Mt. Pisgah Middle/High Annual Plan (2024 - 2025)

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[G 1] Reading/Language Arts
Mt. Pisgah Middle School will increase ELA meeting or exceeding expectations for all students, including TSI/ATSI identified Black/African American, Hispanic, BHN, and Economically Disadvantaged subgroups proficiency rates in all grades from 22.8% in 2023 to 32.8% in 2025.

Performance Measure
Performance will be measured using the following tools:

TNReady Assessment

Formative Assessment

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 1.1] Standard Aligned Core Instruction 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. School level data shows the following for 22-23 Mastery Connect overall data results show overall 6.6% met plus exceeded in ELA. For 23-24 Mastery Connect results show overall 6% met plus exceeded in ELA. **Benchmark Indicator** **Benchmark Indicator** Implementation * Quarterly Informal/Formal Walkthrough report * Quarterly TEM Observations report (PowerBi) * Quarterly Peer Observations report	**[A 1.1.1] Weekly PLC/Collabortive Planning** During weekly Collaboratively Planning (Tuesdays) and PLC (Thursdays) meetings, the 2nd strategy – action step #1 Consistent System Expectations via Cycle of Continued Coaching & Feedback. 3rd strategy – action step #1 Daily Targeted Supports and Enrichment Opportunities In order to ensure students receive targeted support and enrichment opportunities, Admin Lead and Content Lead will support teachers in Utilizing the lesson plan/ unit planning tool to provide support with big picture planning. Implementing a data-informed instruction cycle protocol to analyze assessment data to make informed instructional decisions. Using the LASW protocol to support targeted feedback and support for students. Utilizing item analysis to identify misconceptions during the planning and data analysis processes. . Arrange planning times to ensure GenEd & SpEd can co-plan to ensure planning sessions are text-based and standards-based while addressing learning gaps. Create a weekly PLC meeting schedule to address district academic focus priorities monthly.	Dr. Brian Walker, 8th grade -Dr. Daniel Jack, 8th grade-Myra Mitchell, 7th grade- Alicia Hall, 6th grade- Tyranda Mosby, 6th grade Lashundra Lark.	06/02/2025	Title I Funds	

* Weekly Collaborative lesson planning Sign-in sheets * Monthly Saturday Unit Planning Sign-In Sheets * Quarterly Formative Assessment Data Effectiveness * 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 Economically Disadvantaged 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.					
	[A 1.1.2] Implementation of district initiatives: Instructional Practices, Direct Teaching ,Model & Aggressive Monitoring	Dr. Brian Walker, 8th grade -Dr.	06/02/2025	Title I	

	In order for students to receive grade-level, standards-based instruction, each week teachers will Utilize the lesson plan/unit planning document and the ELA Planning Document to ensure teachers understand the expectations of the standards as well as the level of rigor the standard addresses. Incorporate performance-based objectives, identify and analyze the academic language required for standard mastery, implement the gradual release of responsibility from teacher to students, and incorporate graphic organizers as scaffolds during instruction to increase students' comprehension.	Daniel Jack, 8th grade-Myra Mitchell, 7th grade- Alicia Hall, 6th grade- Tyranda Mosby, 6th grade Lashundra Lark.			
	[A 1.1.3] A 1.1.3 Improve Student Achievement and Growth by Supporting Rich Learning Environments Mt. Pisgah Middle School will secure supplies, materials, equipment, and resources to support academic growth and achievement in reading/language arts.	Dr. Brian Walker	05/30/2025	Title I funds	
[S 1.2] Professional Development Provide professional development for teachers, administrators, instructional leaders on how to incorporate the high leverage strategies, "student friendly" objectives 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. **Benchmark Indicator** Implementation * Quarterly Informal/Formal Walkthrough report * Quarterly TEM Observations report (PowerBi) * Quarterly Peer Observations report * Weekly Collaborative lesson planning Sign-in sheets	**[A 1.2.1] Consistent System Expectations via Cycle of Continued Coaching & Feedback** Administrators and Content Leads will take the following actions weekly to collect evidence and plan teacher support: Conduct informal walk-troughs of classrooms using the Instructional Practice Walk-through Tool and the PLZ Informal Walk-through documents. Utilize effective feedback protocols to strengthen teachers' practices. Allow time and a safe space for teachers to engage in deliberate practice in areas of opportunity. Conduct follow-up observations to evaluate the implementation of the feedback provided to teachers. Admin will utilize data from TEM observations to identify trends and develop school-wide and targeted PD opportunities. PLCs, collaborative planning meetings, and faculty meetings will be used to deliver PD based on needs identified by admin & content leads.	Dr. Walker PLC Coach, T. Mosby 6th grade, L. Lark 6th grade, A. Hall 7th grade, A. Payne 7th grade, M.Mitchell 8th grade, Dr. Jack 8th grade	05/30/2025	Title I funds	

* Monthly Saturday Unit Planning Sign-In Sheets * Quarterly Formative Assessment Data Effectiveness * 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 African American students and Black/Hispanic/Native American Economically Disadvantaged 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.					
	[A 1.2.2] Quarterly Targeted & Aligned Professional Development The Admin team and Content Leads will administer periodic teacher needs assessment surveys to determine areas of need. Conduct informal/formal classroom observations using the TEM rubric and the Instructional Practices walkthrough tool to	Dr. Walker PLC Coach, T. Mosby 6th grade, L. Lark 6th grade, A. Hall 7th grade, A. Payne 7th	05/30/2025	Title I funds	

	determine areas of need. Provide cycles of professional to teachers learning based on our instructional vision and data gathered from formal and informal observations. Provide support to teachers for the implementation of the district's ELA curriculum and resources. Provide support to teachers with the district's academic focus. Incorporate quarterly professional readings to support teachers with research-based instructional practices. Facilitate TEM calibration sessions to support teachers with effective instructional delivery. Facilitate sessions specific to the general and specific needs of our novice teachers.	grade, M.Mitchell 8th grade, Dr. Jack 8th grade			
	[A 1.2.3] Admin and Content Leader Training and Development Admin and Content Leads will participate in-town and out-of-town professional development and training to obtain resources and support with research-based strategies and best practices. Admin and Content Leads will in turn redelivery the training to teachers and instructional support staff.	Danielle Berry-Leach (Principal), Gene Traynom (Assistant Principal), Sherry McKinney (Assistant Principal), PLC coach Dr. Brian Walker	05/30/2025	Title I Funds	
[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. **Benchmark Indicator** Implementation * Quarterly Fidelity Check report * Quarterly Instructional Level Growth report * Quarterly Tier Growth Report	**[A 1.3.1] ELA Support/ Enrichment opprotunities** In order to ensure students, receive targeted support and enrichment opportunities, teachers will Plan and deliver Tier 1 instruction with the appropriate scaffolds, differentiation, accommodations, and enrichment based on grade-level standards and quantitative and qualitative student data and monitor students' progress. Plan and deliver RTI2-A interventions to provide additional support to Tier 2 and Tier 3 students in their specific areas of need and monitor students' progress. Utilize the Academic Advisory class period to provide enrichment and intervention to all students, using monthly progress monitoring	Dr. Walker PLC Coach, T. Mosby 6th grade, L. Lark 6th grade, A. Hall 7th grade, A. Payne 7th grade, M.Mitchell 8th grade, Dr. Jack 8th grade, Principal Danielle Berry-Leach	05/30/2025	Title I	

* Monthly IREADY reports	tools to make instructional decisions. Offer tutoring to supplement the district tutoring initiative.				
* Weekly Aimsweb Progress Monitoring Reports					
* Monthly TNPulse EDPlan reports					
* Monthly Data meeting sign-in sheets					
* Quarterly Formative Assessment Data					
Effectiveness					
* 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 Economcally Disadvantage 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.					
	[A 1.3.2] Monthly Student Data Talks Teachers will utilize uniform data reflection methods with students in all classes to assist students in active goal setting and monitoring for academic achievement and growth and to increase students' ownership of their learning. Data talks will be implemented. Teachers and students will share student data and goals with parents/families during family data and curriculum events.	Dr. Walker PLC Coach, T. Mosby 6th grade, L. Lark 6th grade, A. Hall 7th grade, A. Payne 7th grade, M.Mitchell 8th grade, Dr. Jack 8th grade, Principal Danielle Berry-Leach, Maya Smith (SPED)	05/30/2025	Title I	
	[A 1.3.3] Co-teacher Weekly Collaborative Planning Meetings Co-teachers will ensure the most effective scaffolding, accommodations, and modifications are incorporated in daily instruction and assessments to support students with IEPs access to grade-level standards. Teachers will ensure the most effective co-teaching strategies are utilized daily in classrooms to support students with IEPs access to grade-level standards. Co-teachers will also review data during collaborative planning & PLC meetings to inform instructional planning & delivery for RTI2-A & Academic Advisory.	Dr. Walker PLC Coach, T. Mosby 6th grade, L. Lark 6th grade, A. Hall 7th grade, A. Payne 7th grade, M.Mitchell 8th grade, Dr. Jack 8th grade, Principal Danielle Berry-Leach, Maya Smith (SPED)	05/30/2025	Title I	

[G 2] Mathematics
Mt. Pisgah Middle, will improve meeting or exceeding for all students, including TSI/ATSI identified Black/African American, Hispanic, BHN, and Economically Disadvantaged

subgroupsexpectation percentages in all grades from 16.0% in 2023 to 26.0% in 2025.

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
[S 2.1] Standard Aligned Core Instruction 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. **Benchmark Indicator** Implementation * 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 Effectiveness	**[A 2.1.1] Standard Aligned Core Instruction** During weekly Collaboratively Planning (Tuesdays) and PLC (Thursdays) meetings, the Admin Leads and Content Leads will support teachers in Utilizing the PLC Planning Protocol to provide support with big picture planning. Admin and Content Leads will implement a data-informed instruction cycle protocol to analyze assessment data to make informed instructional decisions. LASW protocol will be used to support targeted feedback and support for students. Teachers will utilize item analysis to identify misconceptions during the planning and data analysis processes. To ensure collaborative planning and PLC meetings are meaningful, the Admin team will Incorporate weekly vertical planning to support scaffolding and differentiation to ensure students have access to solid, vertically aligned math instruction. Admin will arrange planning times to ensure GenEd and SpEd teachers can co-plan to ensure planning sessions are standards-based while addressing learning gaps. Admin will create a weekly CP meeting schedule to address areas aligned to our big rocks (1st Thursday - Deliberate Lesson Practice, 2nd Thursday - Content-specific PD, 3rd Thursday - Data/Task Analysis, 4th Thursday - Needs-based - Classroom Walkthrough Trend Data).	AP- Sherry Mckinney, 6th grade Teyana Alexander-Gaines, 6th grade-Keldrion Vann, 7th grade-Chyna Ellis, 7th/8th Yasmine Hoskins, 8th grade Glenda Burton	06/02/2025		

* 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 14% of Students, which include TSI-identified Black or African American students and Black/Hispanic/Native American, Economically disadvantaged 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.					
	[A 2.1.2] State IPG Core Action In order for students to receive grade-level, standards-based instruction, each week teachers will Utilize the Unpacking Standards Protocol to ensure teachers understand the expectations of the standards as well as the level of rigor the standard addresses -Incorporate learning objectives, identify and analyze the academic language required for standard mastery, implement text complexity analysis for the gradual release of responsibility from teacher to students, and incorporate graphic organizers as scaffolds during instruction to increase students' comprehension.	AP- Sherry Mckinney, 6th grade Teyana Alexander-Gaines, 6th grade-Keldrion Vann, 7th grade-Chyna Ellis, 7th/8th Yasmine Hoskins, 8th grade Glenda Burton	06/02/2025		
	[A 2.1.3] Differentiated Instruction Teachers will provide differentiated instruction and	AP- Sherry Mckinney, 6th	06/02/2025		

	assignments as needed to students who lack the foundational knowledge needed to master a standard utilizing the following methods: -Eagle Warm Up to assess knowledge of key foundational concepts -Station Rotation for students who need extra practice and assistance from the teacher or a peer -Digital platforms such as Khan Academy, I-ready, etc. - Provide after school tutoring.	grade Teyana Alexander-Gaines, 6th grade-Keldrion Vann, 7th grade-Chyna Ellis, 7th/8th Yasmine Hoskins, 8th grade Glenda Burton			
	[A 2.1.4] Improve Student Achievement and Growth by Supporting Rich Learning Environments Mt. Pisgah Middle School will secure supplies, materials, equipment, and resources to support academic growth and achievement in mathematics.	Dr. Brian Walker	06/02/2025	Title I Funds	
[S 2.2] 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. **Benchmark Indicator** Implementation * 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	**[A 2.2.1] Consistent System Expectations via a Cycle of Continuous Coaching and Feedback** The Admin and Content Lead will take the following actions weekly to collect evidence and plan teacher support. -Conduct informal walk-throughs of classrooms using the Educational Epiphany and General Classroom Walkthrough Tools. -Utilize effective feedback protocols to strengthen teachers' practices. -Allow time and a safe space for teachers to engage in deliberate practice in areas of opportunity. -Conduct a follow-up observation to evaluate the implementation of the feedback provided to teachers.	Sherry Mckinney (Math admin lead, Glenda Burton (math content lead), District math coach.	05/30/2025		

* Quarterly Formative Assessment Data Effectiveness * 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, Economically disadvantaged 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.					
	[A 2.2.2] Peer Observation and Feedback The Admin lead will develop a plan that allows each teacher to observe at least one peer at least once each quarter. Prior to the	Sherry Mckinney (Math admin lead, Glenda	05/30/2025		

		requested/suggested observation, the observee (teachers) will complete an observation request that asks the peer observer to focus on one skill that the observee would like feedback on. Following the observation, the peer observer and the observee will meet to discuss noticing and wondering. The Admin team will identify model classrooms/teachers for teachers to observe to aid in real-time coaching and strategy/practice implementation.	Burton (math content lead), District math coach.			
		[A 2.2.3] Quarterly Targeted and Aligned Professional Development The Admin and Content Lead will -Administer periodic teacher needs assessment surveys to determine areas of need. -Conduct informal/formal classroom observations using the TEM rubric and the classroom walkthrough tool to determine areas of need. -Provide cycles of professional learning to teachers based on our instructional vision and data gathered from formal and informal observations. -Provide support to teachers for the implementation of the district's math curriculum and resources. -Provide support to teachers with the district's blended learning focus – station rotations. -Incorporate quarterly professional readings to support teachers with research-based instructional practices. -Facilitate TEM calibration sessions to support teachers with effective instructional delivery. -Facilitate sessions specific to the general and specific needs of our novice teachers.	Sherry Mckinney (Math admin lead, Glenda Burton math content lead), District math coach.	05/30/2025		

	[A 2.2.4] Admin and Content Leader Training and Development Admin and Content Leads will participate in-town and out-of-town professional development and training to obtain resources and support with research-based strategies and best practices. Admin and Content Leads will in turn redelivery the training to teachers and instructional support staff.	Danielle Berry-Leach (Principal), Glenda Burton(Content lead), Gene Traynom(Assistant Principal), Sherry McKinney (Assistant Principal). PLC Coach Brian Walker	07/29/2025
[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. ** ** ** ** **Benchmark Indicator** Implementation * 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	**[A 2.3.1] Daily Targeted Supports and Enrichment Opportunities** In order to ensure students receive targeted support and enrichment opportunities, teachers will plan and deliver Tier 1 instruction with the appropriate scaffolds, differentiation, accommodations, and enrichment based on grade-level standards and quantitative and qualitative student data, and monitor students' progress. Teachers will plan and deliver RTI2-A interventions to provide additional support to Tier 2 and Tier 3 students in their specific areas of need and monitor students' progress. Teachers will incorporate culturally responsive instructional practices and offer voluntary before/after-school tutoring. Teachers will also utilize collaborative groups and blended learning as indicated by the content and data.	Sherry Mckinney (Math admin lead, Glenda Burton (math content lead), District math coach, Math Co-teacher Jackqueline Russell	05/30/2025

* Monthly Data meeting sign-in sheets * Quarterly Formative Assessment Data Effectiveness * 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, Economically disadvantaged 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.					

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
	[A 2.3.2] Quarterly Student Data Talks eachers will utilize uniform data reflection methods with students in all classes to assist students in active goal setting and monitoring for academic achievement and growth and to increase students' ownership of their learning. Teachers and students will share student data and goals with parents/families.	Sherry Mckinney (Math admin lead, Glenda Burton (math content lead), District math coach, Math Co-teacher Jackqueline Russell	05/30/2025		
	[A 2.3.3] Co-teacher Weekly Collaborative Planning Meetings Co-teachers will ensure the most effective scaffolding, accommodations, and modifications are incorporated in daily instruction and assessments to support students with IEPs access to grade-level standards. Co-teachers will ensure the most effective co-teaching strategies are utilized daily in classrooms to support students with IEPs access to grade-level standards.	Sherry Mckinney (Math admin lead, Glenda Burton (math content lead), District math coach, Math Co-teacher Jackqueline Russell	05/30/2025		

[G 3] Safe and Healthy Students
Mt. Pisgah Middle School, will aim to decrease chronic absenteeism for the 24-25 school year. Currently we are at 16.3% with a goal to decrease to 14.3%

Performance Measure
Interventions and supports will be measured using the following:

* PowerSchool Data
* PowerBI Data
* Share Point

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[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.	**[A 3.1.1] Schoolwide Attendance Process and Procedures** Mt. Pisgah Middle School's attendance process: * During the Annual Title I Parent Meeting, parents will be informed of the district's attendance policy	AP- Sherry McKinney	05/30/2025		

	and the school's attendance process. * Teachers will record attendance in PowerSchool within the first five minutes of each class. If a student arrives at class after attendance has been recorded, the teacher will change the student's attendance in PowerSchool from absent to tardy by the end of the school day.				

Benchmark Indicator
Implementation

* 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

Effectiveness

* 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.

* If a child misses two consecutive days from class, the teacher will contact the parent in writing, cc'ing their grade level guidance counselor, AP McKinney, and GOS Freeman, to inquire about the child's well-being, to remind the parent of the school's attendance process, and to provide make-up work/opportunities.
* If a child misses three days from school, the grade-level guidance counselor will issue an attendance warning letter, documented via PowerSchool.
* If a child misses five days from school, the grade-level counselor will conduct a SART meeting to develop an attendance support plan. This plan will be shared with administrators, the child's teachers, and any additional support personnel as deemed necessary.
* AP McKinney will review and share schoolwide attendance data at the close of each 20-day reporting period.
* Training and support will be provided to staff members as needed according to the data collected.
* Students will be recognized and celebrated for perfect and improved attendance quarterly.
* Teachers' will contact every parent of absent students daily to ensure communication has been made regarding the absence.

	[A 3.1.2] Schoolwide Discipline Process and Procedures Mt. Pisgah Middle School's discipline process: * During the August in-service, AP Traynom and	AP- Gene Traynom	05/30/2025		

	the RTI2-B team shared the schoolwide RTI2-B plan, processes, and resources with the staff. Teachers also have access to the district's student handbook which outlines behavior expectations and related policies. * During the Annual Title I Parent Meeting, parents will be informed of the district's discipline policy and the school's discipline plan. Parents and students also have access to the district's student handbook which outlines behavior expectations and related policies. * During the first week of school with students, teachers used the resources provided by the RTI2-B team to teach students the schoolwide behavior expectations for various locations throughout the school. * Teachers received Bright Bytes training in August and are expected to use the platform to record positive and all concerning student behavior incidents, contacts, and interventions. * Teachers received ReThink SEL training in August and are expected to deliver three-part lessons to students weekly. * The schoolwide behavior expectations are posted throughout the school in common areas and classrooms. * Teachers will record students' conduct in PowerSchool using the following system: E: 0-1 infractions (student reminder of expectations), S: 2-4 (student conference and parent contact), N: 5-7 (parent contact/conference and guidance referral), and U: 8+ (parent conference and office referral). Throughout the quarter, students will have an opportunity to correct their behavior and improve their conduct. * If a child is referred to guidance, the guidance counselor conferences with the student to reset the behavior expectations and documents the occurrence in Bright Bytes. * If a child is referred to an administrator, the administrator issues the appropriate consequence based on previous incidents and the tiered				

	behavior system provided by the district. All occurrences are documented in PowerSchool. * When students miss class due to a behavior consequence, they are provided an opportunity to receive instruction and make up missed assignments (e.g., virtual platforms, tutoring, academic advisory) per the district's grading policy. * AP Traynom will review and share schoolwide discipline data at the close of each 20-day reporting period. * Training and support will be provided to staff members as needed according to the data collected. * Students will be recognized and celebrated for meeting and making improvements towards the behavior expectations quarterly. * Teachers will be recognized and celebrated for meeting and making improvements towards implementing the behavior expectations and using the documentation system properly.				
	[A 3.1.3] Schoolwide Academic Support Process and Procedures Mt. Pisgah Middle School's academic support process: * During the Annual Title I Parent Meeting, parents will be informed of the district's grading policy and the school's academic support process. * Teachers will aggressively monitor students during independent practice tasks to provide immediate feedback. * Teachers will use formative assessment data to plan and facilitate blended learning - teacher-led, offline, and online station rotations - as an additional tier 1 support at least once per week. * Teachers will use formative assessment data to provide content-specific interventions and enrichments during the daily Academic Advisory period. * Teachers will enter at least two grades per week into PowerSchool. Content administrators will conduct grade book audits bi-monthly.	Danielle Leach (Principal),Gene Traynom (Assistant Principal), Sherry McKinney (Assistant Principal), Dr. Brian Walker(PLC), Carnell Mitchell (Counselor), Christin Covington (Counselor), Pia Stewart (Counselor)	05/30/2025		

	* Students who need additional support based on their 22-23 TCAP scores will be referred for school-based tutoring. * Prior to the release of each quarterly progress report, teachers will inform students, parents, and the grade-level guidance counselor that a student is at risk of failing. The grade-level guidance counselor will work with the teacher, parent, and student to develop a recovery plan. The meeting, outcomes, and next steps will be documented and added to Bright Bytes. * Administrative leads will review and share grade book audit data at the close of each 20-day reporting period. * Training and support will be provided to staff members as needed according to the data collected. * Students will be recognized and celebrated for earning academic honors and improved academic performance quarterly. * Students will be recognized and celebrated for meeting and exceeding mastery on the fall, winter, and spring district common formative assessments.			
[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** Implementation * 20-day OSS report * 20-day ISS report * 20-day Discipline Report * 20-day Days of Peace report	**[A 3.2.1] Schoolwide Positive Behavior Support System** * During the August in-service, the RTI2-B team provided an overview of the RTI2-B plan, processes, and resources to the staff. * Throughout the school year, ongoing behavior management training, support, and resources will be provided to staff members by the RTI2-B team, the district's SEED office, or a vendor as indicated by the data collected. * Throughout the school year, ongoing research-based instructional practices training, support, and resources will be provided to instructional staff members by the ILT, the district's Professional Learning and Support office, or a vendor as indicated by the data collected.	Danielle Leach (Principal), Gene Traynom (Assistant Principal), Sherry McKinney (Assistant Principal), Brian Walker (PLC), Kasandra Davis (Counselor)Carnell Mitchell (counselor)Christin Covington(counselor)	05/30/2025	

* Monthly Attendance/Discipline meeting sign-in sheets * Monthly Professional Development Sign-in Sheets (Faculty Meeting) * Monthly Disciplinary referral audit Effectiveness * 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.					
	[A 3.2.2] Social Emotional Learning and Support * During the summer teachers were offered training on the ReThink SEL platform which is the districtwide platform used to teach students about emotions and provide strategies for dealing with various emotions. * During an August faculty meeting, teachers received school-based training on the program expectations and how to navigate the platform. * Throughout the school year, staff members will	Danielle Leach (Principal), Gene Traynom (Assistant Principal), Sherry McKinney (Assistant Principal), Brian Walker (PLC),	05/30/2025		

	receive ongoing training, support, and resources regarding social-emotional learning from the ILT, the district's Professional Learning and Support/SEED office, or a vendor as indicated by the data collected.	Kasandra Davis (Counselor)Carnell Mitchell (counselor)Christin Covington(counselor)			
	[A 3.2.3] logging * During an August PLC meeting, teacher leaders provided an overview of the Bright Bytes platform to the staff. * Throughout the school year, ongoing system and intervention training, support, and resources will be provided to staff members by the RTI2-B team, the district's SEED office, or a vendor as indicated by the data collected. * Throughout the school year, ongoing research-based instructional practices training, support, and resources will be provided to instructional staff members by the ILT, the district's Professional Learning and Support office, or a vendor as indicated by the data collected.	Carnell Mitchell(Counselor), Pia Stewart (Counselor), Christin Covington(Counselor) Ap-Gene Traynom	05/30/2025		
[S 3.3] Parent, Family, and Community Engagement Promote effective parent, family, and community engagement activities and resources that support safe schools which will improve student attendance and behavior. **Benchmark Indicator** Implementation * Parent-teacher conference sign-in sheets each semester * Monthly Parent Sign-in sheets * Quarterly Parent survey report * 20-day Attendance report	**[A 3.3.1] Family and Community Engagement Calendar** * At the beginning of the school year, the team created a list of activities and events for the school year which was added to the calendar on our school's website. The website calendar will be updated as new activities and events are planned and approved by Principal Leach. * Activities and events will also be posted on our social media platforms, and Blackboard. * Parents and students can make requests for activities and training via our Parent and Student Needs Survey link which is accessible on our school website. * Follow-up feedback and input surveys will be provided to participants following each activity and event. * For the convenience of parents who cannot	Danielle Leach (Principal), Dr. Brian Walker (PLC), Carnell Mitchell (Counselor), Pia Stewart (Counselor), Christin Covington (Counselor)	06/02/2025		

	attend in-person training sessions or events, virtual and recorded options will be available when possible.				
* 20-day Discipline report Effectiveness * 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.					
	[A 3.3.2] Stakeholder Committee * Stakeholder participation will be solicited to form committees to provide input and feedback to the administrative team on ways to increase relations between the school and the community. Possible committees: Parent Advisory Committee, Pisgah Alumni Association, Incentives and Celebrations Committee, Academic Support Committee, etc. * The Parent Resource Center will be stocked and available for committee members to meet, plan and prepare. * The principal, family engagement specialist, or designee will meet with committees at least quarterly.	Danielle Leach (Principal), Dr.Brian Walker (PLC Coach)	05/30/2025		
	[A 3.3.3] School/Home Communication System * Administrators, counselors, sponsors, and designees will provide students and parents with timely communication regarding schoolwide	Danielle Leach (Principal), Gene Traynom (Assistant	05/30/2025		

assessments, initiatives, events, and activities via Blackboard, and the school's website and social media platforms. * Teachers will provide students and parents with timely communication regarding class-specific and grade-specific assignments, assessments, student progress, initiatives, events, and activities via Powerschool, and weekly newsletters and emails. * Teachers will consistently notify parents when their child is meeting academic and behavioral expectations. * Teachers will immediately notify parents when their child is not meeting academic expectations, and notify parents after a verbal warning and redirection when the child is not meeting behavioral expectations. Behavior intervention must also be logged into Bright Bytes. * Teachers will also follow the schoolwide Attendance, Discipline, and Academic Support plan communication expectations.	Principal), Sherry McKinney (Assistant Principal), Dr.Brian Walker (PLC)	

[G 4] ATSI Group
Through the implementation of standard aligned core curriculum, controlled use of technology, and concentrated supervision in areas specific to Black/African American, B/H/N,and Economically Disadvantaged students. Mt. Pisgah will hone in on these subgroups as priority for interventions and rigorous implementation of the standards based curriculum.

Performance Measure
By May 2025,Mt. Pisgah Middle School will increase Black/AA students In ELA from 14.4% to 19.7% and Mt. Pisgah Middle School will increase math Black/AA students from 6.5% to 12.3%.

By May 2025, Mt. Pisgah Middle School will increase B/H/N, students in ELA from 14.7% to 20.1% and Mt. Pisgah Middle School will increase math B/H/N students from 6.4 % to 12.3%.

By May 2025, Mt. Pisgah Middle School will increase ED students in ELA from 12.0 % to 17.5 % and Mt. Pisgah Middle School will increase math ED students from 3.3% to 9.3%.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 4.1] Standard Aligned Core Instruction Provide daily access to a rigorous math and reading/language arts curriculum that will develop	**[A 4.1.1] Weekly PLC/Collabortive Planning** During weekly Collaboratively Planning (Tuesdays) and PLC (Thursdays) meetings, the 2nd strategy –	Dr. B. Walker PLC Coach ELA, S.	05/30/2025	ATSI FUNDS	

students' deep understanding of the content, strengthen comprehension, and promote mastery of TN Standards to ensure all students, including ATSI identified Black/African American, BHN, and Economically Disadvantaged **Evidence** What We Know and Where We Need to Go High Quality Curriculum and System Improvement Tier 1: Strong Evidence <https://standardswork.org/wp-content/uploads/2017/03/sw-curriculum-research-report-fnl.pdf> <https://learningfirst.com/wp-content/uploads/2019/01/Quality-curriculum-and-system-improvement.pdf> subgroups are career and college ready. **Benchmark Indicator** Effectiveness * Quarterly Informal and Formal Walkthrough forms show that 85% of teachers are implementing effective instructional strategies including ATSI identified Black/African American, BHN, and Economically Disadvantaged 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 including ATSI identified Black/African American, BHN, and Economically Disadvantaged 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 including ATSI identified Black/African American, BHN, and	action step #1 Consistent System Expectations via Cycle of Continued Coaching & Feedback. 3rd strategy – action step #1 Daily Targeted Supports and Enrichment Opportunities In order to ensure students receive targeted support and enrichment opportunities, Admin Lead and Content Lead will support teachers in Utilizing the PLC Planning Protocol to provide support with big picture planning. Implementing a data-informed instruction cycle protocol to analyze assessment data to make informed instructional decisions. Using the LASW protocol to support targeted feedback and support for students. Utilizing item analysis to identify misconceptions during the planning and data analysis processes. . Arrange planning times to ensure GenEd & SpEd can co-plan to ensure planning sessions are text-based and standards-based while addressing learning gaps. Create a weekly PLC meeting schedule to address district academic focus priorities monthly.	McKinney AP MATH, D. Berry-Leach Principal Science, G. Traynom AP Social Studies.			

Economically Disadvantaged 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 iATSI identified Black/African American, BHN, and Economically Disadvantaged 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 students with their content administator including ATSI identified Black/African American, BHN, and Economically Disadvantaged students. * Quarterly Formative Assessment will show 20% of for all students, including TSI/ATSI identified Black/African American, Hispanic, BHN, and Economically Disadvantaged subgroups 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.					
	[A 4.1.2] Implementation of district initiatives: Instructional Strategies , Gradual release & Aggressive Monitoring In order for students to receive grade-level, standards-based instruction, each week teachers will Utilize lesson plans and the Unit plan to ensure teachers understand the expectations of the standards as well as the level of rigor the standard addresses. Incorporate standard based objectives, identify and analyze the academic language required for standard mastery, implement the gradual release of responsibility from teacher to students, and incorporate graphic organizers as scaffolds during instruction to increase students'	B. Walker PLC Coach ELA, S. McKinney AP MATH, D. Berry-Leach Principal Science, G. Traynom AP Social Studies.	05/30/2025	ATSI FUNDS	

	comprehension. Teachers will also have daily DO NOW and Exit tickets to check for understanding, consistently during the lesson.				
	[A 4.1.3] Improve Student Achievement and Growth by Supporting Rich Learning Environments Mt. Pisgah Middle School will secure academic supplies, materials, equipment, and resources to support academic growth and achievement in reading/language arts. Student laptops will support the use of Progress Learning online supports that will engage all students, including ATSI identified Black/African American, BHN, and Economically Disadvantaged students. Reading and math manipulatives will be used in grades 6-8, including including ATSI identified Black/African American, BHN, and Economically Disadvantaged students, to build on hands-on learning experiences at the students skill set. Implementation Documents - * Weekly District Walk-Through and Debriefing tool, * Monthly student and teacher usage report from Progress Learning Benchmark/Effectiveness - * The District Walk-Through tool will help ensure 75% of teachers are utilizing resources with fidelity, that will result in 35% of ATSI identified Black/African American, BHN, and Economically Disadvantaged student achievement from below to approaching or approaching to mastery per quarter. * The monthly usage report for Progress Learning 60% of all students, including ATSI identified Black/African American, BHN, and Economically Disadvantaged are utilizing the platform and improving by one letter grade per nine-week grading period. 75% of teachers are using the	Dr. Brian T. Walker PLC Coach, Danielle Berry-Leach Principal, Sherry McKinney AP, Gene Traynom AP	06/17/2025	ATSI GRANT [$75000.00]	

	platform to track data and student achievement Student laptop HP-Probook 430 G8 -Thomas Consultant quantity-84 @ $697.84each- Total-$58,618.56 Deployment for laptops-Broadway Typing Company quantity- 84 @$14.00 each Total -$1,176.00 Anywhere cart 30 unit-Thomas Consultant quantity-3 @$688.85 each. Total- $2,066.55 Deployment for carts- Broadway Typing Company quantity-3 @$24.50 each. Total- $73.50 Progress Learning Software-Math,ELA,SS,SCI grades 6-8 @ 500-1000 student bundle 1yr subscription Total- $12,500.00 Reading and Math Manipulatives (ELA and Math Kits, grades 6-8 Lakeshore Learning Total-$565.39				
[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. **Evidence:** Effective Teacher Professional Development and	**[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. 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.	Principal-Danielle Berry-Leach, AP- Sherry McKinney, AP-Gene Traynom, Dr. Brian Walker	05/30/2025	ATSI Grant [$75000.00]	

Effects of Professional Development on the Quality of Teaching: Results from a Randomized Controlled Trial of Quality Teaching Rounds Tier 1: Strong Evidence https://learningpolicyinstitute.org/sites/default/files/product-files/Effective_Teacher_Professional_Development_BRIEF.pdf <https://www.sciencedirect.com/science/article/pii/S0742051X17304225> **Benchmark Indicator** Implementation * 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	Full Day Content Collaborative Professional Development. Substitutes will be provided for teachers who must attend professional development during the school day. 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. 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.				

Effectiveness * Quarterly Informal and Formal Walkthrough forms will show that 80% of teachers are implementing effective instructional strategies for ATSI identified Black/African American, BHN, and Economically Disadvantaged 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/African American, BHN, and Economically Disadvantaged 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 80% of teachers are implementing effective instructional strategies for ATSI identified Black/African American, BHN, and Economically Disadvantaged students, that were addressed/learned during deliberate practice, collaborative planning sessions, Saturday Professional Development Sessions, and coaching and feedback sessions with the content administrator.					

* 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/African American, BHN, and Economically Disadvantaged students, with their content administrator. * 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. * Quarterly Formative Assessment will show 20% of ATSI identified Black/African American, BHN, and Economically Disadvantaged 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/African American, BHN, and Economically Disadvantaged students on track or mastered.					