

Ridgeway Middle Annual Plan (2024 - 2025)

Last Modified at Sep 16, 2024 01:48 PM CDT

[G 1] Reading/Language Arts

Ridgeway Middle School will increase Reading Language Arts proficiency rates for all students, which include TSI-identified Black or African American students and Black/Hispanic/Native American students, in all grades from 16% in 2023 to 22% in 2025.

Performance Measure

Performance will be measured using the following tools:

TCAP Assessment

Formative Assessment

IREADY Comprehension Checks

Ridgeway Common Assessments

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 deep understanding of the content, strengthen comprehension, and promote mastery of TN Standards to ensure all students, which include TSI identified Black or African American students and Black/Hispanic/Native American students, are career and college ready.</p> <p>Benchmark Indicator **Benchmark Indicator**</p> <p>Implementation</p> <ul style="list-style-type: none"> * Quarterly Informal/Formal Walkthrough report * Quarterly TEM Observations report (PowerBi) * Quarterly Peer Observations report * Weekly Collaborative lesson planning Sign-in sheets 	<p>[A 1.1.1] Access to Rigorous Curriculum Provide teachers with curriculum maps that outline modules for essential knowledge as well as skills and tasks aligned to TN State standards and curriculum maps will be organized by quarters to assist teachers with guidance as to which modules and units should be taught during the school year.</p>	<p>ELA Teachers: Tiffany Eason, T'Angela McFarland, Sherrie Tidwell, Jayla Watkins, Jennifer Nettleton, Tamisha Estes. SPED: Valleria Sewell and Toni Franklin. ESL: Chiketa Hines. Reading Interventionist: April Young-Harris. Camelita</p>	<p>05/23/2025</p>	<p>Title I</p>	

<p>* Monthly Saturday Unit Planning Sign-In Sheets * Quarterly Formative Assessment Data</p> <p>Effectiveness</p> <p>* Quarterly Informal and Formal Walkthrough forms will show teachers using standards-aligned core instruction with fidelity 90% of the time. * Quarterly PowerBi review of TEM Scores will show 90% of teachers receiving a level 3 or higher on Teach 1 Objective Driven Lesson. * Quarterly peer observation forms will show teachers using standards-aligned core instruction with fidelity 90% of the time. * Sign-in sheets will show a minimum of 90% teacher attendance weekly. * Sign-in sheets will show a minimum of 90% teacher attendance monthly. * Quarterly Formative Assessment will show 22% of Students, which include TSI-identified Black or African American students and Black/Hispanic/Native American students, should perform at or above 70% on formative assessments (Fall, Winter, and Spring) which align with the core instructional standards for the specific quarter.</p>		McLeod-PLC Coach			
	<p>[A 1.1.2] Provide Supplemental Resources to Improve Student Achievement Students and teachers will be provided with additional resources such as reading subscriptions (Scholastic Weekly Reader); online resources (NEWSELA); classroom materials for literacy centers, including books for classroom libraries; hands-on manipulatives and games for centers; educational technology (computers, interactive boards, headphones, mice etc.); and classroom/student supplies (copies, pencils, paper, tablets, folders, agenda books, glue, tape, dry erase boards etc.) to enhance classroom instruction and improve student achievement.</p>	PLC Coach McLeod and Cleo Coleman, Financial Secretary	05/23/2025	Title I	

<p>[S 1.2] Professional Development Provide professional development for teachers, administrators, and instructional leaders on how to articulate the instructional practice shifts that will improve teachers' pedagogy of the content, master of standard look fors, students' skill set, and students' proficient reading level of grade supported texts.</p> <p>Benchmark Indicator Implementation</p> <ul style="list-style-type: none"> * Quarterly Informal/Formal Walkthrough report * Quarterly TEM Observations report (PowerBi) * Quarterly Peer Observations report * Weekly Collaborative lesson planning Sign-in sheets * Monthly Saturday Unit Planning Sign-In Sheets * Quarterly Formative Assessment Data <p>Effectiveness</p> <ul style="list-style-type: none"> * Quarterly Informal and Formal Walkthrough forms will show teachers implementing the strategies of the month from professional development sessions with fidelity 90% of the time. * Quarterly PowerBi review of TEM Scores will show 80% of teachers receiving an overall level 3 or higher on all seven indicators of the TEM rubric for formal observations. * Quarterly peer observation forms will show teachers implementing the strategies of the week from professional development sessions with fidelity 90% of the time. * Sign-in sheets will show a minimum of 90% teacher attendance weekly. * Sign-in sheets will show a minimum of 90% teacher attendance monthly. * Quarterly Formative Assessment will show 20% of Students, which include TSI-identified Black or 	<p>[A 1.2.1] Standards Based Curriculum Training Provide School administrators, PLC Coaches, and content lead teachers support to teachers in unpacking the standards, differentiated teaching strategies, and effective check for understanding methods to enhance the teaching and learning environment.</p> <p>Training sessions will be provided virtually and in person for teachers and administrators around implementation of research-based practices to enhance understanding and ensure continuity of good first teaching practices across the school to boost student achievement.</p> <p>Full Day Content Collaborative Professional Development. Substitutes will be provided for teachers who must attend professional development during the school day.</p>	<p>Camelita McLeod-plccoach, Katrina Raggs-Washington-principal, Chikeeta Hines-esl, Tiffany Eason - teacher</p>	<p>05/23/2025</p>	<p>Title I ATSI23</p>	
---	---	--	-------------------	--------------------------------	--

<p>African American students and Black/Hispanic/Native American students, should perform at or above the 70% on formative assessments (Fall, Winter, and Spring) which align with the core instructional standards for the specific quarter.</p>					
	<p>[A 1.2.2] Instructional Academic Support Provide high-quality professional learning and instructional resources for direct support to improve literacy practices across applicable content areas.</p> <p>Literacy Content Leads</p> <p>RTI2A Interventionist</p> <p>New Teacher Mentors</p>	<p>Camelita McLeod-plccoach, Cleo Coleman-financial secretary, Evidane Slaughter - IB Coordinator, Tiffany Eason - teacher</p>	<p>05/23/2025</p>	<p>Title I</p> <p>ATSI23</p>	
	<p>[A 1.2.3] Parent and Community Engagement Offer monthly family forums for parents and community members to learn about the State curriculum, academic strategies being used, and grade level performance indicators. We will host these learning opportunities to provide parents with supports and tools to help their children.</p>	<p>Camelita McLeod-plccoach, Junieshia Hemphill-family engagement specialist</p>	<p>05/23/2025</p>	<p>Title I</p>	
<p>[S 1.3] Targeted Intervention and Personalized Learning Provide academic interventions, personalized learning activities, an individualized learning pace, and various instructional approaches designed to meet the needs of specific learners to improve student achievement.</p> <p>Benchmark Indicator Implementation</p> <ul style="list-style-type: none"> * Quarterly Fidelity Check report * Quarterly Instructional Level Growth report * Quarterly Tier Growth Report * Monthly IREADY reports * Weekly Aimsweb Progress Monitoring Reports * Monthly TNPulse EDPlan reports * Monthly Data meeting sign-in sheets 	<p>[A 1.3.1] Personalized Literacy Supports Provide all students (Tier I, II, and III) with access to daily targeted enrichment or support using the district's online intervention tools to foster student growth. Resource tools such as iReady, Aimsweb, and Small Groups assist teachers with engaging students with content based on where they are in the meeting the State standards.</p>	<p>Camelita McLeod-plccoach, Intervention Teachers-T'Angela McFarland, Turika Taylor, Derek Wilson, Toni Franklin, April Young-Harris, Jennifer Nettleton, Sherrie Tidwell, Valleria Sewell,</p>	<p>05/23/2025</p>	<p>Title I</p>	

<p>* Quarterly Formative Assessment Data</p> <p>Effectiveness</p> <ul style="list-style-type: none"> * Quarterly fidelity checks will show interventionists implementing small group sessions with fidelity 90% of the time. * Quarterly Instructional Level Growth Report will show 60% of intervention students growing at least one instructional level. * Quarterly Tier Growth Report will show 30% of intervention students receiving improving a tier level at least once. * Monthly Iready reports will show 90% of intervention students completing 90 minutes or more with 70% or higher accuracy rate. * Weekly Progress monitoring reports in Aimsweb will show 95% of intervention students were progress monitored with fidelity bi-weekly. * Monthly TNPulse reports will show updated EDPlans for 95% of intervention students. * Monthly Data meeting Sign-in sheets will show 100% interventionist attendance. * Quarterly Formative Assessment will show 20% of Students, which include TSI-identified Black or African American students and Black/Hispanic/Native American students, should perform at or above the 70% on formative assessments (Fall, Winter, and Spring) which align with the core instructional standards for the specific quarter. 		and Amanda Wells			
--	--	------------------	--	--	--

[G 2] Mathematics
 Ridgeway Middle School will improve Math proficiency rates for all students, which include TSI identified Black or African American students and Black/Hispanic/Native American students, in all grades from 7.9% in Spring 2023 to 14% in Spring 2025.

Performance Measure
 Performance will be measured using the following tools:

TCAP Assessment

Formative Assessment

IREADY Comprehension Checks

Ridgeway Common Assessments

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 2.1] Standard Aligned Core Instruction Teachers will plan and execute standards-aligned lessons with intentionality and focus (data-informed instruction) to provide daily access to a rigorous math curriculum that will develop engagement in important content, build on prior knowledge (pre-requisite skills), and promote mastery of TN Standards to ensure all students, which include TSI identified Black or African American students and Black/Hispanic/Native American students, are career and college ready.</p> <p>Benchmark Indicator Implementation</p> <ul style="list-style-type: none"> * Quarterly Informal/Formal Walkthrough report * Quarterly TEM Observations report (PowerBi) * Quarterly Peer Observations report * Weekly Collaborative lesson planning Sign-in sheets * Monthly Saturday Unit Planning Sign-In Sheets * Quarterly Formative Assessment Data <p>Effectiveness</p> <ul style="list-style-type: none"> * Quarterly Informal and Formal Walkthrough forms will show teachers using standards-aligned core instruction with fidelity 90% of the time. * Quarterly PowerBi review of TEM Scores will show 90% of teachers receiving a level 3 or higher on Teach 1 Objective Driven Lesson. 	<p>[A 2.1.1] Alignment of Classroom Observation and Feedback Provide teachers with curriculum maps and instructional focus documents that outline modules for essential knowledge as well as skills and tasks aligned to TN State Standards. Curriculum maps and instructional focus documents will be organized by quarters to assist teachers with guidance as to which modules and units should be taught during the school year.</p>	<p>Camelita McLeod-plc coach, Apprecia Geanes-math ILT content lead</p>	<p>05/23/2025</p>	<p>Title I</p>	

<p>* Quarterly peer observation forms will show teachers using standards-aligned core instruction with fidelity 90% of the time.</p> <p>* Sign-in sheets will show a minimum of 90% teacher attendance weekly.</p> <p>* Sign-in sheets will show a minimum of 90% teacher attendance monthly.</p> <p>* Quarterly Formative Assessment will show 14% of Students, which include TSI-identified Black or African American students and Black/Hispanic/Native American students, should perform at or above 70% on formative assessments (Fall, Winter, and Spring) which align with the core instructional standards for the specific quarter.</p>					
	<p>[A 2.1.2] Provide Supplemental Resources to Improve Student Achievement</p> <p>Students and teachers will be provided with additional resources such as ABC Book, All in Learning, and other standards based technology; online resources (such as IXL); classroom materials for math centers, including books for classroom libraries; hands-on manipulatives and games for centers; educational technology (computers, interactive boards, headphones, mice etc.); and classroom/student supplies (copies of exit tickets, pencils, paper, tablets, folders, agenda books, glue, tape, dry erase boards, dry erase markers, etc.) to enhance classroom instruction and improve student achievement.</p>	<p>Camelita McLeod-plc coach</p>	<p>05/23/2025</p>	<p>Title I ATSI23</p>	
<p>[S 2.2] Professional Development</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>Benchmark Indicator Implementation</p>	<p>[A 2.2.1] Standards Based Curriculum Training</p> <p>Provide School administrators, PLC Coaches, and content lead teachers support to teachers in unpacking the standards, differentiated teaching strategies, and effective check for understanding methods to enhance the teaching and learning environment.</p> <p>Training sessions will be provided virtually and in person for teachers and administrators around implementation of research based practices to</p>	<p>Camelita McLeod-plc coach, Katrina Raggs-Washington-principal</p>	<p>05/23/2025</p>	<p>Title I ATSI23</p>	

<ul style="list-style-type: none"> * Quarterly Informal/Formal Walkthrough report * Quarterly TEM Observations report (PowerBi) * Quarterly Peer Observations report * Weekly Collaborative lesson planning Sign-in sheets * Monthly Saturday Unit Planning Sign-In Sheets * Quarterly Formative Assessment Data <p>Effectiveness</p> <ul style="list-style-type: none"> * Quarterly Informal and Formal Walkthrough forms will show teachers implementing the strategies of the month from professional development sessions with fidelity 90% of the time. * Quarterly PowerBi review of TEM Scores will show 80% of teachers receiving an overall level 3 or higher on all seven indicators of the TEM rubric for formal observations. * Quarterly peer observation forms will show teachers implementing the strategies of the week from professional development sessions with fidelity 90% of the time. * Sign-in sheets will show a minimum of 90% teacher attendance weekly. * Sign-in sheets will show a minimum of 90% teacher attendance monthly. * Quarterly Formative Assessment will show 14% of Students, which include TSI-identified Black or African American students and Black/Hispanic/Native American students, should perform at or above the 70% on formative assessments (Fall, Winter, and Spring) which align with the core instructional standards for the specific quarter. 	<p>enhance understanding and ensure continuity of good first teaching practices across the school to boost student achievement.</p> <p>Full Day Content Collaborative Professional Development. Substitutes will be provided for teachers who must attend professional development during the school day.</p>				
	<p>[A 2.2.2] Instructional Academic Support Provide high-quality professional learning and instructional resources for direct support to improve numeracy practices across applicable content areas.</p>	<p>Camelita McLeod-plc coach, Katrina Raggs-Washington-principal</p>	<p>05/23/2025</p>	<p>Title I ATSI23</p>	

	<p>Math Content Leads</p> <p>RTI2A Interventionist</p> <p>New Teacher Mentors</p>				
	<p>[A 2.2.3] Parent and Community Engagement Offer monthly family forums for parents and community members to learn about the State curriculum, academic strategies being used, and grade level performance indicators. We will host these learning opportunities to provide parents with supports and tools to help their children. Math Family nights</p>	<p>Camelita McLeod-plc coach, Apprecia Geanes-math teacher lead, Junieshia Hemphill-family engagement specialist</p>	05/23/2025	Title I	
<p>[S 2.3] Targeted Interventions and Personalized Learning, Provide academic interventions, personalized learning activities, an individualized learning pace, and various instructional approaches designed to meet the needs of specific learners to improve student achievement.** **</p> <p>** **</p> <p>Benchmark Indicator Implementation</p> <ul style="list-style-type: none"> * Quarterly Fidelity Check report * Quarterly Instructional Level Growth report * Quarterly Tier Growth Report * Monthly IREADY reports * Weekly Aimsweb Progress Monitoring Reports * Monthly TNPulse EDPlan reports * Monthly Data meeting sign-in sheets * Quarterly Formative Assessment Data <p>Effectiveness</p>	<p>[A 2.3.1] Personalized Numeracy Supports Provide all students (Tier I, II, and III) with access to daily targeted enrichment or support using the district's online intervention tools to foster student growth. Resource tools such as iReady, Aimsweb, and Small Groups assist teachers with engaging students with content based on where they are in the meeting the State standards.</p>	<p>Camelita McLeod-plc coach, Apprecia Geanes-math content lead, Malik Langham-math teacher, Marsha' Williams-math teacher, DeeDee Robinson-math teacher, Morgan Echols-math teacher, Kacey Brooks-math teacher, Amanda Wells-Intervention, Valleria Sewell-sped</p>	05/23/2025	Title I	

<ul style="list-style-type: none"> * Quarterly fidelity checks will show interventionists implementing small group sessions with fidelity 90% of the time. * Quarterly Instructional Level Growth Report will show 60% of intervention students growing at least one instructional level. * Quarterly Tier Growth Report will show 30% of intervention students receiving improving a tier level at least once. * Monthly Iready reports will show 90% of intervention students completing 90 minutes or more with 70% or higher accuracy rate. * Weekly Progress monitoring reports in Aimsweb will show that 95% of intervention students were progress monitored with fidelity bi-weekly. * Monthly TNPulse reports will show updated EDPlans for 95% of intervention students. * Monthly Data meeting Sign-in sheets will show 100% interventionist attendance. * Quarterly Formative Assessment will show 14% of Students, which include TSI-identified Black or African American students and Black/Hispanic/Native American students, should perform at or above 70% on formative assessments (Fall, Winter, and Spring) which align with the core instructional standards for the specific quarter. 					
---	--	--	--	--	--

[G 3] Safe and Healthy Students - Climate and Access (Attendance and Discipline)

Ridgeway Middle will reduce the percentage of chronically absent students from 18.5% (Spring 2024) to 13.5% by Spring 2025.

Performance Measure

Interventions and supports will be measured using the following:

- * Power BI data (C.O.M.E. to Win Attendance report)
- * PowerSchool data
- * SART documentation for at-risk students
- * Chronically Absent Report
- * Discipline Report

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
----------	-------------	--------------------	---------------------------	----------------	-------

<p>[S 3.1] Attendance and Behavior Interventions and Supports Implement targeted interventions, initiatives and support programs that address chronic absenteeism and behavioral needs for all students.</p> <p>Benchmark Indicator Implementation</p> <ul style="list-style-type: none"> * 20-day Attendance report * 20-day C.O.M.E. Attendance report * 20-day Discipline Report * 20-day Days of Peace report * Monthly Attendance/Discipline meeting sign-in sheets <p>Effectiveness</p> <ul style="list-style-type: none"> * 20-day Attendance report will show a minimum of 93% average daily attendance. * 20-day C.O.M.E. Attendance report will increase Champions and Winners by 5% monthly. * 20-day Discipline report will show a reduction in out of school suspensions by 5% monthly. * 20-day Days of Peace report will show at least one grade with 20 or more days of peace. * Monthly Attendance/Discipline meeting sign-in sheets will show 90% attendance rate for team members. 	<p>[A 3.1.1] Targeted Interventions The administration will partner with community members to reduce absentees and discipline issues. Student Attendance Review Team (SART) will convene periodically to analyze attendance data and provide strategies for students to attend school.</p>	Victoria Williams - counselor, Latisha Levenson-counselor, Mr. Green - behavior specialist, Junieshia Hemphill -family engagement specialist	05/23/2025	Fund I	
	<p>[A 3.1.2] Support for Displaced Students ** **Provide services, through District and community partnerships, to displaced students and their families to eliminate barriers for attendance and academic success.</p>	Junieshia Hemphill, Family Engagement Specialist; Camelita McLeod, PLC Coach	05/23/2025	Title I	
<p>[S 3.2] Professional Development Provide ongoing, high quality professional</p>	<p>[A 3.2.1] RtI2B Continuous training will be conducted throughout</p>	Victoria Williams	05/23/2025	Fund I	

<p>development for school leaders and other staff that focuses on classroom/behavior management and social emotional learning to improve student behavior and attendance. Also, emphasis will be placed on changing instructional practices to assist with this goal.</p> <p>Benchmark Indicator Implementation</p> <ul style="list-style-type: none"> * 20-day OSS report * 20-day ISS report * 20-day Discipline Report * 20-day Days of Peace report * Monthly Attendance/Discipline meeting sign-in sheets * Monthly Professional Development Sign-in Sheets (Faculty Meeting) * Monthly Disciplinary referral audit <p>Effectiveness</p> <ul style="list-style-type: none"> * 20-day OSS report will show a reduction in OSS by 5% each 20-day monthly. * 20-day ISS report will show a reduction in OSS by 5% each 20-day monthly. * 20-day Discipline report will show a reduction in out of school suspensions by 5% monthly. * 20-day Days of Peace report will show at least one grade with 20 or more days of peace. * Monthly Attendance/Discipline meeting sign-in sheets will show 90% attendance rate for team members. * Monthly professional development sign-in sheets will show 85% attendance for all faculty and staff members. * Monthly disciplinary referral audit will show 80% of teachers implementing behavior interventions before referral process. 	<p>the school year by receiving updates on practices for RTI2B. School-based counselors and the Behavior Specialist will keep the administration informed on best practices as they are implemented.</p>	<p>-counselor, Latisha Leverson-coun selor, Green-behavior specialist</p>			
--	--	---	--	--	--

<p>[S 3.3] Parent, Family, and Community Engagement Promote effective parent, family, and community engagement activities that support safe schools with increasing student attendance positively impacting the overall behavioral and academic success of students.</p> <p>Benchmark Indicator Implementation</p> <ul style="list-style-type: none"> * Parent-teacher conference sign-in sheets each semester * Monthly Parent Sign-in sheets * Quarterly Parent survey report * 20-day Attendance report * 20-day Discipline report <p>Effectiveness</p> <ul style="list-style-type: none"> * Parent-teacher conference attendance will increase by a minimum of 30% each semester. * Parent attendance will increase by at least 10% monthly. * Quarterly parent survey completion will increase by at least 10%. * 20-Day Attendance Report will show at least a 3% decrease in absenteeism rate for after parent contact. * 20-Day Discipline Report will show at least a 3% decrease in disciplinary referrals after parent contact. 	<p>[A 3.3.1] Family and Engagement Support Ridgeway Middle School is committed to engaging and supporting families and communities through Open House, Title I Meetings, Workshops, and Parent Nights.</p>	<p>Camelita McLeod-plc coach, Junieshia Hemphill-family engagement specialist, Evidane Slaughter-ib coordinator, Katrina Raggs-Washington-principal</p>	<p>05/23/2025</p>	<p>Title I Fund I</p>	
	<p>[A 3.3.2] PTO/Parent Focus Group ** **Strengthen the Parent focus group program to inform and involve families on important topics to include, but not limited to school readiness, curriculum, high school readiness, college prep, safe schools, and attendance.</p>	<p>Junieshia Hemphill, Family Engagement Specialist; Camelita</p>	<p>05/23/2025</p>	<p>Title I</p>	

		McLeod, PLC Coach			
--	--	----------------------	--	--	--

[G 4] ATSI SUBGROUP

Through the implementation of a standards aligned core curriculum, controlled use of technology, and concentrated supervision in areas specific to Black or African American students, best practice methodology will focus on professional development specifically geared toward Black or African American students to improve academic growth and achievement.

ELA proficiency rates for Black or African American students dropped from 13.7% to 9.4%. Math proficiency rates slightly increased from 5.5% to 6.7%. Although Math grew slightly, achievement rates continue to be minimal.

Performance Measure

* By May 2025, students in grades 6-8 Black or African American subgroup will increase ELA proficiency rates from 9.4% to 19.6%.

* By May 2025, students in grades 6-8 Black or African American subgroup will increase Math proficiency rates from 6.7% to 12.5%.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 4.1] Standard Aligned Core Instruction Provide daily access to a rigorous Reading Language Arts and Math curriculum that will develop deep understanding of the content, strengthen comprehension, and promote mastery of TN Standards to ensure ATSI identified Black or African American students are career and college ready.</p> <p>**Evidence:**</p> <p>What We Know and Where We Need to Go High Quality Curriculum and System Improvement</p> <p>Tier 1: Strong Evidence</p> <p><https://standardswork.org/wp-content/uploads/2017/03/sw-curriculum-research-report-fnl.pdf></p> <p><https://learningfirst.com/wp-content/uploads/2019/01/Quality-curriculum-and-system-improvement.pdf></p> <p>Benchmark Indicator</p>	<p>[A 4.1.1] Access to Rigorous Curriculum Provide teachers with reading and math curriculum maps that outline modules for essential knowledge as well as skills and tasks aligned to TN state standards, reading and math standards, and curriculum maps will be organized by quarters to assist teachers with guidance as to which modules and units should be taught during the year in order to improve student achievement for ATSI identified subgroup Black or African American students.</p>	<p>Camelita McLeod - PLC Coach, Tiffany Eason - ELA ILT Content Lead, Apprecia Geanes - ILT Math Lead,</p>	<p>05/23/2025</p>	<p>ATSI23 Title I</p>	

<p>Implementation</p> <ul style="list-style-type: none"> * Quarterly Informal/Formal Walkthrough report * Quarterly TEM Observations report (PowerBi) * Quarterly Peer Observations report * Weekly Collaborative lesson planning Sign-in sheets * Monthly Saturday Unit Planning Sign-In Sheets * Quarterly Formative Assessment Data <p>Effectiveness</p> <ul style="list-style-type: none"> * Quarterly Informal and Formal Walkthrough forms show that 85% of teachers are implementing effective instructional strategies for ATSI-identified Black or African American students that were addressed/learned during deliberate practice, collaborative planning sessions, and coaching and feedback sessions with the content administrator. * Quarterly PowerBi review of TEM Scores will show 85% of teachers of ATSI-identified Black or African American students receiving a level 3 or higher on Teach 1 Objective Driven Lesson. * Quarterly peer observation forms will show teachers using standards-aligned core instruction with fidelity 90% of the time with ATSI-identified Black or African American students. * Weekly Sign-in sheets will show a minimum of 85% of teachers participating in weekly PLC/Collaborative planning sessions focused on the delivery of standards-aligned instruction to ATSI-identified Black or African American students with their content administrator. * Saturday sign-in sheets will show a minimum of 85% of teachers participating in monthly PLC/Collaborative planning sessions focused on the delivery of standards-aligned instruction to ATSI-identified Black or African American students with their content administrator. * Quarterly Formative Assessment will show 20% 					
---	--	--	--	--	--

<p>of ATSI-identified Black or African American students performing at or above 70% on formative assessments (Fall, Winter, and Spring) which align with the core instructional standards for the specific quarter. Each quarter, assessment data will show a 5% increase of ATSI-identified Black or African American students on track or mastered.</p>					
	<p>[A 4.1.2] Alignment of Classroom Observation and Feedback Provide teachers with curriculum maps 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 modules and units should be taught during the school year. Provide frequent classroom observations and feedback to gauge teacher development of the standards and student engagement. Use data from observations to plan and implement differentiated professional development.</p>	<p>Principal - Katrina Raggs Washington, Assistant Principal - William Johnson, PLC Coach - Camelita McLeod</p>	<p>05/23/2025</p>	<p>ATSI23 Title I</p>	
	<p>[A 4.1.3] Provide Supplemental Resources to Improve Student Achievement Students and teachers will be provided with additional resources such as ABC Book, All in Learning, and other standards based technology; online resources (such as IXL and Progress Learning); classroom materials for math centers and reading centers, including books for classroom libraries; hands-on manipulatives and games for centers; educational technology (computers, interactive boards, headphones, mice etc.); and classroom/student supplies (copies of exit tickets, pencils, paper, tablets, folders, agenda books, glue, tape, dry erase boards, dry erase markers, etc.) to enhance classroom instruction and improve student achievement.</p> <p>Weekly classroom observations using the Informal Walkthrough Protocol and Debriefing Document will show 80% of teachers are implementing technology (computers) and manipulatives with</p>	<p>PLC Coach Camelita McLeod, Principal Katrina Raggs-Washington</p>	<p>05/23/2025</p>	<p>ATSI23</p>	

	<p>ATSI identified Black or African American students to improve student achievement.</p> <p>Initially, monthly usage reports will show 60% of ATSI identified Black or African American students and 80% of teachers using Progress Learning to improve student achievement. Monthly usage reports will show a 5 to 10% increase in usage by teachers and students each month in order to reach a goal of 90% student and teacher usage.</p> <p>Student laptop\] HP-Probook 430 G8 -Thomas Consultant: quantity of 60 @\$697.84 for a total of \$41,870.40</p> <p>Deployment for laptops-Broadway Typing Company: quantity of 60 @\$14 for a total of \$840</p> <p>Anywhere cart 30 unit-Thomas Consultant: quantity of 2 @\$688.85 for a total of \$1377.70</p> <p>Deployment for carts- Broadway Typing Company: quantity of 2 @\$24.50 for a total of \$49</p> <p>Classroom Supplies/Math Manipulatives (headphones @\$5 each) - Premier: \$998.42 for 6th - 8th grade students for about 100-200 students.</p>				
<p>[S 4.2] Professional Development Provide ongoing, high quality professional development at the district and school level for school leaders, teachers, and other instructional staff that focuses on instructional shifts and strategies that result in improved student performance specifically for the black or African American student group.</p> <p>**Evidence:**</p> <p>Effective Teacher Professional Development and Effects of Professional Development on the Quality of Teaching: Results from a Randomized Controlled Trial of Quality Teaching Rounds</p>	<p>[A 4.2.1] Standards Based Curriculum Training Provide School administrators, PLC Coaches, and content lead teachers support to teachers in unpacking the standards, differentiated teaching strategies, and effective check for understanding methods to enhance the teaching and learning environment.</p> <p>Training sessions will be provided virtually and in person for teachers and administrators around implementation of research-based practices to enhance understanding and ensure continuity of good first teaching practices across the school to boost student achievement.</p>	<p>Principal Katrina Raggs Washington, PLCC Camelita McLeod, ILT Math Lead DeeDee Robinson, ILT Content Lead April Young-Harris</p>	<p>05/23/2025</p>	<p>ATSI23</p>	

<p>Tier 1: Strong Evidence</p> <p>https://learningpolicyinstitute.org/sites/default/files/product-files/Effective_Teacher_Professional_Development_BRIEF.pdf</p> <p><https://www.sciencedirect.com/science/article/pii/S0742051X17304225></p> <p>Benchmark Indicator Implementation</p> <ul style="list-style-type: none"> * Quarterly Informal/Formal Walkthrough report * Quarterly TEM Observations report (PowerBi) * Quarterly Peer Observations report * Weekly Collaborative lesson planning Sign-in sheets * Monthly Saturday Unit Planning Sign-In Sheets * Quarterly Formative Assessment Data <p>Effectiveness</p> <ul style="list-style-type: none"> * Quarterly Informal and Formal Walkthrough forms will show that 80% of teachers are implementing effective instructional strategies for ATSI-identified Black or African American students, that were addressed/learned during deliberate practice, collaborative planning sessions, Saturday Professional Development Sessions, and coaching and feedback sessions with the content administrator. * Quarterly PowerBi review of TEM Scores will show 80% of teachers who serve ATSI-identified Black or African American students, receiving an overall level 3 or higher on all seven indicators of the TEM rubric for formal observations. * Quarterly peer observation forms will show that 	<p>Full Day Content Collaborative Professional Development. Substitutes will be provided for teachers who must attend professional development during the school day.</p> <p>80% of teachers will attend monthly Saturday Professional Development sessions which focus on implementation of effective instructional strategies for ATSI identified Black or African American students and a deep dive on content.</p> <p>Weekly classroom observations using the Informal Walkthrough Protocol and Debriefing Document will show 80% of teachers are implementing effective instructional strategies for ATSI identified Black or African American students that were addressed/learned during monthly Saturday Professional Development sessions.</p> <p>Unpacking the Curriculum Standards, Effective Teaching Strategies, and Data Analysis Saturday Professional Development stipends for 24 teachers, for 6 months (Sept, Oct, Nov, Jan, Feb and March) at a rate of \$25.84/hour**=\$14,883.84**</p> <p>SS: \$922.80</p> <p>Retirement: \$1345.00</p> <p>Medicare: \$215.82</p>				
--	--	--	--	--	--

<p>80% of teachers are implementing effective instructional strategies for ATSI-identified Black or African American students, that were addressed/learned during deliberate practice, collaborative planning sessions, Saturday Professional Development Sessions, and coaching and feedback sessions with the content administrator.</p> <p>* Sign-in sheets will show 80% of teachers will participating in weekly PLC/Collaborative planning sessions focused on implementing effective instructional strategies to educate ATSI-identified Black or African American students, with their content administrator.</p> <p>* Sign-in sheets will show that 80% of teachers will participate in monthly Saturday Professional development sessions focused on implementing effective instructional strategies to educate ATSI-identified Black or African American students, with their content administrator.</p> <p>* Quarterly Formative Assessment will show 20% of ATSI-identified Black or African American students performing at or above 70% on formative assessments (Fall, Winter, and Spring) which align with the core instructional standards for the specific quarter. Each quarter, assessment data will show a 5% increase of ATSI-identified Black or African American students on track or mastered.</p>					
--	--	--	--	--	--