved student performance.</p> <p>Benchmark Indicator Surveys, Quarterly walk-through/Instructional Rounds, Collaborative Content Team Meetings, Informal walk-throughs, Sign in</p>	<p>[A 1.2.1] Weekly PLC Meetings Meetings lead by the PLC Coach and Instructional Facilitator to analyze data, identify trends and determine differentiated PD for teachers.</p>	Melissa Harris	06/16/2021		

sheet,Weekly Lesson plans,Bi-Weekly ILT Meetings,Differentiated Professional Development Sessions-Teacher Led,and Bi-Weekly Grade Level Data Team Meetings					
	[A 1.2.2] WEZ Literacy Coach Provide content specific coaching for new and struggling teachers throughout the year.	Ashley Williams	06/16/2021		
	[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	06/16/2021		
	[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	06/16/2021		
	[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 department updates, etc.	Anita Hines	06/16/2021		
[S 1.3] Targeted Intervention and Personalized Learning Provide academic interventions and personalized learning activities that are designed to meet the individual needs of the student. Use the iReady program or small group instruction with specific instructional interventions to help improve in an area of need. Benchmark Indicator Fidelity checks every 20 days,Monthly RTI2 Data meetings,Quarterly Report cards,Mid-Quarter Progress Reports,Progress Monitoring,and RTI2B Data Meetings every 20 days	[A 1.3.1] Response to Intervention Provide academic interventions and personalized learning activities to meet 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	06/16/2021		
	[A 1.3.2] Tutoring Identify and provide targeted support to meet the	Melissa Harris	06/16/2021		

	individualized needs of ALL students.				
	[A 1.3.3] Extended Learning Tutoring (during and after school) and ZAP (Zeros Aren't Permitted) on select Saturdays.	Melissa Harris	06/16/2021		
	[A 1.3.4] Educational and Computer Lab Assistants Assist with best practices to increase academics in ELA.	Dr. Terrence Brittenum	06/16/2021		

[G 2] Mathematics

By spring 2021, we will increase math achievement from 23.9 % by meeting or exceeding our AMO (Annual Measurable Objective) Goal of 40% for grades 6-8 on the EOY (End of Year) TN Ready Assessment. The Fall/Spring Common Formative Assessment using Performance Matters will demonstrate on-track/mastery at 70% or better for grades 6-8 . We believe improvement in this area will continue with implementation of the math curriculum material, coaching support and implementation of rigorous professional development.

Performance Measure

TN Ready Assessment (Summative Assessment) and Performance Matters (Formative Assessment)

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 2.1] Standards-Aligned Core Instruction Provide access to rigorous curriculum driven, quality core instruction, and assessments aligned with the State's academic content standards. Benchmark Indicator Quarterly CFA's, Weekly Lesson Plan Reviews, Quarterly Progress Reports, Informal Walk-through Data, and Benchmark Data	[A 2.1.1] Support Rich Learning Environments Secure supplies, materials, and equipment to support instruction by ensuring that teachers are equipped with knowledge of best practices and the technology to deliver high-quality math instruction to all students.	Dr. Terrence Brittenum	06/16/2021		
	[A 2.1.2] Use of Common Formative Assessments to Obtain Data Use grade level/content specific common assessments to analyze data, identify trends, and determine the next steps toward increasing student proficiency.	Tara Ford	06/16/2021		
	[A 2.1.3] Collaborative Planning Teachers will collaborate in specific content areas and in grade bands to develop lesson plans, unpack state standards, and address deficit areas. Collaborative Planning will enable teachers to	Tara Ford	06/16/2021		

	provide access to meaningful and relevant content for all students. SPED teachers will plan and collaborate with general education teachers to address the needs of students with disabilities.				
	[A 2.1.4] Informal Walk-Throughs Informal walk-throughs will be used to provide teachers with feedback that can be implemented quickly and efficiently so that students receive high-quality instruction that promotes mastery. Also, informal walk-throughs will ensure the effective use of accommodations and modifications during class and on state-wide assessments.	Tara Ford	06/16/2021		
	[A 2.1.5] Differentiation SPED teachers (both inclusion and self-contained) are encouraged to use differentiated instruction to address their students' various learning styles. Differentiated instruction has been proven as a very helpful strategy for student success in math.	Anita Hines	06/16/2021		
[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 changing instructional practices that result in improved student performance. Benchmark Indicator Meeting Surveys, Meeting Sign-in Documents, Quarterly Walk-Throughs, Content Specific Peer Teaching Cycles, and Weekly Follow-Up Walk-Throughs	[A 2.2.1] PLC Weekly Meetings Bi-weekly meetings led by the PLC Coach and Instructional Facilitator to analyze data, identify trends, and determine individualized professional development for teachers.	Tara Ford	06/16/2021		
	[A 2.2.2] WEZ Math Coach Personnel Provide content specific coaching for new and struggling teachers throughout the school year.	Lindsay Herrera	06/16/2021		
	[A 2.2.3] WEZ Professional Development Various professional development sessions facilitated by mathematics zone coaches and curriculum subject experts to capitalize on research-based instructional practices aimed toward growth for both teachers and students.	Lindsay Herrera	06/16/2021		

	<p>[A 2.2.4] WEZ Zone Meetings Professional development sessions focusing on WEZ (Whitehaven Empowerment Zone) foci. These foci include Objective Driven Lessons, Task on the Table, Student Engagement and Pacing, Maximization of Instructional Time, and Measurable Closure.</p>	Dr. Vincent Hunter	06/16/2021		
	<p>[A 2.2.5] Build Capacity Attend professional conferences and professional development sessions to assist with best practices for increased academic performance in math. This includes Tennessee Principals Association Conference (TPA), Model Schools Conference, Standards Institute, and Harvard Institute.</p>	Dr. Terrence Brittenum	06/16/2021		
	<p>[A 2.2.6] Continued Professional Development SPED teachers will attend monthly meetings to increase their knowledge of RTI2, behavior management tools, co-teaching strategies, state department updates, etc.</p>	Anita Hines	06/16/2021		
<p>[S 2.3] Targeted Interventions and Personalized Learning, Provide academic interventions and personalized learning activities that are designed to meet the individual needs of the students and to provide appropriately paced learning and instructional approaches that meet the needs of each learner.</p> <p>Benchmark Indicator Fidelity Checks every 20 days, RTI2 Monthly Data Meetings, Report Cards, Progress Reports, I-Ready Data Monitoring, and Fast Bridge Skill Based Screener</p>	<p>[A 2.3.1] RTI2-Academics Utilize intervention period (7th period) to identify and provide targeted support to meet the individualized needs of ALL students and sub-groups regarding student intervention and/or enrichment.</p>	Patricia Hervey	06/16/2021		
	<p>[A 2.3.2] Tutoring Each teacher volunteers for weekly after school tutoring for 1 to 2 hours.</p>	MelissaHarris-McCall	06/16/2021		
	<p>[A 2.3.3] Extended Learning Tutoring (during and after school) and ZAP (Zeros Aren't Permitted) on select Saturdays.</p>	Melissa Harris-McCall	06/16/2021		
	<p>[A 2.3.4] Educational and Computer Lab</p>	Tara Ford	06/16/2021		

	Assistants Assist with best practices to increase academics in Math.				
<p>[G 3] Safe and Healthy Students By Spring of 2021, we will increase the rate of attendance from 90.6% to 93% or better by reducing 10% of disciplinary referrals, OSS (Out of School Suspensions) and chronic absenteeism.</p> <p>Performance Measure Students at A. Maceo Walker Middle School will consistently demonstrate behaviors that reflect a Respectful, Responsible, and Right SCHOOL CLIMATE, as assessed by a variety of measurement tools such as positive referrals, discipline and attendance records, and surveys.</p>					
Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 3.1] Behavioral Interventions and Supports Implement targeted interventions and support programs and initiatives that address identified behavior needs and provide appropriate student supports.</p> <p>Benchmark Indicator As we look at attendance rates and factors that cause students to be absent from school, the benchmark indicators provide useful insight. The 20 day report will assist in monitoring students' behavior trends and the effectiveness of behavioral interventions and supports. The interventions and supports aim to reduce student discipline incidents. Additionally, to proactively reduce student misconduct, we will aggressively monitor students who have been identified as needing additional support (i.e. homeless, foster care, unaccompanied youth, and students involved in RTI 2B programs). Monthly Checks of Discipline Referrals, Monthly Checks of Attendance Reports, Quarterly Incentives/Awards, and Meeting Sign In Sheets</p>	<p>[A 3.1.1] PBIS Plan This plan provides guidelines and expectations for a healthy and safe learning environment.</p>	Spears/Smith/ Nevilles	06/16/2021		
	<p>[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.</p>	Spears/Smith/ Nevilles	06/16/2021		
	<p>[A 3.1.3] Dean of Students</p>	Daniel	06/16/2021		

	As an addition to the behavior/discipline team, the Dean of Students supports the health, safety and well-being of the students and staff.	Robertson			
	[A 3.1.4] Counselor An additional counselor supports the health, safety and well-being of the students and staff.	Dr. Terrence Brittenum	06/16/2021		
	[A 3.1.5] 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.	Spears/Smith/ Nevilles	06/16/2021		
[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. The focus is on changing instructional practices that result in improved student attendance and behavior positively impacting student achievement. Benchmark Indicator Student discipline and attendance reports (20-day reporting cycle) will be used to analyze the disciplinary data, identify trends and determine professional development needs for teachers and staff. 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. Meeting Surveys, Weekly walk-through feedback, TEM Observations, Meeting Sign-in sheets, and Annual PGP (Personal Growth Plans)	[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.	Spears/Smith/ Nevilles	06/16/2021		
	[A 3.2.2] Equity, Health and Discipline Training Providing specific training on the impact of social emotional health on student attendance and discipline. SPED teachers make use of PD offered through Exceptional Children regarding effective discipline including FBA/ BIP training and Crisis	Spears/Neville s/Smith	06/16/2021		

	Prevention. Our bi-weekly "Wellness Wednesday" sessions help to cultivate positive attitudes and healthy practices.				
	[A 3.2.3] 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.	Spears/Smith/ Nevilles	06/16/2021		
[S 3.3] Parent, Family, and Community Engagement Promote effective parent, family, and community engagement activities that support safe schools. Our parent, family and community engagement plan informs all stakeholders of school progress/performance, activities/events, and ways to get involved. Benchmark Indicator Monthly Newsletter and Announcements, Blackboard Calls, Meeting Sign In Sheet, Meeting Agenda, Parent Ambassador Recognition, School Adopters List, Surveys, Quarterly Reports, Family Nights, Monthly Calendar, School Website, Parent Resource Center, Parent University, School Facebook (other social media platforms) and 20 Day Reports (attendance and discipline)	[A 3.3.1] Parent Communication Provide easily accessible information about events, schedules and reports.	Kevin Patterson/Melissa Harris/Daniel Robertson	06/16/2021		
	[A 3.3.2] Parent Meetings Family Nights are an opportunity to connect with parents and stakeholders to build positive relationships, while supporting attendance, academics and discipline.	Melissa Harris/Kevin Patterson/Daniel Robertson	06/16/2021		
	[A 3.3.3] Family Engagement Specialist This support serves as a liaison between families, school and community agencies. To facilitate effective parental engagement, we have a Family Resource Center and host bi-monthly Parent University sessions. We encourage parents to visit	Kevin Patterson	06/16/2021		

	the school and attend school activities/events. The school supports an Open Door Policy.				
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