

A. Maceo Walker Middle Annual Plan (2022 - 2023)

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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 9.8% in 2022 to 14.8% in 2023.

Performance Measure

Performance will be measured using the following tools:

TNReady Assessment

District Formative Assessment using Mastery Connect

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 Indicator**</p> <p>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.</p> <p>Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document will provide the District with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction.</p> <p>A Maceo Walker Middle School's Walkthrough data</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>	<p>Leslie Banks</p>	<p>02/01/2023</p>		

<p>will be monitored through the district's PD management system (Professional Learning Zone/PLZ) for 80% standard aligned core instructional implementation with fidelity at 2 per teacher per semester.</p> <p>Quarterly review of TEM observation data to monitor educators delivery of standard aligned lessons to the TN Standards.</p>					
	<p>[A 1.1.2] 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>	Miss Gordon	05/26/2023		
	<p>[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.</p>	Miss Gordon	05/26/2023		
	<p>[A 1.1.4] Differentiation Assignments/Tasks 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.</p>	Renesa Tilmon	05/26/2023		
<p>[S 1.2] Professional Development Provide professional development for teachers, administrators, instructional leaders and district advisors on how to articulate the instructional practice shifts that will improve teachers' pedagogy of the content, master of standard look fors, students' skill set, and students' proficient reading</p>	<p>[A 1.2.1] Weekly PLC Meetings Meetings led by the PLC Coach to analyze data, identify trends and determine differentiated PD for teachers.</p>	Tara Ford	05/26/2023		

<p>level of grade supported texts.</p> <p>Benchmark Indicator Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document will provide the District with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction in order to plan professional development support.</p> <p>District Walkthrough data will be monitored through the district's PD management system (Professional Learning Zone/PLZ) and Zoho for 80% standard aligned core instructional implementation with fidelity at 2 per teacher per semester in order to provide individualized professional learning support.</p> <p>Instructional Leadership Team (ILT) meetings are conducted twice each month at 85% attendance to ensure district and school leaders are gaining and sharing knowledge of content, obtaining content support and resources through collaboration, and effectively communicating new information with school-level educators.</p> <p>Zone meetings and small-group ILT sessions are facilitated monthly by Instructional Leadership Directors at 85% attendance to support content lead teachers, PLC Coaches, and administrators with feedback and targeted training that should result in more effective daily instructional practices that should be observed during district walk throughs.</p> <p>Quarterly district-level PD sessions for volunteers and parents to learn effective strategies to help students reach the district's ELA goal.</p> <p>New teacher professional learning supports are</p>					
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<p>offered at various times throughout each semester for new hires. Mentor rosters are submitted at the beginning of each semester to ensure collegial support is assigned to each new hire.</p>					
	<p>[A 1.2.2] Literacy Coach Provide content specific coaching for new and struggling teachers throughout the year.</p>	<p>Ashley Williams</p>	<p>05/26/2023</p>		
	<p>[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.</p>	<p>Miss Gordon</p>	<p>05/26/2023</p>		
	<p>[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.</p>	<p>Leslie Banks</p>	<p>06/30/2023</p>		
	<p>[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, and state updates.</p>	<p>Renesa Tilmon</p>	<p>05/26/2023</p>		
<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.</p> <p>Monthly progress monitoring data review of students' performance in targeted intervention</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>	<p>Patricia Hervey</p>	<p>05/26/2023</p>		

(Illuminate Fastbridge) to determine next steps of intervention support in an effort to get them to grade level. Weekly review of grade reports for students enrolled in summer learning opportunities to monitor and adjust the effectiveness of the learning opportunity and the impact on student learning and content delivery.					
	[A 1.3.2] Tutoring Identify and provide targeted support to meet the individualized needs of ALL students.	Tara Ford	05/26/2023		
	[A 1.3.3] Extended Learning Tutoring (during and after school) and ZAP (Zeroes Aren't Permitted) on select Saturdays.	Tara Ford	05/26/2023		
	[A 1.3.4] Educational and Computer Lab Assistants Assist with best practices to increase academics in ELA.	Miss Gordon	05/26/2023		

[G 2] Mathematics

A Maceo Walker Middle School will improve on-track/mastery percentages in Math for grades 6-8 from 9.4% in 2021 to 14.4% in 2022.

Performance Measure

Performance will be measured using the following tools:

TNReady Assessment

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 students are	[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.	Leslie Banks	02/01/2023		

<p>career and college ready.</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.</p> <p>Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document will provide the District with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction.</p> <p>A Maceo Walker Middle School's Walkthrough data will be monitored through the district's management system (Professional Learning Zone/PLZ). Data will be collected and analyzed to determine trends and implementation of the instructional practices using Zoho. Data should show teachers implementing the practices at or above 80% per visit.</p> <p>Quarterly review of TEM observation data to monitor educators delivery of standard aligned lessons to the TN Standards.</p>					
	<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	05/26/2023		
	<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	05/26/2023		

	performance and teacher delivery/engagement expectations.				
	<p>[A 2.1.4] Differentiation Assignments/Tasks 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</p>	Renesa Tilmon	05/26/2023		
<p>[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.</p> <p>Benchmark Indicator Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document will provide the District with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction in order to plan professional development support.</p> <p>District Walkthrough data will be monitored weekly through the district's PD management system (Professional Learning Zone/PLZ) and Zoho for 80% standard aligned core instructional implementation with fidelity in order to provide individualized professional learning support.</p> <p>Instructional Leadership Team (ILT) meetings are conducted twice each month at 85% attendance to ensure district and school leaders are gaining and sharing knowledge of content, obtaining content support and resources through collaboration, and effectively communicating new information with</p>	<p>[A 2.2.1] Weekly PLC Meetings Meetings led by the PLC Coach to analyze data, identify trends and determine differentiated PD for teachers.</p>	Tara Ford	05/26/2023		

<p>school-level educators.</p> <p>Zone meetings and small-group ILT sessions are facilitated monthly by Instructional Leadership Directors at 85% attendance to support content lead teachers, PLC Coaches, and administrators with feedback and targeted training that should result in more effective daily instructional practices that should be observed during district walk throughs.</p> <p>Quarterly district-level PD sessions for volunteers and parents to learn effective strategies to help students reach the district's mathematics goal.</p> <p>New teacher professional learning supports are offered at various times throughout each semester for new hires. Mentor rosters are submitted at the beginning of each semester to ensure collegial support is assigned to each new hire.</p>					
	<p>[A 2.2.2] Math Coach Provide content specific coaching for new and struggling teachers throughout the school year.</p>	Lindsay Herrera	05/26/2023		
	<p>[A 2.2.3] Collaborative Content 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.</p>	Tara Ford	05/26/2023		
	<p>[A 2.2.4] Build Capacity Attend professional conferences and professional development sessions to assist with best practices for increased academic performance in Math. Tennessee Principals Association (TPA) Conference, Model Schools Conference, Standards Institute and Harvard Institute.</p>	Leslie Banks	06/30/2023		
	<p>[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, and state updates.</p>	Renesa Tilmon	05/26/2023		

<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>** **</p> <p>** **</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.</p> <p>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>Weekly review of grade reports for students enrolled in summer learning opportunities to monitor and adjust the effectiveness of the learning opportunity and the impact on student learning and content delivery.</p>	<p>[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.</p>	Patricia Hervey	05/26/2023		
	<p>[A 2.3.2] Tutoring Identify and provide targeted support to meet the individualized needs of ALL students.</p>	Tara Ford	05/26/2023		
	<p>[A 2.3.3] Extended Learning Tutoring (during and after school) and ZAP (Zeroes Aren't Permitted) on select Saturdays.</p>	Tara Ford	05/26/2023		
	<p>[A 2.3.4] Educational and Computer Lab Assistants Assist with best practices to increase academics in Math.</p>	Tara Ford	05/26/2023		

[G 3] Safe and Healthy Students

By Spring of 2023, A Maceo Walker Middle School will increase the rate of attendance from 86.1% (SY22) to 90% (SY23) 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 50.2% (SY22) to 45% (SY23).

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
<p>[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.</p> <p>Benchmark Indicator In order to look at attendance rates and factors that cause students to be absent from school the benchmark indicators are:</p> <p>Monitor 20 day reports for behavior outputs, effectiveness of behavioral interventions and supports aimed at reducing student discipline incidents..</p> <p>Monitor 20 day reports to identify students at risk of high chronic absenteeism</p> <p>Monitor 20 day reports to assess the impact of suspensions on daily attendance.</p> <p>Monitor students every 20 days who have been identified as needing additional support (i.e. homeless, foster care, student involved in RTIB programs).</p>	<p>[A 3.1.1] RTI2B We will utilize this plan as a guide for the expectations for a healthy and safe learning environment.</p>	Tosha Spears	05/26/2023		

	<p>[A 3.1.2] Progressive Discipline This plan provides framing and modeling for rules and procedures to help students remain in class for learning.</p>	Tosha Spears, Rodney Smith	05/26/2023		
	<p>[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.</p>	Daniel Robertson	05/26/2023		
	<p>[A 3.1.4] RTI2B 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.</p>	Tosha Spears, Rodney Smith	05/26/2023		
<p>[S 3.2] Professional Development Provide ongoing, high quality professional development for school leaders, teachers, and other staff that focuses on classroom/behavior management and social emotional learning to improve student behavior, attendance, and achievement.</p> <p>Benchmark Indicator Monitor the number of student referrals to the reset room and ISS quarterly and/or prior to professional development session</p> <p>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] PLC Meetings Collaborative meetings to share and implement best practices, federal laws, state laws, and district initiatives to promote student achievement.</p>	Tara Ford, Tosha Spears, Rodney Smith	05/26/2023		
	<p>[A 3.2.2] Equity, Health, and Discipline Training Provide specific training on the impact of social 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.</p>	Tosha Spears, Rodney Smith	05/26/2023		

<p>[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.</p> <p>Benchmark Indicator Review 20-day student attendance reports at the end of each semester to determine the impact after engagement events.</p> <p>At the end of each semester, review the attendance and discipline 20 day report for schools that have a trained parent ambassador to determine the impact on their attendance rates.</p> <p>Evidence of parent participation in decisions relating to the education of their children and collaboration efforts on district level topics through monthly parent surveys.</p> <p>Conduct a semi-annual adopter 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, Leslie Banks	06/30/2023		
	<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, Tara Ford	05/26/2023		
	<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 University sessions. We encourage parents to visit the school and attend school activities and events.</p>	Kevin Patterson	05/26/2023		