

White Station Middle Annual Plan (2023 - 2024)

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

Memphis-Shelby County Schools will increase ELA meeting or exceeding expectations proficiency rates in all grades from 22.0% in 2022 to 31.8% in 2024; 3-5 from 23.4% in 2022 to 32.9% in 2024; 6-8 from 18.7% in 2022 to 28.9% in 2024 and 9-12 from 24.9% in 2022 to 34.3% in 2024.

White Station Middle School will increase ELA on-track and mastery proficiency rates in grades 6-8 from 53.2% to 60.0% in SY 2023-2024.

**Performance Measure**

TNReady Assessment

District Formative Assessment using Mastery Connect

iReady Diagnostic

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p><b>[S 1.1] Standard Aligned Core Instruction</b>                      Provide daily access to a rigorous reading/language arts curriculum that will develop students' deep understanding of the content, strengthen comprehension, and promote mastery of TN Standards to ensure students are career and college ready.</p> <p>Teachers will participate in deliberate planning and practice of the PLC Planning Guide for the four Instructional Practices with intentionality and focus (data-informed instruction) to provide daily access to a rigorous ELA curriculum that will develop students' engagement in important content and build on prior knowledge (pre-requisite skills).</p> <p><b>Benchmark Indicator</b>                      **Benchmark Indicator**</p> <p>Students are expected to perform at or above the 70% on District Formative Assessments (Fall, Winter and Spring) which align with core</p>	<p><b>[A 1.1.1] Technology Integration for Differentiated ELA Instruction</b>                      Teachers will participate in technology integration training that creates opportunities for students to engage in rigorous, differentiated instruction with individual laptop devices. Training will include applications that increase engagement, academic achievement and growth such as Canvas, Flip, Nearpod, Study Island, and Blooket.</p>	<p>Cheryl Bailey,                      Marcus Matthews</p>	<p>05/24/2024</p>	<p>Title I                      [\$15000.00]                       Site Base</p>	

<p>instructional standards for the specific quarter.</p> <p>Daily classroom observations using the school and district Classroom Walkthrough Protocol and Debriefing Document for ELA will provide the school and district with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction.</p> <p>School and district Walkthrough data will be monitored through the district's PD management system (Professional Learning Zone/PLZ) for 80% standard aligned core instructional implementation with fidelity at 2 per teacher per semester.</p> <p>Quarterly review of TEM observation data to monitor educators' delivery of standard aligned lessons to the TN Standards.</p> <p>Content Administration and/or Instructional Leadership Content Lead will analyze feedback on teachers' lesson plans noted completed accurately.</p> <p>ILT will also complete walk throughs to monitor teaching strategies and implementation of the curriculum.</p>					
	<p><b>[A 1.1.2] Weekly Collaborative Planning and PLC Sessions</b>  Teachers will participate in collaborative planning with grade-level content and subject area content weekly. The planning session will include data analysis and use of the My Perspectives and Ready Read Curriculums. Teachers will also participate in Professional Learning communities weekly to enhance their strategies with the four Instructional Practices with Deliberate Practice.</p>	<p>Cheryl Bailey,  Marcus  Matthews</p>	<p>05/24/2024</p>	<p>Title 1  [\$1000.00]   Site Based</p>	
	<p><b>[A 1.1.3] Standards-Aligned Instruction and Performance Based Objectives</b>  Teachers will review and analyze the ELA</p>	<p>Cheryl Bailey,  Marcus  Matthews</p>	<p>05/24/2024</p>		

	<p>standards for 2023 to effectively understand the embedded skills and how they connect each standard and performance-based objective. Teachers will provide students with access to digital and/or electronic copies of the standards and performance-based objectives.</p>				
<p><b>[S 1.2] Professional Development</b> Provide professional development for teachers, administrators, instructional leaders and district advisors on how to articulate the instructional practice shifts that will improve teachers' pedagogy of the content, master of standard look fors, students' skill set, and students' proficient reading level of grade supported texts.</p> <p><b>Benchmark Indicator</b> Daily classroom observations using the school and district Classroom Walkthrough Protocol and Debriefing Document for ELA will provide the school and district with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction in order to plan professional development support.</p> <p>School and District Walkthrough data will be monitored through the district's PD management system (Professional Learning Zone/PLZ) and Microsoft Forms for 80% standard aligned core instructional implementation with fidelity at 2 per teacher per semester in order to provide individualized professional learning support.</p> <p>Instructional Leadership Team (ILT) meetings are conducted twice each month at 85% attendance to ensure district and school leaders are gaining and sharing knowledge of content, obtaining content support and resources through collaboration, and effectively communicating new information with school-level educators.</p>	<p><b>[A 1.2.1] PLC Protocol Guide Implementation</b> Teachers will engage in school and district level professional development that provides opportunities to connect the four Instructional Practices Model using the Gradual Release of Responsibility through the Direct Teaching Model with the *My Perspectives* and *Ready Read* Curriculums for grades 6-8 Middle School for 2023-2024.</p>	<p>Cheryl Bailey, Marcus Matthews</p>	<p>05/24/2024</p>	<p>Title I  Site Based</p>	

<p>Zone meetings and small-group ILT sessions are facilitated monthly by Instructional Leadership Directors at 85% attendance to support content lead teachers, PLC Coaches, and administrators with feedback and targeted training that should result in more effective daily instructional practices that should be observed during district walk throughs.</p> <p>Quarterly district-level PD sessions for volunteers and parents to learn effective strategies to help students reach the district's ELA goal.</p> <p>New teacher professional learning supports are offered at various times throughout each semester for new hires. Mentor rosters are submitted at the beginning of each semester to ensure collegial support is assigned to each new hire.</p>					
	<p><b>[A 1.2.2] ELA Teacher Support Sessions</b> Teachers will collaborate with their content team to share best practices for all learners that involve standards-aligned instruction, creativity, cultural competences, pedagogical techniques, technology integration, assessment and data analysis, and classroom management.</p>	Cheryl Bailey, Marcus Matthews	05/24/2024		
<p><b>[S 1.3] Targeted Intervention and Personalized Learning</b> Provide academic interventions, personalized learning activities, an individualized learning pace, and various instructional approaches designed to meet the needs of specific learners to improve student achievement.</p> <p><b>Benchmark Indicator</b> Students are expected to perform at or above 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter.</p> <p>RTI Content lead and ELA RTI Teachers will review monthly progress monitoring data review of</p>	<p><b>[A 1.3.1] Observations and Feedback Support</b> Admin and ILT will continue providing follow-up feedback as well as embed feedback into collaborative planning support. Model an area of needed support during collaborative planning's deliberate practice coaching conversations.</p>	Cheryl Bailey, Marcus Matthews, S. Parker Bradley, Jaleta Miller, Marcus Matthews	05/24/2024		

<p>students' performance in targeted intervention.</p> <p>Observation of explicit instruction that aligns with addressing specific student deficit areas as well as all levels of language providing a systematic and cumulative approach to instruction that will be evident through effective planning.</p> <p>Monthly progress monitoring data review of students' performance in targeted intervention (i-Ready) to determine next steps of intervention support in an effort to get them to grade level.</p>					
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**[G 2] Mathematics**  
 Memphis-Shelby County Schools will improve meeting or exceeding expectation percentages in all grades from 13.6% in 2022 to 24.4% in 2024; 3-5 from 18.2% (2022) to 28.4% (2024); 6-8 from 13.1% (2022) to 23.9% (2024); and 9-12 from 8.8% (2022) to 20.2% (2024).

White Station Middle School will increase Math on-track and mastery proficiency rates in grades 6-8 from 48.5% to 58.5% in SY 2023-2024.

**Performance Measure**  
 \* District Common Formative Assessment using MasteryConnect  
 \* iReady Diagnostic  
 \* Annual TCAP Assessment (TVAAS Score of 3 or higher)

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p><b>[S 2.1] Standard Aligned Core Instruction</b>            Teachers will plan and execute standard aligned lessons with intentionality and focus (data-informed instruction) to provide daily access to a rigorous math curriculum that will develop students' engagement in important content, build on prior knowledge (pre-requisite skills), and promote mastery of TN Standards to ensure students are career and college ready.</p> <p><b>Benchmark Indicator</b>            Students should perform at or above 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter.</p>	<p><b>[A 2.1.1] Weekly Collaborative Planning and PLC Sessions</b>            Teachers will participate in collaborative planning with grade-level content and subject area content weekly. The planning session will include data analysis and use of the new iReady Classroom Curriculum as the core curriculum. Teachers will also participate in Professional Learning communities weekly to enhance their strategies with the four Instructional Practices with Deliberate Practice.</p>	Bernell Jones, Jaleta Miller	09/24/2024	Title I [\$1000.00]	

<p>Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document will provide the District with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction.</p> <p>School and District Walkthrough data will be monitored through the district's management system (Professional Learning Zone/PLZ). Data will be collected and analyzed to determine trends and implementation of the instructional practices using Microsoft Teams. Data should show teachers implementing the practices at or above 80% per visit.</p> <p>Quarterly review of TEM observation data will monitor educators' delivery of standard aligned lessons to the TN Standards.</p>					
	<p><b>[A 2.1.2] Technology Integration for Differentiated Math Instruction</b></p> <p>Teachers will participate in technology integration training that creates opportunities for students to engage in rigorous, differentiated instruction with individual laptop devices. Training will include applications that increase engagement, academic achievement and growth such as Canvas, Flip, Nearpod, Study Island, and Blooket.</p>	<p>Bernell Jones, Jaleta Miller</p>	<p>05/24/2024</p>	<p>Title I [\$15000.00]</p>	
	<p><b>[A 2.1.3] Standards-Aligned Instruction and Performance Based Objectives</b></p> <p>Teachers will review the new, updated Math standards for 2023 and analyze the specific changes through the district's crosswalk to effectively understand the embedded skills for each standard and performance-based objective. Teachers will provide students with access to digital and/or electronic copies of the standards and performance-based objectives.</p>	<p>Bernell Jones, Jaleta Miller</p>	<p>05/24/2024</p>	<p>Title 1</p>	

<p><b>[S 2.2] Professional Development</b> Provide ongoing, high quality professional development at the District and school level for school leaders, math teachers, and other instructional staff that focuses on instructional shifts and strategies that result in improved student performance.</p> <p><b>Benchmark Indicator</b> Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document for the Math Classroom will provide the district with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction in order to plan professional development support.</p> <p>School and District Walkthrough data will be monitored weekly through the district's PD management system (Professional Learning Zone/PLZ) for 80% standard aligned core instructional implementation with fidelity in order to provide individualized professional learning support.</p> <p>Instructional Leadership Team (ILT) meetings are conducted twice each month at 85% attendance to ensure district and school leaders are gaining and sharing knowledge of content, obtaining content support and resources through collaboration, and effectively communicating new information with school-level educators.</p> <p>Zone meetings and small-group ILT sessions are facilitated monthly by Instructional Leadership Directors at 85% attendance to support content lead teachers, PLC Coaches, and administrators with feedback and targeted training that should result in more effective daily instructional practices that should be observed during district walkthroughs.</p>	<p><b>[A 2.2.1] PLC Protocol Guide Implementation</b> Teachers will engage in school and district level professional development that provides opportunities to connect the four Instructional Practices Model using Explore, Develop, Refine through "Try It, Discuss It, Connect It" rungs with the new textbook adoption with Curriculum and Associates for grades 6-8 Middle School for 2023-2024.</p>	<p>Bernell Jones, Jaleta Miller, S. Parker Bradley</p>	<p>05/24/2024</p>	<p>Title 1  Site Base</p>	
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<p>Quarterly district-level PD sessions for volunteers and parents to learn effective strategies to help students reach the district's mathematics goal.</p> <p>New teacher professional learning supports are offered at various times throughout each semester for new hires. Mentor rosters are submitted at the beginning of each semester to ensure collegial support is assigned to each new hire.</p> <p>Content Administration and/or Instructional Leadership Content Lead will analyze and give feedback on teachers' plans noted completed accurately.</p>					
	<p><b>[A 2.2.2] Project-Based Learning</b>  Teachers will engage students in project-based learning by connecting it to real-world problems and scenarios. This will also encourage and increase critical thinking and problem-solving skills where students must apply their math knowledge to analyze complex problems and develop solutions which fosters a deeper understanding of math. A project will be required each quarter.</p>	<p>Bernell Jones, Jaleta Miller</p>	<p>05/24/2024</p>	<p>Title I  [\$1000.00]   Site Based</p>	
<p><b>[S 2.3] Targeted Interventions and Personalized Learning,</b>  Provide academic interventions, personalized learning activities, an individualized learning pace, and various instructional approaches designed to meet the needs of specific learners to improve student achievement.</p> <p>** **</p> <p>** **</p> <p><b>Benchmark Indicator</b>  Math teachers will monitor students' grades, tasks and projects, and district assessments to determine next steps for differentiated learning.</p>	<p><b>[A 2.3.1] Digital and Tangible Math Manipulatives</b>  Teachers will provide instruction that uses both digital and tangible manipulatives to provide a concrete representation of abstract mathematical ideas. This will accommodate different learning styles since it engages both visual and tactile senses. Manipulatives will also enhance comprehension and retention of mathematical concepts, encourage active learning, and build a deeper understanding of math concepts rather than relying on rote memorization.</p>	<p>Bernell Jones, Jaleta Miller, S. Parker Bradley</p>	<p>05/24/2024</p>	<p>Title I  [\$2000.00]   Site Based</p>	

<p>Students should perform at or above 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter.</p> <p>Monthly progress monitoring data review of students' performance in targeted intervention (i-Ready) will determine next steps of intervention support in an effort to get students to grade level.</p> <p>RTI Content lead and Math RTI Teachers will review monthly progress monitoring data review of students' performance in targeted intervention (i-Ready) to determine next steps of intervention support in an effort to get them to grade level.</p> <p>RTI teachers will review grade reports weekly of students to monitor and adjust the effectiveness of the learning opportunity and the impact on student learning and content delivery.</p> <p>Observation of explicit instruction that aligns with addressing specific student deficit areas as well as all levels of language providing a systematic and cumulative approach to instruction that will be evident through effective planning.</p>					
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**[G 3] ELL Achievement & Growth**  
Spring 2024 White Station Middle School will increase MasteryConnect ELA assessment for ELL student performance of OTM from 20.2% in SY 2023-2024 to 26% for ELA.

Spring 2024 White Station Middle School will increase MasteryConnect Math assessment for ELL student performance of OTM from 18.7% in SY 2023-2024 to 25% for Math.

**Performance Measure**  
Mastery Connect CFAs

District Formative Assessment in MasteryConnect

<b>Strategy</b>	<b>Action Step</b>	<b>Person Responsible</b>	<b>Estimated Completion Date</b>	<b>Funding Source</b>	<b>Notes</b>
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<p><b>[S 3.1] ELL Across Content Curriculums</b>  Regular Education teachers will review students' classroom data and participate in collaborative planning with ELL Teachers in order to plan for modifications and ELL strategies during all content areas. ELL teachers will provide additional support for ELA by teaching ELL students in a classroom devoted to differentiated instruction for one class period daily.</p> <p><b>Benchmark Indicator</b>  A range of 85-95% of ELL students score a minimum of 70 on classwork and progress reports.</p> <p>ELA Content and ELL teachers will review monthly progress from iReady and common assessments for growth.</p>	<p><b>[A 3.1.1] ELL Training and Professional Development</b>  Teachers will learn best practices to provide opportunities for students to participate in additional learning opportunities that appropriately support their academic, social, and emotional development and create a continuum of learning by utilizing ELL Best Practices and ELL Co-teaching.</p>	<p>Pamela Yu-Flores,  Bailey Wells</p>	<p>05/24/2024</p>		
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