Ridgeway Middle Annual Plan (2022 - 2023)

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[G 1] Reading/Language Arts Ridgeway Middle School will increase ELA on-track and mastery proficiency rates in all grades from 18.5% in 2022 to 32% in 2023. **Performance Measure** Performance will be measured using the following tools: TNReady Assessment District Formative Assessment using Mastery Connect IREADY	

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[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. **Benchmark Indicator** **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 District Classroom Walkthrough Protocol and Debriefing Document 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.	**[A 1.1.1] Access to Rigorous Curriculum** Provide teachers with Reading Prescriptions and curriculum maps that outline modules for essential knowledge as well as skills and tasks aligned to TN State Standards. Reading Prescriptions and curriculum maps will be organized by quarters to assist teachers with guidance as to which modules and units should be taught during the school year.	Kimberly Shaw, Clinton Somerville, T'Angela McFarland, April Young-Harris, Diana Onyango, Sherrie Tidwell, Jennifer Nettleton, Valleria Sewell, Amanda Wells, Chikeeta Hines	05/26/2023		

School 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. Quarterly review of TEM observation data to monitor educators delivery of standard aligned lessons to the TN Standards.					
	[A 1.1.2] Provide Supplemental Resources to Improve Student Achievement Students and teachers will be provided with additional resources such as reading subscriptions (Scholastic Weekly Reader); online resources (NEWSELA); classroom materials for literacy centers, including books for classroom libraries; hands-on manipulatives and games for centers; educational technology (computers, interactive boards, headphones, mice etc.); and classroom/student supplies (copies, pencils, paper, tablets, folders, agenda books, glue, tape, dry erase boards etc.) to enhance classroom instruction and improve student achievement.	Camelita McLeod, Shawndolyn Boyce-Miller	03/31/2023		
[S 1.2] Professional Development Provide professional development for teachers, administrators, and instructional leaders 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. **Benchmark Indicator** Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document 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	**[A 1.2.1] Standards Based Curriculum Training** Provide School administrators, PLC Coaches, and content lead teachers support to teachers in unpacking the standards, differentiated teaching strategies, and effective check for understanding methods to enhance the teaching and learning environment. Training sessions will be provided virtually and in person for teachers and administrators around implementation of research based practices to enhance understanding and ensure continuity of good first teaching practices across the school to boost student achievement. Full Day Content Collaborative Professional Development. Substitutes will be provided for	Camelita McLeod, Kimberly Shaw, April Young-Harris	03/31/2023		

professional development support. 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. Quarterly school 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.	teachers who must attend professional development during the school day.				
	[A 1.2.2] Instructional Academic Support Provide high-quality professional learning and instructional resources for direct support to improve literacy practices across applicable content areas. Literacy Content Leads RTI2A Interventionist New Teacher Mentors	Camelita McLeod, Shawndolyn Boyce-Miller	03/31/2023		
	[A 1.2.3] Parent and Community Engagement Offer monthly family forums for parents and community members to learn about the State curriculum, academic strategies being used, and	Camelita McLeod, Shawndolyn Boyce-Miller	03/31/2023		

	grade level performance indicators. We will host these learning opportunities to provide parents with supports and tools to help their children.				
[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. **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 (Aimsweb) 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 1.3.1] Personalized Literacy Supports** Provide all students (Tier I, II, and III) with access to daily targeted enrichment or support using the district's online intervention tools to foster student growth. Resource tools such as iReady, Aimsweb, and Small Groups assist teachers with engaging students with content based on where they are in the meeting the State standards.	Cleopatra Thomas, Nathalia Bracey-Hills, April Young-Harris, Kimberly Shaw, Eric Winfrey, Diana Onyango, Angela Green, Sherrie Tidwell	05/26/2023		

[G 2] Mathematics
Ridgeway Middle School will improve on-track/mastery percentages in all grades from 7.7% in 2022 to 25% in 2023.

Performance Measure
Performance will be measured using the following tools:

TNReady Assessment

District Formative Assessment using Mastery Connect

IREADY

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 career and college ready. **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. 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. 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. Quarterly review of TEM observation data to monitor educators delivery of standard aligned lessons to the TN Standards.	**[A 2.1.1] Alignment of Classroom Observation and Feedback** Provide teachers with curriculum maps and Math Prescriptions that outline modules for essential knowledge as well as skills and tasks aligned to TN State Standards. Curriculum maps and Math Prescriptions will be organized by quarters to assist teachers with guidance as to which modules and units should be taught during the school year.	Camelita McLeod, DeeDee Robinson	05/26/2023		
	[A 2.1.2] Provide Supplemental Resources to Improve Student Achievement	Camelita McLeod	03/31/2023		

	Students and teachers will be provided with additional resources such as ABC Book, All in Learning, and other standards based technology; online resources (such as IXL); classroom materials for math centers, including books for classroom libraries; hands-on manipulatives and games for centers; educational technology (computers, interactive boards, headphones, mice etc.); and classroom/student supplies (copies of exit tickets, pencils, paper, tablets, folders, agenda books, glue, tape, dry erase boards, dry erase markers, etc.) to enhance classroom instruction and improve student achievement.				
[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 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. 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. 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	**[A 2.2.1] Standards Based Curriculum Training** Provide School administrators, PLC Coaches, and content lead teachers support to teachers in unpacking the standards, differentiated teaching strategies, and effective check for understanding methods to enhance the teaching and learning environment. Training sessions will be provided virtually and in person for teachers and administrators around implementation of research based practices to enhance understanding and ensure continuity of good first teaching practices across the school to boost student achievement. Full Day Content Collaborative Professional Development. Substitutes will be provided for teachers who must attend professional development during the school day.	Camelita McLeod, Kimberly Shaw	03/31/2023		

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.					
	[A 2.2.2] Instructional Academic Support Provide high-quality professional learning and instructional resources for direct support to improve numeracy practices across applicable content areas. Math Content Leads RTI2A Interventionist New Teacher Mentors	Camelita McLeod, Kimberly Shaw	05/26/2023		
	[A 2.2.3] Parent and Community Engagement Offer monthly family forums for parents and community members to learn about the State curriculum, academic strategies being used, and grade level performance indicators. We will host these learning opportunities to provide parents with supports and tools to help their children. Math Family nights	Camelita McLeod, DeeDee Robinson, Shawndolyn Boyce-Miller	03/31/2023		

[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 standards for the specific quarter. Monthly progress monitoring data review of students' performance in targeted intervention (Aimsweb) 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 2.3.1] Personalized Numeracy Supports Provide all students (Tier I, II, and III) with access to daily targeted enrichment or support using the district's online intervention tools to foster student growth. Resource tools such as iReady, Aimsweb, and Small Groups assist teachers with engaging students with content based on where they are in the meeting the State standards.	Camelita McLeod, DeeDee Robinson, Wanesia Francis, Holly Stacy, Nakia Caskey	05/26/2023		

[G 3] Safe and Healthy Students
Ridgeway Middle School will increase school level interventions and supports (progressive discipline %) from 20% (SY22) to 35% (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

[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. **Benchmark Indicator** In order to look at attendance rates and factors that cause students to be absent from school the benchmark indicators are: 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 care, student involved in RTIB programs, Truancy Supports and progressive discipline supports).	**[A 3.1.1] Positive Behavior Intervention Support** Implement RTI2 behavior prevention and intervention plans that provides support to students with fidelity.	Robert Ellis, Victoria Williams, Latisha Leverson, Kimberly Shaw, Katrina Raggs-Washington	05/26/2023		
	[A 3.1.2] Intervention Programs for Students Implement intervention programs to encourage positive and safe behavior among students; to include programs such as Restorative Justice and dropout prevention. Implement incentives for good behavior, such as lunch on the lawn, popcorn party, etc.	Victoria Williams, Robert Ellis, Latisha Leverson, Kimberly Shaw, Katrina Raggs-Washington	05/26/2023		
[S 3.2] Professional Development Provide ongoing, high quality professional development at the school site for school leaders, teachers, and other instructional staff to focus on	**[A 3.2.1] Targeted Training** Provide principals, teachers, school counselors, attendance secretaries and PBIS coaches professional development to address student	Victoria Williams, Latisha Leverson,	05/26/2023		

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 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.	discipline, attendance, data entry and chronic absenteeism.	Katrina Raggs-Washington, Robert Ellis, Kimberly Shaw			
[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. **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.	**[A 3.3.1] Parent Ambassadors Program** Create a Parent Ambassadors program to inform and involve families on important topics to include, but not limited to school readiness, curriculum, high school readiness, college prep, safe schools, and attendance.	Robert Ellis, Victoria Williams, Latisha Leverson, Kimberly Shaw, Katrina Raggs-Washington, Camelita McLeod	03/31/2023		