

Grandview Heights Middle School Annual Plan (2023 - 2024)

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**[G 1] Reading/Language Arts**

Grandview Heights will increase ELA rate of met plus exceeded in all grades from 9.4% in 2021-22 to 24.0% in 2023-24.

**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><b>[S 1.1] Standard Aligned Core Instruction</b><br/>                     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><b>Benchmark Indicator</b><br/>                     **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 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.</p> <p>School Walkthrough data will be monitored through</p> | <p><b>[A 1.1.1] Implement Tier I Instruction with Fidelity</b><br/>                     ELA teachers will fully implement the curriculum at grade level. Teachers will use the Reading Prescription developed by the district to ensure that instruction meets the rigor and demands of the standards.</p> | <p>Frederick Holmes,<br/>                     Lowrey,<br/>                     Obannon,<br/>                     Wright, Raina Powell</p> | <p>05/24/2024</p>         |                |       |

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| <p>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>Monthly review of informal and formal observation data to monitor educators delivery of standard aligned lessons to the TN Standards.</p>  |   |   |            |  |  |
|   | <p><b>[A 1.1.2] Collaborative Planning</b><br/>         RLA teachers will participate in bi-weekly collaborative planning with common grade level teachers ,inclusion teachers, PLC coaches, and instructional support advisors. Title I funds may be utilized to provide substitute teachers for this activity. Weekly one on one collaborative planning sessions will be held with struggling teachers.</p> | Frederick Holmes, Lowery, OBannon, Veronica Nisby, Robin Brice, iZone Coaches                             | 05/24/2024 |  |  |
|   | <p><b>[A 1.1.3] Regular Observation and Feedback Cycle</b><br/>         ELA admin and content lead will conduct regular observation and feedback cycles to improve core instruction.</p>  | Frederick Holmes and Raina Powell   | 05/24/2024 |  |  |
|   | <p><b>[A 1.1.4] Improve student achievement and growth by supporting rich learning environments</b><br/>         Grandview Heights Middle School will secure supplies, materials, software, equipment and resources to support academic growth and achievement in reading/language arts.</p>  | Frederick Holmes, Raina Powell, Jamie Mack  | 05/24/2024 |  |  |
| <p><b>[S 1.2] Professional Development</b><br/>         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><b>Benchmark Indicator</b><br/>         Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing</p> | <p><b>[A 1.2.1] Weekly ELA Content PLCs</b><br/>         Reading Language Arts teachers will participate in tri-weekly Data Wise process. Teachers will meet with the admin team to analyze instruction, and student work to determine the alignment to standards and rigor. Team members will develop strategies to improve Tier I instruction.</p>  | Frederick Holmes, Wright, OBannon, Lowery, Robin Brice, Veronica Nisby, Deartis Barber III, Eula Anderson | 05/24/2023 |  |  |

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| <p>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 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> |  |  |  |  |  |
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|   | <p><b>[A 1.2.2] Participation in Professional Conferences</b><br/> Faculty, staff, and administrators will participate in local, state, and/or national conferences to increase pedagogical knowledge and share best practices with colleagues. Educators will attend the UnBoundEd Standards Institute/AMLE and TAMS among other conferences. Title I funds will be utilized to cover registration and other costs associated with attending conferences.</p> | Frederick Holmes, Raina Powell, Deartis Barber III          | 05/24/2024 |  |  |
|   | <p><b>[A 1.2.3] Attend IZone and District Collaboratives</b><br/> ELA teachers will participate in zone collaboratives and DLD in which they will share best practices in planning, annotation, and instructional delivery with teachers from similar schools.</p>   | Frederick Holmes  | 05/24/2024 |  |  |
| <p><b>[S 1.3] Targeted Intervention and Personalized Learning</b><br/> 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><b>Benchmark Indicator</b><br/> 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><b>[A 1.3.1] Effective RTI2 Intervention</b><br/> Certified reading language arts teachers and special education teachers will deliver RTI intervention. Title I funds may be used to purchase materials.</p>   | Frederick Holmes, Jamie Mack, Eula Anderson, Deartis Barber | 05/24/2023 |  |  |

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|  | <p><b>[A 1.3.2] Leverage A Intervention &amp; Reinforcement</b><br/> All students not receiving RTI2 intervention will receive 50minutes of intervention/enrichment daily. Intervention curricula will include standards and strategies identified as areas of need by the instructional leadership team (ILT).</p> | <p>Frederick Holmes, Jamie Mack, Eula Anderson, Deartis Barber III</p> | <p>05/24/2024</p> |  |  |
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**[G 2] Mathematics**

Grandview Heights will increase the Math rate of met plus exceeded in all grades from 11.6% in 2021-22 to 25.2% in 2023-24.

**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><b>[S 2.1] Standard Aligned Core Instruction</b><br/> 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><b>Benchmark Indicator</b><br/> 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</p> | <p><b>[A 2.1.1] Implement Tier I instruction with Fidelity</b><br/> Math teachers will fully implement a curriculum aligned with Tennessee Academic Standards.</p> | <p>Devondria Brady, Kai Echols, Kirkendoll</p> | <p>05/24/2024</p>         |                |       |

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| <p>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 Microsoft Teams. 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><b>[A 2.1.2] Collaborative Planning</b><br/> Math teachers will participate in bi-weekly collaborative planning with common grade level teachers, inclusion teachers, PLC coaches, Admin Lead, and instructional support advisors. Title I funds may be utilized to provide substitute teachers.</p>  | Frederick Holmes, Eula Anderson, Kai Echols, Devondria Brady, Kirkendoll, Veronica Nisby, Tillman | 05/24/2024 |  |  |
|  | <p><b>[A 2.1.3] Participation in Professional Conferences</b><br/> Selected teachers will participate in local, state, and/or national conferences to increase pedagogical knowledge and share best practices with colleagues. Title I funds will be utilized to cover registration and other costs associated with attending conferences.</p> | Eula Anderson, Devondria Brady  | 05/24/2024 |  |  |
|  | <p><b>[A 2.1.4] Participate in Bi-Weekly Math Content PLCs</b><br/> Mathematics teachers will participate in weekly PLCs that will focus on student data, analyzing student work, peer collaboration, and best teacher practices</p>   | Frederick Holmes, Anderson, Kai Echols, Devondria Brady, Kirkendoll, Veronica Nisby,              | 05/24/2024 |  |  |

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|   | <p><b>[A 2.1.5] Attend IZone and District Collaboratives</b></p> <p>Math teachers will participate in zone collaboratives in which they will share best practices in planning, annotation, and instructional delivery with teachers from similar schools.</p>  | Kai Echols, Deondria Brady, Eula Anderson, Kirkendoll, Veronica Nisby, Tillman | 05/24/2024 |  |  |
|   | <p><b>[A 2.1.6] Participation in Professional Conferences</b></p> <p>Selected teachers will participate in local, state, and/or national conferences to increase pedagogical knowledge and share best practices with colleagues. Title I funds will be utilized to cover registration and other costs associated with attending conferences.</p> | Eula Anderson  | 05/24/2024 |  |  |
|   | <p><b>[A 2.1.7] Effective RTI2 Intervention</b></p> <p>Math intervention will be provided by certified math teachers. Title 1 funds may be used to material curricula materials to support instruction.</p>  | Kai Echols, Devondria Brady, Tillman   | 05/24/2024 |  |  |
|   | <p><b>[A 2.1.8] Leverage A Intervention &amp; Reinforcement</b></p> <p>All students not receiving RTI2 intervention will receive 45 minutes of intervention/enrichment daily. Intervention curricula will include standards and strategies identified as areas of need by the instructional leadership team (ILT).</p>                           | Cedric Hudson, Larry, Edwards, Albert Taylor                                   | 05/24/2024 |  |  |
|   | <p><b>[A 2.1.9] Improve student achievement and growth by supporting rich learning environments</b></p> <p>Grandview Heights Middle School will secure supplies, materials, software, equipment and resources to support academic growth and achievement in math.</p>  | Eula Anderson, Jamie Mack, Frederick Holmes, Raina Powell                      | 05/24/2024 |  |  |
| <p><b>[S 2.2] Professional Development</b></p> <p>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</p> | <p><b>[A 2.2.1] Participate in Bi-Weekly Math Content PLCs</b></p> <p>Mathematics teachers will participate in weekly PLCs that will focus on student data, analyzing student work, peer collaboration, and best teacher practices.</p>  | Anderson, Kai Echols, Deondria Brady, Kirkendoll, Veronica Nisby               | 05/24/2024 |  |  |

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| <p>performance.</p> <p><b>Benchmark Indicator</b><br/>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>Data will be monitored monthly 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 school leaders are gaining and sharing knowledge of content, obtaining content support and resources through collaboration, and effectively communicating new information with teachers.</p> <p>New teachers have been paired with an in-house mentor.</p> |   |   |                   |  |  |
|  | <p><b>[A 2.2.2] Attend iZone Collaboratives</b><br/>Math teachers will participate in zone collaboratives in which they will share best practices in planning, annotation, and instructional delivery with teachers from similar schools.</p> | <p>FrederickHolmes, Kai Echols, Deondria Brady, Eula Anderson, Kirkendoll, Veronica Nisby</p> | <p>05/24/2024</p> |  |  |
|  | <p><b>[A 2.2.3] Participation Professional Conferences</b><br/>Faculty, staff, and administrators will participate in will participate in local, state, and/or national conferences to increase pedagogical knowledge</p>                     | <p>Eula Anderson</p>  | <p>05/24/2024</p> |  |  |



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|   | and share best practices with colleagues. Title I funds will be utilized to cover registration and other costs associated with attending conferences.   |   |                   |  |  |
| <p><b>[S 2.3] Targeted Interventions and Personalized Learning,</b><br/>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><b>Benchmark Indicator</b><br/>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 (i-Ready) 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><b>[A 2.3.1] Effective RTI2 Intervention</b><br/>Math intervention will be provided by certified math teachers. Title 1 funds may be used to material curricula materials to support instruction</p>   | <p>Kai Echols,<br/>Devondria Brady, Tillman,<br/>Veronica Nisby,<br/>Kirkendoll</p> | <p>05/24/2024</p> |  |  |
|   | <p><b>[A 2.3.2] Leverage A Intervention &amp; Reinforcement</b><br/>All students not receiving RTI2 intervention will receive 50 minutes of intervention/enrichment daily. Intervention curricula will include standards and strategies identified as areas of need by the instructional leadership team (ILT).</p> | <p>Cedrick Hudson, Larry Edwards,<br/>Albert Taylor</p>                             | <p>05/24/2024</p> |  |  |
| <p><b>[G 3] Safe and Healthy Students</b><br/>Grandview Heights will decrease Suspension Rate from 30.1% in 2022-23 to 25.0% in 2023-24.</p>  |   |   |                   |  |  |

**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><b>[S 3.1] Attendance and Behavior Interventions and Supports</b><br/>Implement targeted interventions and support programs and initiatives that address identified behavior needs and provide appropriate student supports.</p> <p><b>Benchmark Indicator</b><br/>In order to look at attendance rates and factors that cause students to be absent from school the benchmark indicators are:</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.</p> <p>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.</p> <p>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).</p> | <p><b>[A 3.1.1] Conduct FBAs and Create BIPs for At Risk Students</b><br/>Identify students with patterns of negative behavior and conduct functional behavior assessments, create behavior intervention plans, and implement behavior tracking system to monitor behavior. Refer to the School Level Behavioral Health Liaison.</p> | LaMarcus Bratcher, Tommossa Moore, Gina Kenne, Ms. Neal | 05/24/2024                |                |       |
|   | <p><b>[A 3.1.2] Provide School-Wide System to Track Positive and Negative Behaviors</b><br/>Grandview Heights Middle School will implement a</p>   | Lamarcus Bratcher, Eula Anderson,                       | 05/24/2024                |                |       |

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|   | school-wide system for tracking positive and negative student behaviors. Title I funds will be utilized to fund electronic behavior tracking systems.   | Jamie Mack, Deartis Barber III, Tomossa Moore       |            |  |  |
|   | <b>[A 3.1.3] Provide Early Intervention--Attendance</b><br>Attendance team will contact parents and provide early intervention when students exhibit patterns of tardies and absences.  | Eula Anderson, Kristin Jefferson, LaMarcus Bratcher | 05/24/2024 |  |  |
| <p><b>[S 3.2] Professional Development</b><br/>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><b>Benchmark Indicator</b><br/>Student discipline and attendance reports 20-day reporting cycle will be used to measure impact of changed practices as a result of professional development.</p> <p>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> <p>Quarterly Reports will be shared district-wide.</p> | <p><b>[A 3.2.1] Classroom Management Professional Development</b><br/>Provide teachers with professional development on culturally relevant classroom management. Title I funds may be utilized to provide classroom management professional development.</p> | Mack, Deartis Barber, Eula Anderson                 | 05/24/2024 |  |  |
|   | <b>[A 3.2.2] New Teacher Support</b><br>School administrators will provide school-based PD on how to accurately take attendance in PowerSchool, and share attendance best practices.  | Eula Anderson, Kristen Jefferson, Frederick Holmes  | 05/24/2025 |  |  |
|   | <b>[A 3.2.3] New Teacher Support</b><br>School administrators will provide school-based PD on how to accurately take attendance in  | Eula Anderson, Kristen Jefferson,                   | 05/24/2025 |  |  |

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|   | PowerSchool, and share attendance best practices.   | Frederick Holmes   |            |  |  |
| <p><b>[S 3.3] Parent, Family, and Community Engagement</b><br/>Promote effective parent, family, and community engagement activities and resources that support safe schools which will improve student attendance and behavior.</p> <p><b>Benchmark Indicator</b><br/>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><b>[A 3.3.1] Conduct Monthly Family Engagement Activities</b><br/>Conduct monthly family engagement activities to assist parents and caregivers with understanding standards and curriculum and share school-wide data. Title I funds will be utilized to provide supplies for these activities.</p> | Frederick Holmes, Jamie Mack, Raina Powell   | 05/24/2025 |  |  |
|   | <p><b>[A 3.3.2] Provide Student Group Interventions in Collaboration with Community Agencies</b><br/>Selected at-risk students will participate in group interventions (attendance, behavior, interpersonal skills) with community organizations as arranged through community partners.</p>            | Tomossa Moore, LaMarcus Bratcher, School Social Worker, Ashley Neal, REset Assistant | 05/24/2024 |  |  |
|   | <p><b>[A 3.3.3] Attendance procedures</b><br/>Professional learning will be offered to teachers to ensure that all teachers understand how to take accurate attendance in PowerSchool. Teachers should take attendance daily during each</p>  | Kristen Jefferson  | 05/24/2024 |  |  |

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|  | classroom to ensure accountability and the safety of all students and faculty.  |   |            |  |  |
|  | <b>[A 3.3.4] Provide Early Intervention-Attendance</b><br>Attendance team will contact parents and provide early intervention when students exhibit patterns of tardies and absences. | LaMarcus Bratcher, Eula Anderson, Kristin Jefferson | 05/24/2024 |  |  |