

Colonial Middle Annual Plan (2022 - 2023)

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<p>[G 1] Reading/Language Arts Colonial Middle School will increase ELA on-track and mastery proficiency rates in the following grades:</p> <ul style="list-style-type: none"> * 6th grade from 18% in 2021-22 to 24% in 2022-23 * 7th grade from 25% in 2021-22 to 30% in 2022-23 * 8th grade from 19% in 2021-22 to 25.3% in 2022-23 <p>Performance Measure Performance will be measured using the following tools:</p> <p>TNReady Assessment</p> <p>District Formative Assessment using Mastery Connect</p>					
Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 1.1] Standard Aligned Core Instruction Colonial Middle School will 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>Colonial Middle School 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</p>	<p>[A 1.1.1] PLC Colonial MiddleSchool will conduct the following action steps:</p> <ul style="list-style-type: none"> * Weekly PLC meetings to analyze data, fully understand core standards, and focus on key curriculum shifts in order to improve teachers' skills and overall instructional design. * Weekly Collaborative Planning sessions to plan standards-aligned curriculum-based lessons and collaborate with colleagues about best strategies to ensure student success In ELA and on ELA State Standards. * Classroom teachers collaborate across the various grade and curriculum bands to practice researched-based teaching strategies and receive productive feedback from administration and peers. * Informal Walk-Through Data and Teacher Needs Survey and to identify needed areas of Individualized Coaching, Safe Practice Sessions, and Engagement in the Teacher Reflective 	Kamiah Turner and Rosemary Byrd	05/26/2023		

<p>implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction.</p> <p>District Walkthrough data 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>Practice Cycle.</p> <p>* Equip students with the necessary technology, supplies, materials, equipment, and support for academic and intervention instruction to include, but not limited to computer student laptops, interactive smartboards to enhance and support students' learning opportunities.</p>				
	<p>[A 1.1.2] Support a rich Language Arts Learning Environment</p> <p>Colonial Middle School will secure challenging resource activities, supplies, material equipment and support for strengthening instructional practices and academic programs for all students.</p>	<p>Angela Wright and Rosemary Byrd</p>	<p>05/26/2023</p>		
<p>[S 1.2] Professional Development</p> <p>Colonial Middle School will 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 level of grade supported texts.</p> <p>Benchmark Indicator</p> <p>Colonial Middle School will implement the following action steps:</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 in order to plan professional development support.</p>	<p>[A 1.2.1] Classroom Strategies PD</p> <p>Colonial Middle School will provide professional development on classroom strategies with a focus on Literacy to be provided for all teachers. The CMS Instructional Leadership Team will receive support from district and zone personnel on building leadership capacity. Standard aligned training in support of all students with special attention on an identified subgroup of SWD and EL students, structuring PLC, analyzing student work paying special attention to student work submitted from EL and SWD, and Data Analysis on all school and district level CFA's. The Admin. and ELA content Lead will then present the content to teachers and staff. Then classroom teachers will collaborate across the various grade and curriculum bands in order to provide a safe place to practice the presented researched-based teaching strategies.</p> <p>Colonial Middle School will implement following action steps:</p>	<p>Kamiah Turner, Rosemary Byrd, and Sandra Polk</p>	<p>05/26/2023</p>		

<ul style="list-style-type: none"> * 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. * 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. * 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. * Quarterly district-level PD sessions for volunteers and parents to learn effective strategies to help students reach the district's ELA goal. * 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. 	<ul style="list-style-type: none"> * Weekly PLC's focused on analyzing standards using Education Epiphany resources (More accountability will be placed on staff to ensure the effectiveness of PLCs) * Vertical Team planning session with ELA teacher with a focus on deliberate practices * I-Ready training to understand how to use the platform quarterly. * Quarterly meeting with ESL and SPED department * Protocol for looking at student work * PD training that ensures equal planning and teaching is executed daily in the ELA classes by the general education, ESL, and SPED teachers. 				
	<p>[A 1.2.2] Support for Teaching EL and SWD Inclusion and ESL teachers will provide insight into the following areas regarding our SWD and ESL students:</p> <ul style="list-style-type: none"> * how to provide support as a regular classroom teacher to the focused subgroups * the process for ESL students to successful test out of the ESL program * how to prepare students in daily instructions for the WIDA assessment 	Rosemary Byrd, Patty Boyd and Aaron Hinton	05/26/2023		

	* providing intentional instructional support to students using the IEP and ILP				
<p>[S 1.3] Targeted Intervention and Personalized Learning Colonial Middle School will 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 Colonial Middle School 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 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 1.3.1] RTI Intervention Colonial Middle School will implement the following action steps:</p> <ul style="list-style-type: none"> * Through the PLC meeting, content teachers and inclusion teachers collaborate for real-time intervention embedded in the lesson, best instructional practices for all students, peer observations of co-teachers to include a feedback session to determine commonalities of lessons, delivery styles, and teaching methods that enhance the overall learning environment for all students including support of our identified subgroups SWD and EL students. * Provide ongoing effective intervention strategies that are research-based PD for teachers and staff. Including PD training that included modeling effective instructional practices, behavior management strategies, assessment techniques, and directed teaching methods to support all students Tier I, II, and III. (Interim progress monitoring and weekly data meetings to gauge the effectiveness of interventions and adjust strategies as needed. * Utilizing small groups within the station rotations to provide focused individualized student support to assist students with meeting grade-level instructional expectations and address any learning deficits that are a result of the loss of instructional time due to the COVID-19 pandemic for all students including support of our identified subgroups SWD and EL students. * Provide ongoing targeted professional development as needed to ensure teachers and staff have the necessary skills to meet the needs of students performing both below and on grade level. 	Angela Wright, Rosemary Byrd, and Danette Monroe	05/26/2023		
	<p>[A 1.3.2] Enrichment Learning Colonial Middle School will provide an enriched and accelerated curriculum to meet the needs of all</p>	Rosemary Byrd, Angela Wright and	05/26/2023		

	students and also to address any learning loss as a result of the COVID-19 pandemic.	Temeka Mckinney			
<p>[G 2] Mathematics Colonial Middle School will increase Math on-track and mastery proficiency rates in the following grades:</p> <p>* 6th grade from 5% in 2021-22 to 12% in 2022-23 * 7th grade from 13% in 2021-22 to 19.8% in 2022-23 * 8th grade from 20% in 2021-22 to 35.4% in 2022-23</p> <p>Performance Measure Performance will be measured using the following tools:</p> <p>TNReady Assessment</p> <p>District Formative Assessment using Mastery Connect</p>					
Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 2.1] Standard Aligned Core Instruction Colonial Middle School 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 Colonial Middle School 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>Colonial Middle School will implement the following action steps:</p> <p>* Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document will provide the District with data to</p>	<p>[A 2.1.1] PLC Weekly PLC meetings to analyze data, fully understand core standards, and focus on key curriculum shifts in order to improve teachers' skills and overall instructional design.</p> <p>Weekly Collaborative Planning sessions to plan standards-aligned curriculum-based lessons and collaborate with colleagues about best strategies to ensure student success In ELA and on ELA State Standards.</p> <p>Classroom teachers collaborate across the various grade and curriculum bands to practice researched-based teaching strategies and receive productive feedback from administration and peers.</p> <p>Informal Walk-Through Data and Teacher Needs Survey and to identify needed areas of Individualized Coaching, Safe Practice Sessions, and Engagement in the Teacher Reflective Practice Cycle.</p>	Angela Wright and Tonia Crawford	05/26/2023		

<p>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>* District 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>Equip students with the necessary technology, supplies, materials, equipment, and support for academic and intervention instruction to include, but not limited to computer student laptops, interactive smartboards to enhance and support students' learning opportunities.</p>				
	<p>[A 2.1.2] Support a Rich Math Learning Environment</p> <p>Colonial Middle School will secure challenging resource activities, supplies, material equipment, and support for strengthening instructional practices and academic programs for all students.</p>	<p>Angela Wright and Rosemary Byrd</p>	<p>05/26/2023</p>		
<p>[S 2.2] Professional Development</p> <p>Colonial Middle School 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</p> <p>Colonial Middle School will implement the following action steps:</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 in order to plan professional development support.</p> <p>* District Walkthrough data will be monitored</p>	<p>[A 2.2.1] Classroom Strategies PD</p> <p>Colonial Middle School will provide professional development on classroom strategies with a focus on Literacy to be provided for all teachers. The CMS Instructional Leadership Team will receive support from district and zone personnel on building leadership capacity. Standard aligned training in support of all students with special attention on an identified subgroup of SWD and EL students, structuring PLC, analyzing student work paying special attention to student work submitted from EL and SWD, and Data Analysis on all school and district level CFA's. The Admin. and ELA content Lead will then present the content to teachers and staff. Then classroom teachers will collaborate across the various grade and curriculum bands in order to provide a safe place to practice the presented researched-based teaching strategies.</p> <p>Colonial Middle School will provide the following:</p>	<p>Angela Wright and Tonia Crawford</p>	<p>05/26/2023</p>		

<p>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> <ul style="list-style-type: none"> * 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. * 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. * Quarterly district-level PD sessions for volunteers and parents to learn effective strategies to help students reach the district's mathematics goal. * 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. 	<ul style="list-style-type: none"> * Weekly PLC's focused on analyzing standards using Education Epiphany resources (More accountability will be placed on staff to ensure the effectiveness of PLCs) * Vertical Team planning session with ELA teacher with a focus on deliberate practices * I-Ready training to understand how to use the platform quarterly. * Quarterly meeting with ESL and SPED department * Protocol for looking at student work * PD training that ensures equal planning and teaching is executed daily in the ELA classes by the general education, ESL, and SPED teachers. 				
	<p>[A 2.2.2] Support for teaching EL and SWD Colonial Middle School's Inclusion and ESL teachers will provide insight into the following areas regarding our SWD and ESL students:</p> <ul style="list-style-type: none"> * how to provide support as a regular classroom teacher to the focused subgroups * the process for ESL students to successful test out of the ESL program * how to prepare students in daily instructions for the WIDA assessment * providing intentional instructional support to students using the IEP and ILP 	Angela Wright, Aaron Hinton, and Patty Boyd	05/26/2023		

<p>[S 2.3] Targeted Interventions and Personalized Learning, Colonial Middle School will 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 Colonial Middle School's 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>Colonial Middle School will implement the following action steps:</p> <ul style="list-style-type: none"> * Monthly progress monitoring data review of students' performance in targeted intervention 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. 	<p>[A 2.3.1] RTI Intervention Colonial Middle School will provide the following action steps:</p> <ul style="list-style-type: none"> * Through the PLC meeting, content teachers and inclusion teachers collaborate for real-time intervention embedded in the lesson, best instructional practices for all students, peer observations of co-teachers to include a feedback session to determine commonalities of lessons, delivery styles, and teaching methods that enhance the overall learning environment for all students including support of our identified subgroups SWD and EL students. * Provide ongoing effective intervention strategies that are research-based PD for teachers and staff. Including PD training that included modeling effective instructional practices, behavior management strategies, assessment techniques, and directed teaching methods to support all students Tier I, II, and III. (Interim progress monitoring and weekly data meetings to gauge the effectiveness of interventions and adjust strategies as needed. * Utilizing small groups within the station rotations to provide focused individualized student support to assist students with meeting grade-level instructional expectations and address any learning deficits that are a result of the loss of instructional time due to the COVID-19 pandemic for all students including support of our identified subgroups SWD and EL students. * Provide ongoing targeted professional development as needed to ensure teachers and staff have the necessary skills to meet the needs of students performing both below and on grade level. 	<p>Angela Wright, Rosemary Byrd, and Danette Monroe</p>	<p>05/26/2023</p>		
	<p>[A 2.3.2] Enrichment Learning Provide an enriched and accelerated curriculum to</p>	<p>Angela Wright, Rosemary</p>	<p>05/26/2023</p>		

	meet the needs of all students and also to address any learning loss as a result of the COVID-19 pandemic.	Byrd, and Temeka Mckinney			
<p>[G 3] Safe and Healthy Students By the end of 2022- 2023, Colonial Middle School will reduce the percentage of truancy rate from 18.4% in 2021-2022 to 16.6% with clearly defined systems and operating procedures for monitoring identified at-risk and chronically absent students on a weekly basis.</p> <p>Performance Measure Interventions and supports will be measured using the following:</p> <p>* PowerSchool Data * PowerBI Data * Share Point</p>					
Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 3.1] Attendance and Behavior Interventions and Supports Colonial Middle School will Implement targeted interventions and support programs and initiatives that address identified behavior needs and provide appropriate student supports.</p> <p>Benchmark Indicator Colonial Middle School will utilize the following benchmark indicators to monitor and access the decline in the truancy rate:</p> <p>* 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</p>	<p>[A 3.1.1] Target Behavior Intervention and Supports CMS RTI2B team and Guidance Counselors will develop a behavior intervention plan to assist students in meeting school behavioral expectations.</p> <p>School Staff, RTI2B, and Guidance counselors will engage in training to learn strategies that can be used to assist students with meeting behavior goals.</p> <p>Professional Development training (SEL & Family Engagement)</p>	Desmond Hendricks and Tivian Bernard	05/26/2023		

care, student involved in RTIB programs, Truancy Supports and progressive discipline supports).					
<p>[S 3.2] Professional Development Colonial Middle School will 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.</p> <p>Benchmark Indicator Colonial Middle School will implement the following action steps:</p> <ul style="list-style-type: none"> * 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. * Quarterly Reports will be shared district-wide. 	<p>[A 3.2.1] Targeted Attendance Interventions and Support to Decrease Chronic Absenteeism Rate Promote effective parent, family, and community engagement activities that support safe schools with increasing student attendance positively impacting the overall academic success of students.</p> <p>Provide workshops, materials, and other training opportunities using a variety of delivery systems to support parents in helping their children's attendance improve.</p> <p>Utilize other district and other resources to ensure equal access to a safe learning environment that promotes academic achievement, limits the amount of lost instructional time, and ensures that all students have the opportunity to learn.</p>	Desmond Hendrick, Jeanine Evans, Rosemary Byrd, and Angela Wright	05/26/2023		
<p>[S 3.3] Parent, Family, and Community Engagement Colonial Middle School will 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 Colonial Middle School will implement the following action steps:</p> <ul style="list-style-type: none"> * Review 20-day student attendance reports at the end of each semester to determine the impact after engagement events. 	<p>[A 3.3.1] CMS School Level Parent, Family and Community Engagement Colonial Middle School will provide workshops, materials, and other training opportunities using a variety of delivery systems to support parents in helping their children's behavior improve.</p>	Angela Wright and Rosemary Byrd	05/26/2023		

<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>					
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