

Grandview Heights Middle School Annual Plan (2024 - 2025)

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[G 1] Reading/Language Arts

Grandview Heights will increase ELA rate of met plus exceeded in all grades from 15.8% in 2023-24 to 31% in 2024-25 for all students including those in our TSI subgroup - SWD.

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
<p>[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.</p> <p>School level data shows the following for Fall 2023 Mastery Connect overall data results show overall 36.3% met plus exceeded in ELA. For Winter 2023 Mastery Connect results show overall 35.4% met plus exceeded in ELA.</p> <p>Benchmark Indicator **Implementation:**</p> <p>* Quarterly student work samples * Weekly Informal Observation Tool and Rubrics</p> <p>**Effectiveness:**</p>	<p>[A 1.1.1] Implement Tier I Instruction with Fidelity ELA teachers will fully implement the curriculum at grade level. Teachers will use the Reading Prescription developed by the district to ensure that instruction meets the rigor and demands of the standards.</p>	<p>Raina Powell, Frederick Holmes, Stephanie Hill, Jamesia Witfield, and Obanner</p>	<p>05/23/2025</p>	<p>Fund I</p>	

<p>* Quarterly review of student work samples will show students' mastery of standards at 80% or higher.</p> <p>* Weekly informal observation data will indicate that at least 95% of teachers observed will demonstrate effective implementation of the instructional practices identified by the rubric, resulting in effectiveness scores of 3 or better</p>					
	<p>[A 1.1.2] Collaborative Planning RLA teachers will participate in bi-weekly collaborative planning with common grade level teachers, inclusion teachers, PLC Coaches, and District Instructional Coaches. Title I funds may be utilized to provide substitute teachers for this activity. Weekly one-on-one collaborative planning sessions will be held with struggling teachers.</p>	Frederick Holmes, Lowery, OBanner, Veronical Nisby, District Coach, Raina Powell, Black	05/24/2025	Title I	
	<p>[A 1.1.3] Regular Observation and Feedback Cycle ELA admin and content lead will conduct regular observation and feedback cycles to improve core instruction.</p>	Raina Powell and Stephanie Hill	05/23/2025	Title I	
	<p>[A 1.1.4] Improve Student Achievement and Growth by Supporting Rich Learning Environments Grandview Heights Middle School will secure supplies, materials, software, equipment and resources to support academic growth and achievement in reading/language arts.</p>	Raina Powell, Stephanie Hill, District Instructional Coach, and Frederick Holmes	05/23/2025	Title I	
<p>[S 1.2] Professional Development 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>Benchmark Indicator **Implementation:**</p>	<p>[A 1.2.1] Weekly ELA Content PLCs Reading Language Arts teachers will participate in bi-weekly Data Wise process. Teachers will meet with the admin team to analyze instruction, and student work to determine the alignment to standards and rigor. Team members will develop strategies to improve Tier I instruction.</p>	Raina Powell, Frederick Holmes, Whitfield, O'Banner, Lowery, Nisby, & Hill	05/23/2025		

<p>* Weekly PLC meeting agenda and minutes * Monthly professional development agenda and minutes</p> <p>**Effectiveness:**</p> <p>* Weekly PLCs will result in 100% of teachers receiving departmentalized support to increase overall student student achievement by 10%. * Monthly professional development will result in at least 95% of teachers demonstrating effective implementation of the identified instructional strategies, resulting in an increase of student achievement by 10%</p>					
	<p>[A 1.2.2] Participation in Professional Conferences Faculty, staff, and administrators will participate in local, state, and/or national conferences to increase pedagogical knowledge and share best practices with colleagues. Educators will attend the UnBoundEd Standards Institute/AMLE and TAMS among other conferences. Title I funds will be utilized to cover registration and other costs associated with attending conferences.</p>	<p>Frederick Holmes, Raina Powell, Deartis Barber III</p>	<p>05/23/2025</p>	<p>Fund 1</p>	
	<p>[A 1.2.3] Attend District PD and District Collaboratives ELA teachers will participate in collaboratives in which they will share best practices in planning, annotation, and instructional delivery with teachers from similar schools. Title I funding will be used to resource substitute teachers.</p>	<p>Frederick Holmes</p>	<p>05/23/2025</p>	<p>Title I</p>	
	<p>[A 1.2.4] Professional Development School-Based Selected teachers will participate in school-based professional development sessions which include book studies, instructional workshops, and to increase pedagogical knowledge and share best practices with colleagues. Title I funds will be utilized to cover costs of facilitators, materials</p>	<p>Frederick Holmes, Kai Echols, Eula Anderson, and</p>	<p>05/23/2025</p>	<p>Title I</p>	

	and/or associated needed coverage with attending meeting during school day.				
<p>[S 1.3] Targeted Intervention and Personalized Learning Provide academic interventions, personalized learning activities, an individualized learning pace, and various instructional approaches designed to meet the needs of specific learners to improve student achievement for all students including including those in our TSI subgroup - SWD.</p> <p>Benchmark Indicator **Implementation:**</p> <ul style="list-style-type: none"> * Weekly iReady reports * Monthly data meeting agenda and minutes * Quarterly benchmark assessment data <p>**Effectiveness:**</p> <ul style="list-style-type: none"> * Weekly iReady reports will reflect a 5% increase in the number of students who score mastery on skill deficit areas. * Monthly data team meetings will reflect at least 10% of students being able to exit RTI2 supports and interventions. * Quarterly benchmark assessment data will reflect at least 5% of students moving from Tier III to Tier II or Tier II to Tier I 	<p>[A 1.3.1] Effective RTI2 Intervention Certified reading language arts teachers and special education teachers will deliver RTI intervention. Title I funds may be used to purchase materials.</p>	Frederick Holmes, Jamie Mack, Eula Anderson, Deartis Barber	05/23/2025	Title I	
	<p>[A 1.3.2] Leverage A Intervention & Reinforcement All students not receiving RTI2 intervention will receive 50minutes of intervention/enrichment daily. The use of the Heggerty- Bridge the Gap: Intervention Complete Bundle 2024 will be a resource used by teachers. Intervention curricula will include standards and strategies identified as areas of need by the instructional leadership team</p>	Frederick Holmes, Jamie Mack, Eula Anderson, Deartis Barber III	05/23/2025	Title I	

	(ILT) for all students including including those in our TSI subgroup - SWD.				
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[G 2] Mathematics
Grandview Heights will increase the Math rate of met plus exceeded in all grades from 12.5% in 2023-24 to 24% in 2024-25 for all students including including those in our TSI subgroup - SWD.

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
<p>[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 for all students including including those in our TSI subgroup - SWD.</p> <p>Benchmark Indicator **Implementation:**</p> <ul style="list-style-type: none"> * Weekly Informal Observation Tool and Rubric * Quarterly Data Dig Minutes * Quarterly student work samples <p>**Effectiveness:**</p> <ul style="list-style-type: none"> * Weekly informal observation data will indicate that at least 95% of teachers observed will demonstrate effective implementation of the instructional 	<p>[A 2.1.1] Implement Tier I instruction with Fidelity Math teachers will fully implement a curriculum aligned with Tennessee Academic Standards for all students including including those in our TSI subgroup - SWD.</p>	<p>Frederick Holmes & Kai Echols</p>	<p>05/23/2025</p>	<p>Fund 1</p>	

<p>practices identified by the rubric, resulting in effectiveness scores of 3 or better.</p> <p>* Quarterly data dig minutes will show at least 80% of students tested will meet or exceed expectations on formative assessments with a score of 80% or higher.</p> <p>* Quarterly review of student work samples will show students' mastery of standards at 80% or higher.</p>					
	<p>[A 2.1.2] Collaborative Planning Math teachers will participate in bi-weekly collaborative planning with common grade level teachers, inclusion teachers, PLC coaches, Admin Lead, and instructional support advisors. Title I funds may be utilized to provide substitute teachers.</p>	<p>Frederick Holmes, Eula Anderson, Kai Echols, Veronica Nisby, Tillman</p>	<p>05/23/2025</p>	<p>Fund 1</p>	
	<p>[A 2.1.3] Participation in Professional Development Selected teachers will participate in school-based professional development sessions which include book studies, instructional workshops, and to increase pedagogical knowledge and share best practices with colleagues. Title I funds will be utilized to cover costs of facilitators, materials and/or associated needed coverage with attending meeting during school day.</p>	<p>Eula Anderson, Kai Echols, Frederick Holmes</p>	<p>05/23/2025</p>		
	<p>[A 2.1.4] Participate in Bi-Weekly Math Content PLCs Mathematics teachers will participate in weekly PLCs that will focus on student data, analyzing student work, peer collaboration, and best teacher practices</p>	<p>Frederick Holmes, Anderson, Kai Echols, Veronica Nisby,</p>	<p>05/23/2025</p>	<p>Fund 1</p>	
	<p>[A 2.1.5] Participation in Professional Conferences Selected teachers will participate in local, state, and/or national conferences to increase pedagogical knowledge and share best practices with colleagues. Title I funds will be utilized to cover registration and other costs associated with attending conferences.</p>	<p>Eula Anderson</p>	<p>05/23/2025</p>	<p>Title I</p>	

	<p>[A 2.1.6] Effective RTI2 Intervention Math intervention will be provided by certified math teachers. Title 1 funds may be used to material curricula materials to support instruction.</p>	Kai Echols, Jamie Mack, Frederick Holmes	05/23/2025	Title 1	
	<p>[A 2.1.7] Leverage A Intervention & Reinforcement All students not receiving RTI2 intervention will receive 45 minutes of intervention/enrichment daily. Intervention curricula will include standards and strategies identified as areas of need by the instructional leadership team (ILT).</p>	Cedric Hudson, Deaundra Wright, Albert Taylor	05/23/2025	Fund 1	
	<p>[A 2.1.8] Improve student achievement and growth by supporting rich learning environments Grandview Heights Middle School will secure additional supplies, materials, software, equipment, professional development, and resources to support academic growth and achievement in math.</p>	Eula Anderson, Jamie Mack, Frederick Holmes, Raina Powell	05/23/2025	Title I	
<p>[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.</p> <p>Benchmark Indicator **Implementation:**</p> <ul style="list-style-type: none"> * Weekly PLC meeting agenda and minutes * Monthly professional development agenda and minutes <p>**Effectiveness:**</p> <ul style="list-style-type: none"> * Weekly PLCs will result in 100% of teachers receiving departmentalized support to increase 	<p>[A 2.2.1] Participate in Bi-Weekly Math Content PLCs Mathematics teachers will participate in weekly PLCs that will focus on student data, analyzing student work, peer collaboration, and best teacher practices.</p>	Anderson, Kai Echols, Frederick Holmes, Veronica Nisby	05/23/2025	Fund 1	

<p>overall student student achievement by 10%. * Monthly professional development will result in at least 95% of teachers demonstrating effective implementation of the identified instructional strategies, resulting in an increase of student achievement by 10%</p>					
	<p>[A 2.2.2] Participation Professional Conferences Faculty, staff, and administrators will participate in will participate in local, state, and/or national conferences to increase pedagogical knowledge and share best practices with colleagues. Title I funds will be utilized to cover registration and other costs associated with attending conferences.</p>	Eula Anderson	05/23/2025	Title 1	
<p>[S 2.3] Targeted Interventions and Personalized Learning, Provide academic interventions, personalized learning activities, an individualized learning pace, and various instructional approaches designed to meet the needs of specific learners to improve student achievement.</p> <p>** **</p> <p>** **</p> <p>Benchmark Indicator **Implementation:**</p> <ul style="list-style-type: none"> * Weekly iReady reports * Monthly data meeting agenda and minutes * Quarterly benchmark assessment data <p>**Effectiveness:**</p> <ul style="list-style-type: none"> * Weekly iReady reports will reflect a 5% increase in the number of students who score mastery on skill deficit areas. * Monthly data team meetings will reflect at least 	<p>[A 2.3.1] Effective RTI2 Intervention Math intervention will be provided by certified math teachers. Title 1 funds may be used to material curricula materials to support instruction</p>	Kai Echols, Tillman, Veronica Nisby, James	05/23/2025	Title 1	

<p>10% of students being able to exit RTI2 supports and interventions. * Quarterly benchmark assessment data will reflect at least 5% of students moving from Tier III to Tier II or Tier II to Tier I</p>					
	<p>[A 2.3.2] Leverage A Intervention & Reinforcement All students not receiving RTI2 intervention will receive 50 minutes of intervention/enrichment daily. Intervention curricula will include standards and strategies identified as areas of need by the instructional leadership team (ILT).</p>	<p>Cedrick Hudson, Wright, Albert Taylor, Kimble, Shaw,</p>	<p>05/23/2025</p>	<p>Fund 1</p>	
<p>[G 3] Safe and Healthy Students Grandview Heights will decrease Suspension Rate from 37.2% in 2023-24 to 25.0% in 2024-25.</p> <p>Performance Measure Interventions and supports will be measured using the following:</p> <ul style="list-style-type: none"> * PowerSchool Data * PowerBI Data * Share Point 					
Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[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.</p> <p>Benchmark Indicator **Implementation:**</p> <ul style="list-style-type: none"> * 20-day behavior reports * 20-day suspension report * 20-day MTSS report 	<p>[A 3.1.1] Conduct FBAs and Create BIPs for At Risk Students Identify students with patterns of negative behavior and conduct functional behavior assessments, create behavior intervention plans, and implement behavior tracking system to monitor behavior. Refer to the School Level Behavioral Health Liaison.</p>	<p>LaMarcus Bratcher, Tommosa Moore, Redd, Cousins</p>	<p>05/23/2025</p>	<p>Fund 1</p>	

<p>**Effectiveness:**</p> <ul style="list-style-type: none"> * 20-day behavior reports will reflect a 5% decrease in the number of student infractions. * 20-day suspension reports will reflect a 5% decrease in the student suspension rate. * 20-day report of students who have been identified as needing additional support (i.e. homeless, foster care, student involved in RTIB programs, Truancy Supports and progressive discipline supports). 					
	<p>[A 3.1.2] Provide School-Wide System to Track Positive and Negative Behaviors Grandview Heights Middle School will implement a school-wide system for tracking positive and negative student behaviors. Title I funds will be utilized to fund electronic behavior tracking systems.</p>	<p>Lamarcus Bratcher, Eula Anderson, Jamie Mack, Deartis Barber III, Tomossa Moore</p>	<p>05/23/2025</p>	<p>Title I</p>	
	<p>[A 3.1.3] Provide Early Intervention--Attendance Attendance team will contact parents and provide early intervention when students exhibit patterns of tardies and absences.</p>	<p>Eula Anderson, Kristin Jefferson, LaMarcus Bratcher, Jones, Taylor, Cousins</p>	<p>05/23/2025</p>	<p>Fund 1</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 practices that result in improved student attendance and behavior positively impacting student achievement.</p> <p>Benchmark Indicator **Implementation:**</p> <ul style="list-style-type: none"> * 20-day student discipline and attendance reports * Semesterly RTI2B data training agenda and minutes 	<p>[A 3.2.1] Classroom Management Professional Development Provide teachers with professional development on culturally relevant classroom management. Title I funds may be utilized to provide classroom management professional development.</p>	<p>Mack, Deartist Barber, Eula Anderson</p>	<p>05/23/2025</p>	<p>Title I</p>	

<p>**Effectiveness:**</p> <p>* 20-day reporting cycle student discipline and attendance reports reporting cycle will be used to measure impact of changed practices as a result of professional development.</p> <p>* Monthly RTI2B data teams meetings will result in a 5% decrease in student infractions</p>					
	<p>[A 3.2.2] New Teacher Support School administrators will provide school-based PD on how to accurately take attendance in PowerSchool, and share attendance best practices.</p>	<p>Eula Anderson, Frederick Holmes, Raina Powell</p>	<p>05/23/2025</p>	<p>Fund 1</p>	
<p>[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.</p> <p>Benchmark Indicator Implementation:</p> <p>* Quarterly parent surveys * Semesterly parent-teacher conference sign-in sheets/minutes</p> <p>Effectiveness:</p> <p>* Parent surveys will result in at least 1 additional family engagement and involvement meetings/events based on feedback each semester. * Semesterly parent-teacher conferences will result in a 5% decrease in student infractions and a 5% decrease in student absences. Review 20-day student attendance reports at the</p>	<p>[A 3.3.1] Conduct Monthly Family Engagement Activities Conduct monthly family engagement activities to assist parents and caregivers with understanding standards and curriculum and share school-wide data. Title I funds will be utilized to provide supplies for these activities.</p>	<p>Frederick Holmes, Jamie Mack, Raina Powell, Eula Anderson</p>	<p>05/23/2025</p>	<p>Title I</p>	

end of each semester to determine the impact after engagement events.					
	<p>[A 3.3.2] Provide Student Group Interventions in Collaboration with Community Agencies Selected at-risk students will participate in group interventions (attendance, behavior, interpersonal skills) with community organizations as arranged through community partners.</p>	Tomossa Moore, LaMarcus Bratcher, School Social Worker, Cousins	05/23/2025	Title I	
	<p>[A 3.3.3] Attendance procedures Professional learning will be offered to teachers to ensure that all teachers understand how to take accurate attendance in PowerSchool. Teachers should take attendance daily during each classroom to ensure accountability and the safety of all students and faculty.</p>	Kristen Jefferson	05/23/2025	Fund 1	