

Grandview Heights Middle School Annual Plan (2022 - 2023)

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

Grandview Heights will increase ELA on track and mastery proficiency rates in all grades from 14.7% in 2021-22 to 25.4% 2022-23.

**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>                      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>                      **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>                      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>Shunya James, Jacqueline River, Raina Powell, Randy Osborn</p>	<p>05/26/2023</p>		

<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>          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>	Shunya James, Jacqueline Rivera, Raina Powell, Randy Osborn, Veronica Nisby, Robin Brice, iZone Coaches	05/26/2023		
	<p><b>[A 1.1.3] Regular Observation and Feedback Cycle</b>          ELA admin and content lead will conduct regular observation and feedback cycles to improve core instruction.</p>	Shunya James and Raina Powell	05/26/2023		
	<p><b>[A 1.1.4] Verizon Innovative Learning School Technology Integration</b>          Verizon iPads and internet access will be used to improve instruction and student outcomes. Instruction will be delivered via iPads. Students will engage in blended learning, digital STEAM activities and productions in order to increase their reading proficiency and make students competitive globally. Teachers will be provided professional development by the VILS coach.</p>	Nikesha Selmon	05/26/2023		
	<p><b>[A 1.1.5] Improve student achievement and growth by supporting rich learning environments</b>          Grandview Heights Middle School will secure supplies, materials, equipment and resources to support academic growth and achievement in reading/language arts.</p>	Shunya James, Nikesha Selmon, Jamie Mack	04/17/2023		

<p><b>[S 1.2] Professional Development</b> 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> Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document will provide the District with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction in order to plan professional development support.</p> <p>District Walkthrough data will be monitored through the district's PD management system (Professional Learning Zone/PLZ) and Zoho for 80% standard aligned core instructional implementation with fidelity at 2 per teacher per semester in order to provide individualized professional learning support.</p> <p>Instructional Leadership Team (ILT) meetings are conducted twice each month at 85% attendance to ensure district and school leaders are gaining and sharing knowledge of content, obtaining content support and resources through collaboration, and effectively communicating new information with school-level educators.</p> <p>Zone meetings and small-group ILT sessions are facilitated monthly by Instructional Leadership Directors at 85% attendance to support content lead teachers, PLC Coaches, and administrators with feedback and targeted training that should result in more effective daily instructional practices that should be observed during district walk</p>	<p><b>[A 1.2.1] Weekly ELA Content PLCs</b> 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>	<p>Shunya James, Jacqueline Rivera, Raina Powell, Randy Osborn, Robin Brice, Veronica Nisby, Deartis Barber III, Eula Anderson</p>	<p>05/26/2023</p>		
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<p>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>					
	<p><b>[A 1.2.2] 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. ELA teachers will attend the UnBoundEd Standards Institute/AMLE. Title I funds will be utilized to cover registration and other costs associated with attending conferences.</p>	<p>Shunya James, Raina Powell, Deartis Barber III</p>	<p>05/26/2023</p>	<p>Title I</p>	
	<p><b>[A 1.2.3] Attend IZone and District Collaboratives</b></p> <p>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>	<p>Shunya James</p>	<p>05/26/2023</p>		
<p><b>[S 1.3] Targeted Intervention and Personalized Learning</b></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><b>Benchmark Indicator</b></p> <p>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</p>	<p><b>[A 1.3.1] Effective RTI2 Intervention</b></p> <p>Certified reading language arts teachers and special education teachers will deliver RTI intervention. Title I funds may be used to purchase materials.</p>	<p>Shunya James, Jamie Mack, Eula Anderson, Deartis Barber III</p>	<p>05/26/2023</p>	<p>Title I</p>	

<p>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 1.3.2] Leverage A Intervention &amp; Reinforcement</b>  All students not receiving RTI2 intervention will receive 45 minutes of intervention/enrichment daily. Using data from informal walkthroughs and work sample analysis, intervention curricula will include standards and strategies identified as areas of need by the instructional leadership team (ILT).</p>	<p>Shunya James, Jamie Mack, Eula Anderson, Deartis Barber III</p>	<p>05/26/2023</p>		

**[G 2] Mathematics**

Grandview Heights will increase Math on-track and mastery proficiency rates in all grades from 10.2% in 2021-22 to 21.4% in 2022-23.

**Performance Measure**

Performance will be measured using the following tools:

TNReady Assessment

District Formative Assessment using Mastery Connect

<b>Strategy</b>	<b>Action Step</b>	<b>Person Responsible</b>	<b>Estimated Completion Date</b>	<b>Funding Source</b>	<b>Notes</b>
<p><b>[S 2.1] Standard Aligned Core Instruction</b>  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>[A 2.1.1] Implement Tier I instruction with Fidelity</b>  Math teachers will fully implement curriculum aligned to Tennessee Academic Standards.</p>	<p>Devondria Brady, Kai Echols, Kirkendoll</p>	<p>05/26/2023</p>		

<p><b>Benchmark Indicator</b></p> <p>Students should perform at or above 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter.</p> <p>Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document will provide the District with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction.</p> <p>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><b>[A 2.1.2] Collaborative Planning</b></p> <p>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>	<p>Eula Anderson, Kai Echols, Devondria Brady, Kirkendoll, Veronica Nisby, Berg, Robin Brice</p>	<p>05/26/2023</p>		
	<p><b>[A 2.1.3] 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</p>	<p>Eula Anderson, Devondria Brady</p>	<p>05/26/2023</p>	<p>Title I</p>	

	registration and other costs associated with attending conferences.				
	<p><b>[A 2.1.4] Verizon Innovative Learning Schools Integration of Technology</b></p> <p>Verizon iPads and internet access will be used to improve instruction and student outcomes. Instruction will be delivered via iPads. Students will engage in blended learning, digital STEAM activities and productions in order to increase their mathematical proficiency and make students competitive globally. Teachers will be provided professional development by the VILS coach.</p>	Nikeshia Selmon	05/26/2023		
	<p><b>[A 2.1.5] 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, Devondria Brady, Kirkendoll, Veronica Nisby, Berg, Robin Brice	05/26/2023		
	<p><b>[A 2.1.6] 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, Robin Brice, Eula Anderson, Kirkendoll, Veronica Nisby, Berg	05/26/2023		
	<p><b>[A 2.1.7] 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	05/26/2023		
	<p><b>[A 2.1.8] 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, Robin Brice,	05/26/2023		

		Kirkendoll, Berg, Veronica Nisby			
	<p><b>[A 2.1.9] 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	05/26/2023		
	<p><b>[A 2.1.10] Improve student achievement and growth by supporting rich learning environments</b></p> <p>Grandview Heights Middle School will secure supplies, materials, equipment and resources to support academic growth and achievement in math.</p>	Eula Anderson, Jamie Mack, Shunya James, Nikesha Selmon	04/17/2023		
<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 performance.</p> <p><b>Benchmark Indicator</b></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>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><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, Devondria Brady, Kirkendoll, Veronica Nisby, Berg, Robin Brice	05/26/2023		



<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> 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>Kai Echols, Deondria Brady, Robin Brice, Eula Anderson, Kirkendoll, Veronica Nisby, Berg</p>	<p>05/26/2023</p>		
	<p><b>[A 2.2.3] Participation in Professional Conferences</b> 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>	<p>Eula Anderson</p>	<p>05/26/2023</p>	<p>Title I</p>	
<p><b>[S 2.3] Targeted Interventions and Personalized Learning,</b> 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> Students should perform at or above 70% on</p>	<p><b>[A 2.3.1] Effective RTI2 Intervention</b> 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, Devondria Brady, Robin Brice, Berg, Veronica Nisby, Kirkendoll</p>	<p>05/26/2023</p>		

<p>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 2.3.2] Leverage A Intervention &amp; Reinforcement</b>  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>Cedric Hudson, Larry, Edwards, Albert Taylor</p>	<p>05/26/2023</p>		

**[G 3] Safe and Healthy Students**

Grandview Heights Middle will reduce the percentage of chronically absent students from 36% in 2022 to 26% in 2023. Grandview Heights Middle will decrease suspension rate by 10% for the 2023 school year.

**Performance Measure**

Interventions and supports will be measured using the following:

- \* PowerSchool Data
- \* PowerBI Data
- \* Share Point
- \* ClassDojo

<b>Strategy</b>	<b>Action Step</b>	<b>Person Responsible</b>	<b>Estimated Completion Date</b>	<b>Funding Source</b>	<b>Notes</b>
<p><b>[S 3.1] Attendance and Behavior Interventions and Supports</b>  Implement targeted interventions and support programs and initiatives that address identified</p>	<p><b>[A 3.1.1] Conduct FBAs and Create BIPs for At Risk Students</b>  Identify students with patterns of negative behavior and conduct functional behavior assessments,</p>	<p>LaMarcus Bratcher, Tommossa Moore, Gina</p>	<p>05/26/2023</p>		

<p>behavior needs and provide appropriate student supports.</p> <p><b>Benchmark Indicator</b> 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 (homeless, foster care, ahs Alliance Health Care Services, School Level Behavioral Health Liaison Grant, student involved in RTIB programs, Truancy Supports and progressive discipline supports).</p>	<p>create behavior intervention plans, and implement behavior tracking system to monitor behavior. Refer to the School Level Behavioral Health Liaison.</p>	<p>Kenne, Ms. Neal</p>			
	<p><b>[A 3.1.2] Provide School-Wide System to Track Positive and Negative Behaviors</b> Grandview Heights Middle School will implement a school-wide system for tracking positive and negative student behaviors. Title I funds will be utilized to fund electronic behavior tracking systems.</p>	<p>Lamarucs Bratcher, Eula Anderson, Jamie Mack, Deartis Barber, III, Tomossa Moore</p>	<p>05/26/2023</p>		
	<p><b>[A 3.1.3] Provide Early Intervention--Attendance</b> Attendance team will contact parents and provide early intervention when students exhibit patterns of tardies and absences.</p>	<p>Eula Anderson, Kristin Jefferson, LaMarcus Bratcher</p>	<p>05/26/2023</p>		
<p><b>[S 3.2] Professional Development</b> Provide ongoing, high quality professional</p>	<p><b>[A 3.2.1] Classroom Management Professional evelopment</b></p>	<p>Shunya James, Jamie</p>	<p>05/26/2023</p>		

<p>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> Monitor the number of student referrals to the reset room and ISS quarterly and/or prior to professional development session Monitor behavior plans per semester to determine the implementation and effectiveness of the strategies and resources shared during PD</p>	<p>Provide teachers with professional development on culturally relevant classroom management. Title I funds may be utilized to provide classroom management professional development.</p>	<p>Mack, Deartis Barber, Eula Anderson</p>			
	<p><b>[A 3.2.2] New Teacher Support</b> School administrators will provide school-based PD on how to accurately take attendance in PowerSchool, and share attendance best practices.</p>	<p>Eula Anderson, Kristen Jefferson, Shunya James</p>	<p>05/26/2023</p>		
<p><b>[S 3.3] Parent, Family, and Community Engagement</b> 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> 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</p>	<p><b>[A 3.3.1] Conduct Monthly Family Engagement Activities</b> 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>	<p>Shunya James, Jamie Mack, Nikesha Selmon</p>	<p>05/26/2023</p>	<p>Title 1</p>	

their impact on students' success by way of their contributions of resources and time.					
	<p><b>[A 3.3.2] Provide Student Group Interventions in Collaboration with Community Agencies</b>  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	05/26/2023		
	<p><b>[A 3.3.3] Attendance procedures</b>  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 classroom to ensure accountability and the safety of all students and faculty.</p>	Kirsten Jefferson	05/26/2023		
	<p><b>[A 3.3.4] Provide Early Intervention-Attendance</b>  Attendance team will contact parents and provide early intervention when students exhibit patterns of tardies and absences.</p>	LaMarcus Batcher, Eula Anderson, Kristin Jefferson,	05/26/2023		