

Colonial Middle Annual Plan (2025 - 2026)

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[G 1] Reading/Language Arts

By Spring 2026, through the implementation of a standards align core curriculum in each ELA classroom, students will receive a high quality and equable education. Teachers and school leaders, through a comprehensive professional development program will build their pedagogy in reading, writing, and Language Arts TN standards to align with instructional shifts. Students struggling to meet academic proficiency will receive targeted intervention and supports throughout the school year based on their identified area(s) of need.

Performance Measure

By May 2026, Colonial Middle School will increase ELA proficiency in grades 6-8 from 20.3% in 2024 to 27.3%.

Performance will be measured using the following tools:

TNReady Assessment

Pear Assessment

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>School-level data showed the following for Fall 2024 Pear Assessment: overall data results show 26.3% met plus exceeded in ELA. For Winter 2024, Pear Assessment results showed overall, 18.4% met plus exceeded in ELA.</p> <p>Benchmark Indicator **Benchmark Indicator**</p> <p>**Implementation **</p> <p>* Semester School-wide Formative Assessments</p>	<p>[A 1.1.1] Standard Aligned Core Instruction Colonial Middle School will deliver daily instruction using a rigorous ELA curriculum designed to deepen students' content knowledge, enhance reading comprehension, and support mastery of Tennessee Standards, preparing all students for future college and career success.</p>	Sandra Polk (ELA Admin Lead), Rod Peterson (Principal), Tanita Hilliard (RTI Admin Lead)	04/24/2026		

<ul style="list-style-type: none"> * Bi-weekly Assessment * Weekly Analysis of Student Work Samples * Semester TEM Evaluations * Informal/formal Observation Walkthroughs * Weekly Lesson Review * Monthly Data Analysis Review <p>**Effectiveness**</p> <ul style="list-style-type: none"> * Semester School-wide Formative Assessments will reflect a 5% increase in the number of students scoring 75% or better after each assessment. * Bi-weekly assessments will show a 5% increase in the number of students who master standards at 75% or higher. * Weekly reviews of student work samples will show students' mastery of standards at 85% or higher. * Review of TEM observation will indicate that at least 100% of core content area teachers are implementing lessons aligned to the TN Standards. * Informal/formal observation walkthroughs reflect at least 95% of core content area teachers are effectively implementing TN standard-aligned lessons. * Weekly lesson plan checks will reveal that 100% of teachers follow the curriculum, with overall teacher LOE reflecting level 3 and higher. * Monthly data analysis review will show at least 85% of students tested will meet or exceed expectations on formative assessments with a score of 70% or higher. 					
	<p>[A 1.1.2] Professional Learning Community (PLC)</p> <p>#### **Benchmark Indicator**</p> <p>**Implementation**</p> <ul style="list-style-type: none"> * Weekly PLCs are conducted to review assessment data, build a deep understanding of 	<p>Sandra Polk (ELA Admin Lead), Rod Peterson (Principal), Tanita Hilliard (RTI Admin Lead)</p>	05/22/2026		

	<p>priority standards, and focus on shifts in curriculum that strengthen teacher instructional practices.</p> <ul style="list-style-type: none"> * Teachers engage in weekly collaborative planning to develop standards-aligned lessons and discuss practical strategies to support student achievement in ELA. * Cross-grade and content area collaboration allows teachers to implement evidence-based instructional practices and receive constructive feedback from peers and administrators. * Informal classroom walk-throughs and teacher surveys are used to identify professional development needs, guiding individualized coaching, reflective practice, and opportunities for instructional rehearsal. * Students are provided with essential technology, learning tools, and instructional resources, including laptops, whiteboards, and academic materials, to enhance both core and intervention-based learning. <p>### **Effectiveness**</p> <ul style="list-style-type: none"> * PLCs are well-structured and led by skilled facilitators who maintain focus and drive purposeful discussion. * There is a noticeable increase in the use of data to inform instructional decisions. * Approximately 85% of collaborative planning time is used for sharing practical strategies and fostering a culture of continuous learning. * Standards-based conversations ensure instructional alignment and clarity. * Curriculum changes are addressed directly to help teachers smoothly adapt instructional approaches and materials. * Ongoing collaboration supports continuous teacher growth and capacity-building. * These practices have led to improved student performance. * Routine reflection on PLC effectiveness promotes ongoing refinement and progress. 				
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	[A 1.1.3] Instructional Supplies, Materials, and Resources Teachers will receive supplemental instructional materials, classroom supplies, and digital resources to enhance student learning and support academic growth during both intervention and enrichment periods.	Sandra Polk (PLC Coach), Treena Guyton (PLC Coach)	05/22/2026		
[S 1.2] Professional Development The school will provide ongoing professional development through weekly collaborative planning, monthly data reviews, and coaching from instructional leaders. PD will focus on evidence-based literacy strategies and standards alignment to improve instructional practices and increase student proficiency in reading. Benchmark Indicator **Implementation** * Daily classroom observations using the District Classroom Walkthrough tool * Weekly collaborative planning agenda and minutes * Weekly PLC meeting agenda and minutes * Bi-weekly Instructional Leadership Team (ILT) agenda and minutes * Monthly professional development agenda and minutes * New teacher professional learning supports are offered monthly for new hires **Effectiveness** * Daily classroom walkthroughs will show that at least 95% of teachers consistently implement standards-aligned core instruction with fidelity. * Weekly collaborative planning will ensure 100% of teachers receive targeted, departmentalized support to improve instructional practices and	[A 1.2.1] Classroom Strategies Professional Development 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. Colonial Middle School will implement the following action steps: * Weekly PLCs focused on analyzing standards (More accountabilities 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.	Sandra Polk (ELA Admin Lead), Rod Peterson (Principal), Tanita Hilliard (RTI Admin Lead)	05/22/2026		

<p>contribute to a 10% increase in overall student achievement.</p> <ul style="list-style-type: none"> * Weekly PLC meetings will lead to a 10% increase in student achievement for all teachers engaged in departmentalized collaborative support. * Bi-weekly ILT meetings will result in at least 95% of teachers implementing the instructional framework with fidelity, as evidenced by LOE scores of level 3 or higher. * Monthly new teacher supports will strengthen instructional effectiveness, with at least 90% of new teachers demonstrating proficiency in curriculum-based instruction. 	<ul style="list-style-type: none"> * PD training (In-town/Out of town Professional Development) that provides teachers, teacher leads, and administrators with strategies to analyze and implement grade-level engaging, meaningful, and innovative instruction that ensures effective teaching is executed daily in the ELA classes by the general education, ESL, and SPED teachers. 				
<p>[S 1.3] Targeted Intervention and Personalized Learning</p> <p>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</p> <p>**Implementation**</p> <ul style="list-style-type: none"> * Weekly i-Ready reports * Weekly review of grade reports * Monthly progress monitoring data * Monthly data analysis meetings * Quarterly school-based formative assessments <p>**Effectiveness**</p> <ul style="list-style-type: none"> * Weekly i-Ready reports will show a 7% increase in the number of students reaching mastery in identified skill deficit areas. * Weekly grade reports will reflect that 100% of teachers are implementing the RTI² curriculum, resulting in student gains of at least 2–3 data points during progress monitoring. * Monthly progress monitoring data will show 	<p>[A 1.3.1] Enrichment Learning</p> <p>Colonial Middle School will provide an enriched and accelerated curriculum to meet the needs of all students and also to address any learning loss.</p>	<p>Temeka McKinney (Optional Coordinator), Rod Peterson (Principal)</p>	<p>05/22/2026</p>		

<p>students increasing by at least 2–3 data points.</p> <p>* Monthly data analysis meetings will indicate that at least 10% of students can exit RTI² supports and interventions.</p> <p>* Quarterly school-based formative assessments will demonstrate that at least 5% of students move from Tier III to Tier II, or from Tier II to Tier I.</p>					
	<p>[A 1.3.2] RTI Intervention</p> <p>Colonial Middle School will implement the following action steps:</p> <p>* Facilitate collaboration between content and inclusion teachers during PLCs to plan real-time interventions, share best practices, and conduct peer observations with feedback focused on improving instruction for all students, including SWD and EL subgroups.</p> <p>* Provide ongoing, research-based professional development focused on effective instructional strategies, behavior management, assessment practices, and differentiated instruction across Tiers I, II, and III. Progress will be monitored through interim assessments and weekly data meetings.</p> <p>* Use small group instruction within station rotations to deliver targeted, individualized support aimed at closing learning gaps and meeting grade-level expectations for all students, including SWD and EL.</p> <p>* Offer continuous, targeted professional development to ensure teachers are equipped to meet the diverse needs of both below- and on-grade-level learners.</p>	<p>Lashara Varnell-Smith (Interventionist), Tanita Hilliard (RTI Admin Lead), Sandra Polk (ELA Admin Lead)</p>	05/22/2026		

[G 2] Mathematics

By Spring 2026, through the implementation of a standards-aligned core curriculum in each mathematics classroom, students will receive a high-quality and equitable education. Teachers and school leaders, through a comprehensive professional development program, will build their pedagogy in mathematics standards to align with instructional shifts. Students struggling to gain procedural and conceptual understanding to meet academic proficiency will receive targeted intervention throughout the school year.

Performance Measure

By May 2026, Colonial Middle School will increase ELA proficiency in grades 6-8 from 19.3% in 2024 to 26.3%.

Performance measures will be monitored by the following:

Pear Assessment

TNReady Assessment

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 **Benchmark Indicator**</p> <p>**Implementation**</p> <ul style="list-style-type: none">* Exit Tickets (Daily/Weekly)* Weekly Analysis of Student Work Samples* Weekly Lesson Review* Informal/Formal Observation Walkthroughs (Ongoing/Weekly)* Monthly Data Analysis Review* Tri-Weekly Assessments* Semester School-Wide Formative Assessments* Semester TEM Evaluations <p>**Effectiveness**</p> <ul style="list-style-type: none">* Exit tickets will be used weekly to measure mastery of lesson objectives, with at least 80% of students demonstrating proficiency on targeted standards.* Weekly reviews will show that at least 70% of	<p>[A 2.1.1] Standard Aligned Core Instruction Teachers at Colonial Middle School will design and deliver standards-aligned math lessons with purpose and a data-informed approach to ensure students engage meaningfully with rigorous content, build upon foundational skills, and master the updated Tennessee Standards, preparing them for future college and career success.</p>	Angela Wright (Math Admin Lead), Rod Peterson (Principal), Tanita Hilliard (RTI Admin Lead)	05/22/2026		

<p>students are meeting or exceeding proficiency expectations on grade-level tasks.</p> <ul style="list-style-type: none"> * Lesson plans will be reviewed weekly, with 100% of teachers demonstrating alignment to standards and instructional priorities. * Walkthroughs will reflect at least 90% of teachers effectively implementing instructional strategies aligned to school goals. * Monthly reviews will demonstrate that at least 10% of students in intervention tiers show measurable progress toward grade-level proficiency. * Tri-weekly assessments will reflect at least a 5% increase in student mastery of standards compared to previous cycles. * Semester assessments will demonstrate an overall increase in student proficiency by at least 10% from baseline. * Semester teacher evaluations will reflect at least 90% of teachers scoring proficient or above in instructional delivery aligned to student achievement goals. 					
	<p>[A 2.1.2] Professional Learning Community</p> <p>**Weekly Collaborative Planning sessions -</p> <p>**Weekly collaborative planning allows teachers to design curriculum-based, standards-aligned math lessons while sharing effective strategies with peers to boost student achievement and meet expectations on revised state math standards.</p> <p>**Collaboration across grade and content areas -**</p> <p>Teachers work together across grade levels and subject areas to implement evidence-based instructional methods and benefit from constructive feedback provided by both peers and school leadership.</p> <p>**Walk-throughs and teacher surveys -** Informal classroom observations and teacher feedback surveys help identify specific areas where staff may benefit from personalized coaching, targeted practice, and participation in reflective teaching</p>	<p>Tonia Crawford (Math Teacher), Angela Wright (Math Admin Lead), Rod Peterson (Principal), Tanita Hilliard (RTI Admin Lead)</p>	05/22/2026		

	<p>practices.</p> <p>**Student access to instructional tools and resources -** Students are provided with essential technology and learning tools, including laptops, computers, interactive whiteboards, and instructional materials, to support both core instruction and intervention activities, enhancing their educational experience.</p>				
	<p>[A 2.1.3] Instructional Supplies, Materials, and Resources</p> <p>Teachers will be provided additional instructional materials, supplies, and resources, including online resources, to support student growth and achievement during intervention and enrichment.</p>	<p>Sandra Polk (PLC Coach), Treena Guyton (PLC Coach)</p>	05/22/2026		
<p>[S 2.2] Professional Development</p> <p>The school will provide ongoing professional development through weekly collaborative planning, open labs, data reviews, and coaching support from instructional leaders to strengthen math instruction and increase student proficiency.</p> <p>Benchmark Indicator</p> <p>**Implementation**</p> <ul style="list-style-type: none"> * Daily classroom observations using the District Classroom Walkthrough tool * Weekly collaborative planning agenda and minutes * Monthly professional development agenda and minutes * Weekly PLC meeting agenda and minutes * Bi-weekly Instructional Leadership Team (ILT) agenda and minutes * New teacher professional learning support is offered monthly for new hires. <p>**Effectiveness**</p>	<p>[A 2.2.1] Classroom Strategies Professional Development</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 Math 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> <ul style="list-style-type: none"> * Weekly PLCs focused on analyzing standards using Education Epiphany resources (More accountabilities will be placed on staff to ensure the 	<p>Angela Wright, Tonia Crawford, Tanita Hilliard, Rod Peterson</p>	05/22/2026		

<ul style="list-style-type: none"> * Daily classroom walkthrough reports will show that 95% of teachers implement standard-aligned core instruction with fidelity. * Weekly PLCs will result in 100% of teachers receiving departmentalized support to increase overall student achievement by 10%. * PLCs will result in a 10% increase in student achievement for all teachers participating in departmentalized support every week. * Bi-weekly ILT meetings will result in at least 95% of teachers following the instructional framework, resulting in LOE scores of level 3 or higher. * Monthly structured, ongoing support for new teachers will increase the effectiveness of teachers in delivering instruction based on curriculum by at least 90%. 	<p>effectiveness of PLCs)</p> <ul style="list-style-type: none"> * Vertical Team planning session with Math teacher with a focus on deliberate practices. * I-Ready training to understand how to use the platform weekly. * Quarterly meeting with ESL and SPED department * Protocol for looking at student work. * PD training (In-town/Out of town Professional Development) that provides teachers, teacher leads, and administrators with strategies to analyze and implement grade-level engaging, meaningful, and innovative instruction that ensures effective teaching is executed daily in the Math classes by the general education, ESL, and SPED teachers. 				
	<p>[A 2.2.2] Support for teaching EL and SWD</p> <p>**Inclusion and ESL teachers will share insights on the following topics to support our Students with Disabilities (SWD) and English as a Second Language (ESL) students:**</p> <ul style="list-style-type: none"> * Strategies for general education teachers to effectively support these targeted subgroups * The process and requirements for ESL students to successfully exit the ESL program * Best practices for integrating WIDA assessment preparation into daily instruction * Delivering purposeful, standards-aligned instruction based on students' Individualized Education Plans (IEPs) and Individualized Learning Plans (ILPs) 	<p>Natalie Frazier, Shericka Quabner, Angela Wright, Tonia Crawford</p>	05/22/2026		
<p>[S 2.3] Targeted Interventions and Personalized Learning</p> <p>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>[A 2.3.1] RTI Intervention</p> <p>**Colonial Middle School will implement the following action steps:**</p> <ul style="list-style-type: none"> * Leverage PLCs for collaboration between content and inclusion teachers to plan real-time, embedded interventions, share best practices, and conduct peer observations with feedback to improve instruction for all students, including SWD and EL 	<p>Sherice Hobson, Lashara Varnell-Smith, Tanita Hilliard, Angela Wright</p>	05/22/2026		

<p>** **</p> <p>Benchmark Indicator</p> <p>**Implementation**</p> <ul style="list-style-type: none"> * Quarterly school-based formative assessments * Monthly progress monitoring data * Weekly review of grade reports * Weekly iReady reports * Monthly data analysis meetings <p>**Effectiveness**</p> <ul style="list-style-type: none"> * Quarterly school-based formative assessment will reflect at least 5% of students moving from Tier III to Tier II or Tier II to Tier I. * Monthly progress monitoring data will reflect students increasing by at least 2-3 data points. * Weekly review of grade reports will reflect that 100% of teachers are implementing the RTI2 curriculum, increasing students by at least 2-3 data points during progress monitoring. * Weekly iReady reports will reflect a 5% increase in the number of students who score mastery on skill deficit areas. * Monthly data team meetings will reflect at least 10% of students being able to exit RTI2 supports and interventions. 	<p>subgroups.</p> <ul style="list-style-type: none"> * Deliver ongoing, research-based professional development focused on instructional strategies, classroom management, assessments, and Tier I–III interventions, with regular data reviews to monitor and adjust as needed. * Implement small-group instruction during station rotations to provide targeted support and address learning gaps, ensuring all students meet grade-level expectations. * Provide continuous, targeted professional learning to equip teachers with the skills to meet the needs of both struggling and on-grade-level learners. 				
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[G 3] Safe and Healthy Students

By Spring 2026, Colonial Middle School will foster a safe and healthy student-focused learning environment and improve students' attendance and behavior through the implementation of attendance and behavioral interventions and supports, continued professional development grounded in instructional best practices, and stakeholder engagement activities and resources.

Performance Measure

Colonial Middle School will reduce the chronic absenteeism rate from 23.1% in 2024–2025 to 13.1% by implementing clearly defined systems and procedures to monitor at-risk and chronically absent students weekly.

Interventions and supports will be measured using the following:

* PowerSchool Data * Power BI Data * SART documentation for at-risk students					
Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 3.1] Attendance and Behavior Interventions and Supports Colonial Middle will implement targeted interventions and support programs and initiatives that address identified behavior needs and provide appropriate student supports.</p> <p>Benchmark Indicator **Implementation**</p> <p>* Monitor 20-day student discipline reports. * Monitor 20-day attendance and suspension data. * Monthly monitor students identified as needing additional support (i.e., homeless, foster care, student involved in RTIB programs, Truancy Supports, and progressive discipline supports).</p> <p>**Effectiveness**</p> <p>* The 20-day discipline reporting period will show a 5 % reduction in the number of student discipline violations. * The 20-day attendance and suspension report will indicate a 5 % improvement in student attendance. * Monthly monitoring of students needing additional support needs will show that 80% of those students' needs will be successfully met, improving their overall behavior and attendance.</p>	<p>[A 3.1.1] Target Behavior Intervention and Support 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>	Jeanine Evans (AP), Angela Wright (AP), Carolyn Tribune (Counselor), TeNeal Clark (Counselor), Tivian Bernard (Counselor)	05/22/2026		
<p>[S 3.2] Professional Development Colonial Middle School staff will engage in ongoing professional development to improve student attendance and behavior, fostering a safe and</p>	<p>[A 3.2.1] Targeted Attendance Intervention and Support to Decrease Chronic Absenteeism Rate Promote effective parent, family, and community engagement activities that support safe schools</p>	Angela Wright (AP), Jeanine Evans (AP), Tivian Bernard	05/22/2026		

<p>healthy learning environment.</p> <p>Benchmark Indicator</p> <p>**Implementation**</p> <ul style="list-style-type: none"> * Semesterly RTI2-B data training agenda and minutes * 20-day Reporting Cycle Fidelity check of student data entry for errors and erroneous submissions. * 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. <p>**Effectiveness**</p> <ul style="list-style-type: none"> * Monthly RTI2-B data team meetings will result in a 5% decrease in student infractions. * Monthly SART and SARB meetings will reflect a 5% increase in student attendance and a 5% decrease in student infractions each 20-day period. * Fidelity checks every 20 days will reflect a 95% increase in correct and appropriate reporting of student data. 	<p>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> <p>PD training (In-town/Out of town Professional Development) provides teachers, teacher leads, and administrators the opportunity to learn about new insights and strategies for reaching and teaching students to help them recover from disrupted learning.</p>	<p>(Counselor), TeNeal Clark (Counselor), Carolyn Tribune (Counselor)</p>			
	<p>[A 3.2.2] Professional Development</p> <p>PD training (In-town/Out of town Professional Development) provides teachers, teacher leads, and administrators the opportunity to learn about new insights and strategies for reaching and teaching students to help them recover from disrupted learning.</p>	<p>Angela Wright, Jeanine Evans</p>	05/22/2026		