

Germantown Middle School Annual Plan (2020 - 2021)

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[G 1] Reading/Language Arts

Germantown Middle will earn a Level 3 or higher score in literacy in TVAAS, as well as meet or exceed the district's AMOs for School Year 2020-2021. Through to use of a new curriculum, students will gain a deep understanding of the standards to ensure students are prepared for the next phase of their academic journey.

Performance Measure

Germantown Middle will work towards increasing the following percentages of students who are on track or mastered:37.5% in 2018-19 to 42.5% in 2020-21 on the TnReady Assessment22.7% in 2019-20 to 30% in 2020-21 on the District Common Formative Assessments

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 1.1] Standards-Aligned Core Instruction Provide access to rigorous curriculum, quality core instruction, and assessments aligned with the State's academic content standards.</p> <p>Benchmark Indicator Due to Covid-19, all meetings will be held virtually until the school district returns to full in-person learning. Weekly Lesson Plan Feedback Weekly Data-Driven PLC Meeting Minutes Weekly Collaborative Planning Sessions Weekly Formal (TEM Rubric) and/or Informal Classroom Observations by Administration and ILT members Monthly Peer Feedback Forms Monthly TN Standards Tracker Audits District Common Formative Assessments - Fall, Winter, Spring (OT/M 70%+)</p>	<p>[A 1.1.1] Improve Student Achievement Teachers and coaches will seek new practices and strategies to ensure that the needs of our students are addressed daily utilizing resources provided through Title I. Leaders will provide data dig days for teachers to analyze data and/or also visit other schools for increased collaboration and professional development provided with Title I funds.</p>	<p>Amie Marsh-principa I, Erica Tucker-AP, Keneal Odum-AP, Tonya Yancey-PLC Coach, Caroline Earnest, Candice Trentman, Tiffany Hardimon, Benjamin Lockhart, Michelle Augustus-Instructional Leadership Team</p>	<p>06/16/2021</p>		
	<p>[A 1.1.2] Provide Opportunities for All Students - including At Risk, ELLs All students including subgroups will be provided with high-quality instructional strategies and resources (RTI, RTIB2, targeted interventions,</p>	<p>Amie Marsh-principa I, Erica Tucker-AP, Tonya Yancey-PLC Coach</p>	<p>06/16/2021</p>		

	small group instruction, tutoring) that are tailored to their needs and ability levels.				
	[A 1.1.3] Purchase Educational Resources Additional resources, including digital resources, will be purchased with Title I funds to improve reading achievement.	Amie Marsh-principa I, Erica Tucker-AP, Tonya Yancey-PLC Coach	06/16/2021		
[S 1.2] 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 changing instructional practices that result in improved student performance. Benchmark Indicator Weekly Lesson Plans Feedback Weekly Data-Driven PLC Meeting Minutes Weekly Collaborative Planning Sessions Weekly Formal (TEM Rubric) and Informal Classroom Observations Bi-weekly Instructional Leadership Team (ILT) meetings Monthly Peer Feedback Forms Monthly TN Standards Tracker Audits Monthly New Teacher Mentor Meeting Minutes Monthly Zone meetings District Common Formative Assessments - Fall, Winter, Spring (OT/M 70%+) School Equity Walks Feedback (if chosen) Professional Learning Zone (PLZ) transcript data (ongoing)	[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.	Amie Marsh-principa I, Erica Tucker-AP, Keneal Odum-AP, Tonya Yancey-PLC Coach, Caroline Earnest, Candice Trentman, Tiffany Hardimon, Benjamin Lockhart, Michelle Augustus-Instructional Leadership Team	06/16/2021		
	[A 1.2.2] Provide Training for Working With ELL, SWD, At-Risk Students Teachers will receive training and workshops on maximizing instruction and learning for ELL, SWD, and At-Risk students.	Amie Marsh-principa I, Erica Tucker-AP, Keneal Odum-AP, Tonya Yancey-PLC Coach	06/16/2021		
	[A 1.2.3] Increase Parental Involvement and Engagement	Amie Marsh-principa	06/16/2021		

	<p>Administrative staff and teachers will provide training and resources for parents to assist their child 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.</p>	<p>I, Erica Tucker-AP, Keneal Odum-AP, Tonya Yancey-PLC Coach, Caroline Earnest, Candice Trentman, Tiffany Hardimon, Benjamin Lockhart, Michelle Augustus-Instructional Leadership Team</p>			
	<p>[A 1.2.4] 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.</p>	<p>Amie Marsh-principa I, Erica Tucker-AP, Keneal Odum-AP, Tonya Yancey-PLC Coach, Caroline Earnest, Candice Trentman, Tiffany Hardimon, Michelle Augustus-Instructional Leadership Team</p>	06/16/2021		
<p>[S 1.3] Targeted Intervention and Personalized Learning Provide academic interventions and personalized</p>	<p>[A 1.3.1] Purchase Additional Resources Resources will be purchased for struggling students to improve reading achievement. Read</p>	<p>Amie Marsh-principa I, Erica</p>	06/16/2021		

<p>learning activities that are designed to meet the individual needs of the student and provide a learning pace and instructional approaches to meet the needs of each learner.</p> <p>Benchmark Indicator Due to Covid-19, all meetings will be held virtually until the school district returns to full in-person learning. Weekly and Bi-Weekly Progress Monitoring Fast Bridge Illuminate (RTI2 Intervention tool) Semesterly iReady Reading Diagnostic Results Monthly Reading Intervention Fidelity Checks Monthly Teacher Common Formative Assessments Data Digs District Common Formative Assessments - Fall, Winter, Spring (OT/M 70%+) EOY TnReady Assessment meeting AMOs</p>	<p>Theory is a free program to be used, but a purchase must be made to secure the locked version of Vocabulary.com, Flocabulary, and NoRedInk</p>	<p>Tucker-AP, Tonya Yancey-PLC Coach,</p>			
	<p>[A 1.3.2] Implement RTI2- Tier II and Tier III Instruction with Fidelity GMS continues to implement the following intervention measures in accordance with RTI2 to ensure that timely assistance is given to students that struggle academically. GMS disaggregates universal screener data to identify students in need of strategic Tier II and intensive Tier III interventions based on data. GMS develops and implements procedures for fidelity monitoring to include data/usage review and classroom observations in Tier I, Tier II, and Tier III.</p>	<p>Amie Marsh-principa I, Erica Tucker-AP, Tonya Yancey-PLC Coach,</p>	<p>06/16/2021</p>		
	<p>[A 1.3.3] Employ an Intervention Assistant An intervention assistant will be used to help monitor interventions provided by the RTI Interventionist. He will ensure indirect fidelity checks remain up to date. He will also assist the RTI Lead as needed to support Tier II and Tier III students.</p>	<p>Amie Marsh, Principal; Erica Tucker, Assistant Principal; Tonya Yancey, PLC Coach</p>	<p>06/16/2021</p>		

[G 2] Mathematics

By spring 2021, GMS will improve 6-8 mathematics. We believe improvement in this area can continue based on work done in the prior years including the implementation of rigorous math curriculum that requires students to apply all shifts to real world applications and the execution of targeted professional development to support math.

Performance Measure

Germantown Middle will work towards increasing the following percentages of students who are on track or mastered in Mathematics:37.6% in 2018-19 to 42.6% in 2020-21 on the TnReady Assessment40.1% in 2019-20 to 45% in 2020-21 on the District Common Formative Assessments

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 2.1] Standards-Aligned Core Instruction Provide access to rigorous curriculum, quality core instruction, and assessments aligned with the State's academic content standards.</p> <p>Benchmark Indicator Weekly Lesson Plans FeedbackWeekly Data-Driven PLC Meeting MinutesWeekly Collaborative Planning SessionsWeekly Formal (TEM Rubric) and/or Informal Classroom Observations (Observation Tool)Monthly Peer Feedback FormsMonthly TN Standards Tracker AuditsDistrict Common Formative Assessments - Fall, Winter, Spring (OT/M 70%+)School Equity Walks (if chosen)EOY Standardized Assessments</p>	<p>[A 2.1.1] Improve Student Achievement Teachers and coaches will seek new practices and strategies to ensure that the needs of our students are addressed daily utilizing resources provided through Title I. Leaders will provide data dig days for teachers to analyze data and also visits to other schools for increase collaboration and professional development provided with Title I funds.</p>	<p>Amie Marsh-principa I, Erica Tucker-AP, Keneal Odum-AP, Tonya Yancey-PLC Coach, Caroline Earnest, Candice Trentman, Tiffany Hardimon, Benjamin Lockhart, Michelle Augustus-Instructional Leadership Team</p>	<p>06/16/2021</p>		
	<p>[A 2.1.2] Provide Opportunities for ALL students- including At Risk Students, ELLs All students including subgroups will be provided with high-quality instructional strategies and resources (RTI, RTIB2, targeted interventions, small group instruction, tutoring) that are tailored to their needs and ability levels.</p>	<p>Amie Marsh-principa I, Erica Tucker-AP, Tonya Yancey-PLC Coach</p>	<p>06/16/2021</p>		
	<p>[A 2.1.3] Provide Additional Resources Digital and/or print resources will be purchased with Title I funds to improve achievement in Math.</p>	<p>Amie Marsh-principa I, Erica Tucker-AP, Tonya Yancey-PLC Coach</p>	<p>06/16/2021</p>		

<p>[S 2.2] Professional Development Provide and support ongoing, high quality professional development at the District and school level for school leaders, teachers, and other instructional staff that focuses on changing instructional practices that result in improved student performance.</p> <p>Benchmark Indicator Weekly Lesson Plans Feedback Weekly Data-Driven PLC Meeting Minutes Weekly Collaborative Planning Sessions Weekly Formal (TEM Rubric) and Informal Classroom Observations (Observation Tool) Bi-weekly Instructional Leadership Team (ILT) meetings Monthly Peer Feedback Forms Monthly TN Standards Tracker Audits Monthly New Teacher Mentor Meeting Minutes Monthly Zone meetings District Common Formative Assessments - Fall, Winter, Spring (OT/M 70%+) School Equity Walks Feedback (if chosen) Professional Learning Zone (PLZ) transcript data (ongoing)</p>	<p>[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 mathematics professional development to peers. Bi-Monthly content specific PLC meetings will provide opportunities for peer observations, sharing strategies, and receiving informal feedback from peers.</p>	<p>Amie Marsh-principa I, Erica Tucker-AP, Keneal Odum-AP, Tonya Yancey-PLC Coach, Caroline Earnest, Candice Trentman, Tiffany Hardimon, Benjamin Lockhart, Michelle Augustus-Instructional Leadership Team</p>	<p>06/16/2021</p>		
	<p>[A 2.2.2] Provide Training for Working With ELL, SWD, At-Risk Students Teachers will receive training and workshops on maximizing instruction and learning for ELL, SWD, and At-Risk students.</p>	<p>Amie Marsh-principa I, Erica Tucker-AP, Keneal Odum-AP, Tonya Yancey-PLC Coach</p>	<p>06/16/2021</p>		
	<p>[A 2.2.3] Increase Parental Involvement and Engagement Administrative staff and teachers will provide training and resources for parents to assist their child in building problem solving skills. Administrative staff will communicate to parents the strategies and resources used in the delivery of math instruction at GMS. Administrative staff will provide training to parents in understanding the TN State Standards and other district-wide and state assessment measures.</p>	<p>Amie Marsh-principa I, Erica Tucker-AP, Keneal Odum-AP, Tonya Yancey-PLC Coach, Caroline Earnest, Candice</p>	<p>06/16/2021</p>		

		Trentman, Tiffany Hardimon, Benjamin Lockhart, Michelle Augustus-Instructional Leadership Team			
	<p>[A 2.2.4] Provide Professional Development Opportunities for Leaders</p> <p>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.</p>	Amie Marsh-principa I, Erica Tucker-AP, Keneal Odum-AP, Tonya Yancey-PLC Coach, Caroline Earnest, Candice Trentman, Tiffany Hardimon, Michelle Augustus-Instructional Leadership Team	06/16/2021		
<p>[S 2.3] Targeted Interventions and Personalized Learning,</p> <p>Provide academic interventions and personalized learning activities that are designed to meet the individual needs of the student and to provide a learning pace and instructional approaches that meet the needs of each learner.</p> <p>Benchmark Indicator</p> <p>Due to Covid-19, all meetings will be held virtually until the school district returns to full in-person learning. Weekly and Bi-Weekly Progress</p>	<p>[A 2.3.1] Purchase Additional Resources</p> <p>Additional resources will be purchased for students to improve math achievement. Teachers will use Reflex Math (Individualized online game-based math fact fluency practice), Delta Math (8th grade), as well as the free site, Khan Academy as digital resources. Also, students need access to the calculators that they will be allowed to use on the TnReady assessment, so we would like to purchase calculators for all GMS students. Currently, we are unable to provide each student a calculator while they are learning virtually.</p>	Amie Marsh-principa I, Erica Tucker-AP, Tonya Yancey-PLC Coach	06/16/2021		

Monitoring Fast Bridge Illuminate (RTI2 Intervention tool)Semesterly iReady Mathematics Diagnostic ResultsMonthly Mathematics Intervention Fidelity ChecksMonthly Teacher Common Formative Assessments Data DigsDistrict Common Formative Assessments - Fall, Winter, Spring (OT/M 70%+)EOY TnReady Assessment meeting AMOs					
	[A 2.3.2] Implement RTI2- Tier II and Tier III Instruction with Fidelity GMS continues to implement the following intervention measures in accordance with RTI2 to ensure that timely assistance is given to students that struggle academically. GMS disaggregates universal screener data to identify students in need of strategic Tier II and intensive Tier III interventions based on data. GMS develops and implements building procedures for fidelity monitoring to include data/usage review and classroom observations in Tier I, Tier II, and Tier III.	Amie Marsh-principa I, Erica Tucker-AP, Tonya Yancey-PLC Coach,	06/16/2021		
	[A 2.3.3] Employ an Intervention Assistant An intervention assistant will be used to help monitor interventions provided by the RTI Interventionist. He will ensure indirect fidelity checks remain up to date. He will also assist the RTI Lead as needed to support Tier II and Tier III students.	Amie Marsh, Principal; Erica Tucker, Assistant Principal; Tonya Yancey, PLC Coach	06/16/2021		

[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.

Performance Measure

For 2020 - 21, Germantown Middle will reduce the percentage of chronically out of school students from 8.9% in 2019-20 to 7.5% (AMO). The following rate points will be used to measure gains:number of disciplinary actions taken against students; percentage of expulsions reportedstudent attendance rate chronic absenteeism rate

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 3.1] Behavioral Interventions and Supports Implement targeted interventions and support	[A 3.1.1] Utilize Progressive Discipline Utilize progressive disciplinary steps and	Amie Marsh-principa	06/16/2021		

<p>programs and initiatives that address identified behavior needs and provide appropriate student supports.</p> <p>Benchmark Indicator Quarterly Parent/Student Surveys Monthly RTI2B Meetings Minutes Monitor RTIB2 Plan Success/Challenges Quarterly Monthly attendance and suspension data Monthly student discipline reports Monitor BryteBites Data Base Monthly Monitor PowerBI Monthly Quarterly SEL CPLCEL Rubric</p>	<p>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 students needs to avoid out-of-school suspensions. Students will work with these specialized services to improve their behavior over time.</p>	<p>I, Keneal Odum-vice principal, Kristy Hammon-school counselor, Tawana Smith-school counselor</p>			
	<p>[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.</p>	<p>Amie Marsh-principal, Keneal Odum-vice principal, Kristy Hammond-school counselor, Tawana Smith-school counselor</p>	<p>06/16/2021</p>		
<p>[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 and behavioral practices that result in improved student attendance and behavior.</p> <p>Benchmark Indicator Quarterly Parent/Student Surveys Quarterly Peer Observations Weekly walk-through feedback Monthly attendance and suspension data Monthly student discipline reports</p>	<p>[A 3.2.1] Increase Student Engagement Targeted professional developments will be implemented to define effective strategies for increasing student engagement and achievement. School administrative staff will identify and invite a cadre of highly effective teachers and presenters to deliver professional development to peers. The instructional leadership team will provide professional development on how to effectively combine the use of curriculum, technology, and teaching strategies, including the Personalize Learning Pathways model, to motivate students to take ownership of their education, ultimately increasing student engagement.</p>	<p>Amie Marsh-principal, Erica Tucker-AP, Keneal Odum-AP, Tonya Yancey-PLC Coach, Caroline Earnest, Candice Trentman, Tiffany Hardimon, Michelle Augustus-Instructional Leadership Team</p>	<p>06/16/2021</p>		

	<p>[A 3.2.2] 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 virtual professional development conferences geared towards Social Emotional Learning (SEL). We would use Title I funding to pay registration fees to these virtual conferences.</p>	Amie Marsh-principa I, Erica Tucker-AP, Keneal Odum-AP, Tonya Yancey-PLC Coach, Kristy Hammond-Counselor	06/16/2021		
<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 academic success of students.</p> <p>Benchmark Indicator Quarterly Parent/Student Surveys Monthly attendance and suspension data Monthly student discipline reports Monitor PowerBI Monthly</p>	<p>[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 House. 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 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.</p>	Amie Marsh-principa I, Erica Tucker-AP, Keneal Odum-AP, Kristy Hammond-School Counselor, Tawana Smith-School Counselor	06/16/2021		
	<p>[A 3.3.2] Conduct Annual Title I Parent Meetings School leaders will conduct two Virtual - 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 an AM and PM meeting to attract maximum participation. School leaders will also advise parents to be watchful of additional opportunities to become involved with 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</p>	Amie Marsh-principa I, Erica Tucker-AP, Keneal Odum-AP, Tonya Yancey-PLC Coach, Caroline Earnest, Candice Trentman, Tiffany	06/16/2021		

	informed of events that might affect your child's work or behavior Participate in our monthly School Improvement Planning meeting	Hardimon, Michelle Augustus-Instructional Leadership Team			
	[A 3.3.3] Host Parent Teacher Conferences Germantown Middle will provide opportunities for parents to discuss academics with their child's teachers. Teachers will inform parents of their student's achievement and provide ways to help their child at home.	Amie Marsh-principal, Erica Tucker-AP, Keneal Odum-AP, Tonya Yancey-PLC Coach, Tiffany Hardimon-Optional Coordinator	02/25/2021		
	[A 3.3.4] Provide Data Training 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.	Amie Marsh-principal, Erica Tucker-AP, Keneal Odum-AP, Tonya Yancey-PLC Coach, Tiffany Hardimon-Optional Coordinator, Kristy Hammond-School Counselor	06/16/2021		
	[A 3.3.5] Host Celebratory Programs Parents will be invited to assemblies to join in the celebration of their child's academic and extra-curricular accomplishments, such as Honor's programs, band performances, homecoming events, a sports banquet, and a Black History program.	Amie Marsh-principal, Erica Tucker-AP, Keneal Odum-AP, Tonya Yancey-PLC Coach,	06/16/2021		

		Caroline Earnest, Candice Trentman, Tiffany Hardimon, Michelle Augustus- Instructional Leadership Team			
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