# Germantown Middle Annual Plan (2024 - 2025)

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| **[G 1] Reading/Language Arts** By Spring of 2025, Germantown Middle School will improve literacy and increase ELA met plus exceeded proficiency rates in all grade levels(6-8) for all students and student groups including our TSI student groups (Black, Hispanic, BHN, Students with Disabilities, and Economically Disadvantage) on the TCAP/TN Ready from 21.5%(SY2023) to 26.4%(SY2025). **Performance Measure** Performance will be measured using the following tools:  Common Formative Assessment using Mastery Connect will be analyzed quarterly - Our TSI student group Black will improve meeting/exceeding expectation percentages in grades 6-8 from 28.4% in 2023 to 33.4% in 2025, BHN will improve meeting/exceeding expectation percentages from 29.9% in 2023 to 34.9% in 2025, Hispanic will improve meeting/expectations percentages from 39.7% to 44.7%, Students with Disabilities will improve meeting/expectations percentages from 8% to 13%, and for Economically Disadvantage will improve meeting/exceeding expectation percentages from 26% in 2024 to 31% in 2025.   TNReady Summative Assessment results will be analyzed at the end of the school year.—Our TSI student group Black will improve meeting/exceeding expectation percentages in grades 6-8 from 24.2% in 2023 to 26.6% in 2025, for BHN will improve meeting/exceeding expectation percentages from 25.1% in 2023 to 26.6% in 2025, Hispanic will improve meeting/expectations percentages from 39.7% to 44.7%, Students with Disabilities will improve meeting/expectations percentages from 15.2% to 20.2% and for Economically Disadvantage will improve meeting/exceeding expectation percentages from 20.2% in 2023 to 26.6% in 2025. | | | | | |
| **Strategy** | **Action Step** | **Person Responsible** | **Estimated Completion Date** | **Funding Source** | **Notes** |
| **[S 1.1] Standard Aligned Core Instruction** To ensure that students receive high quality instruction, particularly our TSI student groups (Black, Hispanic, BHN, Students with Disabilities, and Economically Disadvantage), Germantown Middle School's teachers will provide daily access to a rigorous reading/language arts curriculum that will develop students’ deep understanding of the content, strengthen comprehension, and promote mastery of TN Standards to ensure students are career and college ready. **Benchmark Indicator** \*\*Benchmark Indicator\*\*  Quarterly Common Formative Assessments - will show that 50% of Germantown Middle School students are on-track/mastery by scoring 70% or above in the Fall, Winter, and Spring.  Weekly Informal Classroom Observations and Feedback using the High Impact Strategies Walkthrough Tool by Administration and ILT members will show that 50% of Germantown Middle School's ELA teachers are implementing the curriculum with fidelity and effectively executing high impact strategies.  Weekly Content and Data-Driven PLC Meeting Minutes will show that 80% of Germantown Middle School's ELA teachers are gaining content knowledge and analyzing student data to make instructional decisions. | **[A 1.1.1] Access to Rigorous Curriculum** Provide teachers with Curriculum Maps and Standards Guides that outline modules for essential knowledge as well as skills and tasks aligned to TN State Standards. Curriculum maps will be organized by quarters to assist teachers with guidance as to which units and lessons should be taught during the school year. | Ashley Miller, ELA Admin Lead | 05/23/2025 | Title One |  |
|  | **[A 1.1.2] Alignment of Classroom Observation and Feedback** Utilize formal observations (TEM rubric) and the District's Classroom Walkthrough Protocol and Debriefing Document for observation processes to provide regular feedback to teachers to ensure instruction is aligned to the TN State Standards and evidenced based strategies are used to address varying student needs. | Ashley Miller, ELA Admin Lead | 05/23/2025 | Title One |  |
|  | **[A 1.1.3] Analyze Formative Student Assessments** Utilize the Department of Curriculum and Instruction to create the District's Common Formative Assessments (CFA), which will be administered three times per year (Fall, Winter, and Spring). District academic departments and school-level Instructional Leadership Teams will have access to students performance data following each CFA, which will support teachers in planning differentiated instruction and identifying standards mastered and not-mastered for re-teaching opportunities. | Ashley Miller, ELA Admin Lead | 04/25/2025 | Title One |  |
| **[S 1.2] Professional Development** To ensure that students receive high quality instruction, all students and student groups including our TSI student groups (Black, Hispanic, BHN, Students with Disabilities, and Economically Disadvantage), GMS will provide on going professional development for teachers, administrators, instructional leaders and district advisors on how to articulate the instructional 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. GMS will also provide professional development surrounding data analysis for Special Education Specialist as well as the ESL Specialist. **Benchmark Indicator** Weekly Informal Classroom Observations and Feedback using the High Impact Strategies Walkthrough Tool by Administration and ILT members will show that 50% of Germantown Middle School's ELA teachers have the 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.  Bi-weekly Instructional Leadership Team (ILT) meetings will show 85% attendance to where 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.  Monthly New Teacher Mentor Meeting Minutes will show that 80% of GMS new teachers are receiving and engaging in school level differentiated support by being paired with a school based mentor. | **[A 1.2.1] Deliver School-level Professional Development** Ongoing targeted professional development will be implemented to define effective strategies for increasing student achievement. School administrative staff will identify and invite a cadre of highly effective teachers and presenters to deliver reading professional development to peers. Bi-Monthly content-specific PLC meetings will provide opportunities for peer observations, sharing strategies, and receiving informal feedback from peers. Vendor-provided professional development will be retained to deliver strategies for positive student engagement and social-emotional learning. | Ashley Miller, ELA Admin Lead | 03/21/2025 | Title One |  |
|  | **[A 1.2.2] Provide Professional Development Opportunities for Instructional Leaders** The GMS instructional leadership team will attend zone meetings, district professional development sessions designed for leaders, as well as, targeted virtual educational conferences to ensure they are equipped to provide the necessary training to the GMS faculty. It is important that they maintain high skill levels and are in-tuned to the advancements in the educational arena in order to effectively train others. | Rhonda Anthony, Principal | 05/23/2025 | Title One |  |
|  | **[A 1.2.3] Increase Parent and Community Engagement Professional Development** Administrative staff and teachers will provide training and resources for parents to assist their children in building reading comprehension and fluency. Administrative staff will communicate to parents the strategies and resources used in the delivery of reading instruction at GMS. Administrative staff will provide training to parents in understanding the TN State Standards and other district-wide and state assessment measures. | Ashley Miller, PLC Coach | 05/23/2025 | Title One |  |
| **[S 1.3] Targeted Intervention and Personalized Learning** Germantown Middle Schoo will provide academic interventions, personalized learning activities, an individualized learning pace, and various instructional approaches designed to meet the needs of specific learners to improve student achievement to all students including student groups including our TSI student groups (Black, Hispanic, BHN, Students with Disabilities, and Economically Disadvantage). **Benchmark Indicator** Quarterly Common Formative Assessments - will show that 50% of Germantown Middle School students are on-track/mastery by scoring 70% or above in the Fall, Winter, and Spring.  Quartely iReady Reading Benchmark Assessments- will show that 50% of Germantown Middle School students are at reading profeiciently at grade level or one grade level below.  Monthly and Bi-Weekly Progress Monitoring using AimsWebPlus (RTI2 Intervention tool)- will show that 50% of Tier II and Tier III students in targeted intervention are progressing monthly to get them to grade level proficiency. | **[A 1.3.1] Implement Response to Instruction and Intervention (RTI2) with fidelity- Tier II and Tier III** Germantown Middle School will administer a universal screener (Fall, Winter, and Spring) to identify Tier II and Tier III students who need more intensive instructional support. Following the universal screener, select students are then given a benchmark assessment to determine specific deficits in literacy. Intervention plans are created and monitored to determine student progress. Implementation monitoring is ongoing, and student progress is reviewed every 23 days. Interventions provided for students are adjusted based on student performance in the deficit area. GMS interventionists will implement intervention measures in accordance with RTI2 to incorporating the MEALS components (Multisensory • Explicit • Aligned to Student Need • Language-Based • Systematic and Cumulative) to provide quality small group instruction and ensure that timely assistance is given to students that struggle academically. GMS will develop and implement procedures for fidelity monitoring to include data/usage review and classroom observations in Tier II and Tier III. | Roba Zollicoffer, RTI Co Lead and Ashley Miller, RTI Lead | 05/23/2025 | Title One |  |
|  | **[A 1.3.2] Implement Targeted Support for Ongoing Learning** Germantown Middle School is dedicated to providing all students (Tier I, II, and III) with access to daily targeted enrichment or support daily for 55 minutes to foster student growth. Resource tools such as iReady, aimswebPlus, and Small Groups assist teachers with engaging students with content based on where they are in the meeting the State standards. | Roba Zollicoffer, RTI Co Lead and Ashley Miller, RTI Lead | 05/23/2025 | Title One |  |
| **[G 2] Mathematics** By Spring of 2024, Germantown Middle School will improve literacy and increase Math met plus exceeded proficiency rates in all grade levels(6-8) for all students and student groups including our TSI student groups (Black, Hispanic, BHN, Students with Disabilities, and Economically Disadvantage) on the TCAP/TN Ready from 15.5%(SY2023) to 16.6%(SY2025). **Performance Measure** Performance will be measured using the following tools:  Common Formative Assessment using Mastery Connect will be analyzed quarterly - Our TSI student group Black will improve meeting/exceeding expectation percentages in grades 6-8 from 4.9% in 2024 to 9.9% in 2025, for BHN will improve meeting/exceeding expectation percentages from 6.6% in 2024 to 11.6% in 2025, Hispanic subgroup will improve meeting/exceeding expectation percentages from 16.7%(SY24) to 21.7% (SY25), Students with Disabilities will improve meeting/exceeding expectation percentages from 3.8%(SY24) to 8.8% (SY25), and for Economically Disadvantage will improve meeting/exceeding expectation percentages from 6.7% in 2024 to 11.7% in 2025.  TNReady Summative Assessment results will be analyzed at the end of the school year.—Our TSI student group Black will improve meeting/exceeding expectation percentages in grades 6-8 from 13.5% in 2023 to 18.5% in 2025, for BHN will improve meeting/exceeding expectation percentages from 13.9% in 2023 to 18.9% in 2025, Hispanic subgroup will improve meeting/exceeding expectation percentages from 18.8%(SY23) to 23.8% (SY25), Students with Disabilities will improve meeting/exceeding expectation percentages from 8.9%(SY23) to 13.9% (SY25), and for Economically Disadvantage will improve meeting/exceeding expectation percentages from 5.4% in 2023 to 10.4% in 2025. | | | | | |
| **Strategy** | **Action Step** | **Person Responsible** | **Estimated Completion Date** | **Funding Source** | **Notes** |
| **[S 2.1] Standard Aligned Core Instruction** To ensure that students receive high quality instruction, particularly all students and student groups including our TSI student groups (Black, Hispanic, BHN, Students with Disabilities, and Economically Disadvantage), We believe the improvement in this area can continue based on work done in the previous year including the implementation of a rigorous math curriculum that requires students to apply all shifts to real-world and building their conceptual understanding around mathematical concepts. applications and the execution of targeted professional development to support math. GMS teachers will continue to plan and execute standard aligned lessons with intentionality. **Benchmark Indicator** Quarterly Common Formative Assessments - will show that 50% of Germantown Middle School students are on-track/mastery by scoring 70% or above in the Fall, Winter, and Spring.  Weekly Informal Classroom Observations and Feedback using the High Impact Strategies Walkthrough Tool by Administration and ILT members will show that 50% of Germantown Middle School's Math teachers are implementing the curriculum with fidelity and effectively executing high impact strategies.  Weekly Content and Data-Driven PLC Meeting Minutes will show that 80% of Germantown Middle School's Math teachers are gaining content knowledge and analyzing student data to make instructional decisions. | **[A 2.1.1] Access to Rigorous Curriculum** Provide teachers with Curriculum Maps and Standards Guides that outline modules for essential knowledge as well as skills and tasks aligned to TN State Standards. Curriculum maps will be organized by quarters to assist teachers with guidance as to which units and lessons should be taught during the school year. | Roba Zollicoffer, Math Admin Lead | 05/23/2025 | Title One |  |
|  | **[A 2.1.2] Alignment of Classroom Observation and Feedback** Utilize formal observations (TEM rubric) and the District's Classroom Walkthrough Protocol and Debriefing Document for observation processes to provide regular feedback to teachers to ensure instruction is aligned to the TN State Standards and evidenced based strategies are used to address varying student needs. | Roba Zollicoffer, Math Admin Lead | 05/23/2025 | Title One |  |
|  | **[A 2.1.3] Analyze Formative Student Assessments** Utilize the Department of Curriculum and Instruction to create the District's Common Formative Assessments (CFA), which will be administered three times per year (Fall, Winter, and Spring). District academic departments and school-level Instructional Leadership Teams will have access to students performance data following each CFA, which will support teachers in planning differentiated instruction and identifying standards mastered and not-mastered for re-teaching opportunities. | Roba Zollicoffer, Math Admin Lead | 04/25/2025 | Title One |  |
| **[S 2.2] Professional Development** To ensure that students receive high quality instruction, particularly student groups including our TSI student groups (Black, Hispanic, BHN, Students with Disabilities, and Economically Disadvantage), GMS will provide on going professional development for teachers, administrators, instructional leaders and instructional advisor on how to articulate the instructional shifts that will improve teachers’ pedagogy of the content, master of standard look fors, students’ skill set, and students’ conceptual meaning of real world problems. **Benchmark Indicator** Weekly Informal Classroom Observations and Feedback using the High Impact Strategies Walkthrough Tool by Administration and ILT members will show that 50% of Germantown Middle School's Math teachers have the 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.  Bi-weekly Instructional Leadership Team (ILT) meetings will show 85% attendance to where 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.  Monthly New Teacher Mentor Meeting Minutes will show that 80% of GMS new teachers are receiving and engaging in school level differentiated support by being paired with a school based mentor. | **[A 2.2.1] Deliver School-level Professional Development** Ongoing targeted professional development will be implemented to define effective strategies for increasing student achievement. School administrative staff will identify and invite a cadre of highly effective teachers and presenters to deliver reading professional development to peers. Bi-Monthly content-specific PLC meetings will provide opportunities for peer observations, sharing strategies, and receiving informal feedback from peers. Vendor-provided professional development will be retained to deliver strategies for positive student engagement and social-emotional learning. | Roba Zollicoffer, Math Admin Lead | 04/25/2025 | Title One |  |
|  | **[A 2.2.2] Provide Professional Development Opportunities for Instructional Leaders** The GMS instructional leadership team will attend zone meetings, district professional development sessions designed for leaders, as well as, targeted virtual educational conferences to ensure they are equipped to provide the necessary training to the GMS faculty. It is important that they maintain high skill levels and are in-tuned to the advancements in the educational arena in order to effectively train others. | Rhonda Anthony, Principal | 05/23/2025 | Title One |  |
|  | **[A 2.2.3] Increase Parent and Community Engagement Professional Development** Administrative staff and teachers will provide training and resources for parents to assist their children in building reading comprehension and fluency. Administrative staff will communicate to parents the strategies and resources used in the delivery of reading instruction at GMS. Administrative staff will provide training to parents in understanding the TN State Standards and other district-wide and state assessment measures. | Ashley Miller, PLC Coach | 05/23/2025 | Title One |  |
| **[S 2.3] Targeted Interventions and Personalized Learning,** Germantown Middle School will provide academic interventions, personalized learning activities, an individualized learning pace, and various instructional approaches designed to meet the needs of specific learners to improve student achievement to all students and our student groups including our TSI student groups (Black, Hispanic, BHN, Students with Disabilities, and Economically Disadvantage).  \*\* \*\*  \*\* \*\* **Benchmark Indicator** Quarterly Common Formative Assessments - will show that 50% of Germantown Middle School students are on-track/mastery by scoring 70% or above in the Fall, Winter, and Spring.  Quartely iReady Reading Benchmark Assessments- will show that 50% of Germantown Middle School students are at reading profeiciently at grade level or one grade level below.  Monthly and Bi-Weekly Progress Monitoring using AimsWebPlus (RTI2 Intervention tool)- will show that 50% of Tier II and Tier III students in targeted intervention are progressing monthly to get them to grade level proficiency. | **[A 2.3.1] Implement Response to Instruction and Intervention (RTI2) with fidelity- Tier II and Tier III** Germantown Middle School will administer a universal screener (Fall, Winter, and Spring) to identify Tier II and Tier III students who need more intensive instructional support. Following the universal screener, select students are then given a benchmark assessment to determine specific deficits in literacy. Intervention plans are created and monitored to determine student progress. Implementation monitoring is ongoing, and student progress is reviewed every 23 days. Interventions provided for students are adjusted based on student performance in the deficit area. GMS interventionists will implement intervention measures in accordance with RTI2 to incorporating the MEALS components (Multisensory • Explicit • Aligned to Student Need • Language-Based • Systematic and Cumulative) to provide quality small group instruction and ensure that timely assistance is given to students that struggle academically. GMS will develop and implement procedures for fidelity monitoring to include data/usage review and classroom observations in Tier II and Tier III. | Roba Zollicoffer, RTI CoLead and Ashley Miller, RTI Lead | 05/23/2025 | Title One |  |
|  | **[A 2.3.2] Implement Targeted Support for Ongoing Learning** Germantown Middle School is dedicated to providing all students (Tier I, II, and III) with access to daily targeted enrichment or support daily for 55 minutes to foster student growth. Resource tools such as iReady, aimswebPlus, and Small Groups assist teachers with engaging students with content based on where they are in the meeting the State standards. | Roba Zollicoffer, RTI CoLead and Ashley Miller, RTI Lead | 05/23/2025 | Title One |  |
| **[G 3] Safe and Healthy Students** Germantown Middle will cultivate a positive climate to ensure that students will have equal access to a safe learning environment. Based on the performance of GMS in the areas of discipline and attendance, the continued focus on improving attendance through positive disciplinary programs will continue to move us towards our goals.   Germantown Middle school's goal is to maintain a 95% attendance rate for school year 204-2025 which means we would be in creasing the rate from previous year's 92.8% in 2023-2024 school year. Germantown also has a goal of decreasing the discipline rate by 10% from 34.2% in the 2023-2024 school year to 24.2% during the 2024-2025 school year. **Performance Measure** The PowerSchool Data will show that 50% of students are responsive to the effectiveness of behavioral interventions and supports measures aimed at reducing student discipline incidents when monitored every 20 day period.  PowerBI Data will show that 50% of students are responsive to the effectiveness of behavioral interventions and supports measures aimed at improved student attendance when monitored every 20 day period. | | | | | |
| **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] Utilize Progressive Discipline** Utilize progressive disciplinary steps and specialized intervention supports (RTIB2) in an effort to decrease behavior referrals. Behavioral referrals can go to the school counselor, school social worker, or behavior specialist depending on the student's needs to avoid out-of-school suspensions. Students will work with these specialized services to improve their behavior over time. | Frederick Thorns and Annette Lofton-Williams, Assistant Principals | 05/23/2025 | Fund 1 |  |
|  | **[A 3.1.2] Implement Preventive Interventions** Implement support programs and initiatives that address identified behavioral needs and provide appropriate student supports to prevent students from exhibiting inappropriate behaviors. Such programs will be used to help students avoid becoming chronically absent and/or becoming "frequent flyers" with Administrative referrals. | Frederick Thorns and Annette Lofton-Williams, Assistant Principals | 05/23/2025 | Fund 1 |  |
| **[S 3.2] Professional Development** 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. **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. | **[A 3.2.1] Provide Social-Emotional Learning Professional Development Opportunities** As a result of the additional stresses of Covid-19, it is important to help our counselors and leaders participate in professional development conferences geared towards Social Emotional Learning (SEL). We would use Title I funding to pay registration, travel, and/or accommodation fees to these conferences to build teacher and leader capacity to support Social Emotional Learning(SEL) for students. | Rhonda Anthony, Principal; Frederick Thorns, Assistant Principal; Annette Lofton Williams, Assistant Principal; Anne Allen, Counselor | 03/28/2025 | Title One |  |
| **[S 3.3] Parent, Family, and Community Engagement** At Germantown Middle School, we will promote effective parent, family, and community engagement activities and resources that support safe schools which will improve student attendance and behavior for all students, including the TSI identified student group **Benchmark Indicator** Conduct a semi-annual adopter and parent surveys to show that 50% students and stakeholders are positively impacted success by way of their contributions of resources, time and training. | **[A 3.3.1] Increase Parent Involvement and Engagement** Parents are invited to join GMS Parent-Teacher-Student Organization and to volunteer at GMS in various capacities, such as coaching or assisting with programs. GMS will also invite parents to participate in Career Fairs and Open Houses. To further increase parental involvement, GMS will survey parents to capture their interests so that programs can be developed to meet the needs of our current stakeholders. School leaders will also meet with parents of chronically out-of-school students to offer interventions to keep students safe and in school. RTIB2 plan will be posted for parents on the school's web page and reviewed during semi-annual parent events in small group settings. | Rhonda Anthony, Principal; Frederick Thorns, Assistant Principal; Annette Lofton Williams, Assistant Principal; Ashley Miller, PLC Coach; Roba Zollicoffer, Instructional Facilitator; Anne Allen, Counselor | 05/23/2025 | Fund 1 |  |
|  | **[A 3.3.2] Provide Stakeholder Training and Programs** GMS will provide training to parents in understanding the TN State Standards and other district-wide and state assessment measures. GMS will provide test-taking strategies and additional resources to inform parents of state, district, and school-wide expectations for attendance and behavior as well. Parents will be invited to Educational Parent Sessions to learn more about how GMS works to improve the academic and social aspects of the learning environment based on student data.  Germantown Middle will provide opportunities for parents to discuss academics with their child's teachers. Teachers will inform parents of their student's achievements and provide ways to help their child at home.  School leaders will conduct two - Annual Title I Parent meetings to inform parents of state, district, and school-wide expectations and their rights as parents of a Title I school. The meetings will be divided into AM and PM meetings to attract maximum participation. School leaders will also advise parents to be watchful of additional opportunities to become involved with the school which includes the following:  \* Attend school events \* Visit the classrooms and our school website \* Volunteer to help \* Join parents organizations \* Attend Parent-Teacher Conferences \* Keep teachers informed of events that might affect their child’s work or behavior \* Participate in our monthly School Improvement Planning meetings | Rhonda Anthony, Principal; Frederick Thorns, Assistant Principal; Annette Lofton Williams, Assistant Principal; Ashley Miller, PLC Coach; Roba Zollicoffer, Instructional Facilitator; Anne Allen, Counselor | 04/25/2025 | Fund 1 |  |