

Cordova Middle Annual Plan (2023 - 2024)

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[G 1] Reading/Language Arts

Cordova Middle Optional School will increase ELA/Reading on-track and mastery proficiency rates from across grades 6-8 from 23.6% in 2023 to 28.7% in 2024 on the spring benchmark on Mastery Connect. All students will demonstrate 70% on-track/mastery on District Formative Assessments.

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>Benchmark Indicator **Benchmark Indicator**</p> <p>Students should perform at or above the 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter.</p> <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>[A 1.1.1] Effectively and Consistently Implement Instructional Practices Teachers will plan and deliver engaging learning experiences that strategically build fluency and reading skills and provide rich learning for students. Practice through deliberate practice, peer observations, engagement in professional article readings and discussions as well as follow-up with best practices. Monitor instructional practices with fidelity.</p>	<p>Kursandral McVey, Chasity Frazier</p>	<p>05/24/2024</p>		

<p>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>[A 1.1.2] Implement MSCS Instructional Expectations with 100% Fidelity Cordova Middle's leadership team and district advisors will monitor lesson plans and conduct informal/ formal classroom observations to ensure that teachers are implementing the curriculum with fidelity. The leadership staff will use Instructional Practices to provide teachers with quality feedback. Teachers will also conduct targeted instructional rounds to provide peers with feedback and determine instructional areas of focus. Additionally, teachers will give common assessments that are aligned with the state's standards. Title 1 funds will be used to secure supplies, materials, equipment, and support to engage students in classroom learning. Teachers will plan differentiated instructions to meet students' needs through the use of blended learning rotation stations as recommended by the district.</p>	<p>Kembela Hawkins</p>	<p>05/24/2024</p>		
	<p>[A 1.1.3] Professional Training for Curriculum Implementation, Lesson Planning, Blended Learning, and Instructional Practices Cordova Middle teachers will receive ongoing training that focuses on curriculum implementation, lesson planning, blended learning, and strategies for student engagement that will be facilitated by the PLC Coaches, admin team, district instructional advisors, and content lead teachers. District Literacy staff will provide professional development on Pearson's My Perspectives and Ready Reading instructional design, including the gradual release of the responsibility model.</p>	<p>Kembela Hawkins, Chasity Frazier</p>	<p>05/24/2024</p>		

	<p>[A 1.1.4] Instructional Program and Educational Materials CMOS will secure curriculum-aligned instructional supplies, academic programs, equipment, and other resources to increase student performance, support good first teaching, and supplement instructional delivery.</p>	Kembela Hawkins	04/12/2024		
<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 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 in order to plan professional development support.</p> <p>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>[A 1.2.1] Prescriptive PD Provide teachers with prescriptive PD aligned to instructional and climate practices to improve student engagement and outcomes in reading language arts.</p> <p>**SUGGESTED PD 2023-24 SY **</p> <ul style="list-style-type: none"> * Effective Execution of Instructional Practices * Data Analysis: Student Work * Data Analysis: Assessments * Informal Walkthroughs Alignment With TEM * Blending Learning * Aggressive Monitoring * Technology In The Classroom * How to Listen to the Data * Curriculum Guides/PLC Guides * Begin with the End in Mind-Backwards Planning * Gradual Release and Pacing * Intervention vs. Enrichment * Importance of Student Discourse 	Kembela Hawkins, Kursandral McVey, Christopher Hardiman	05/24/2024		

<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>	<ul style="list-style-type: none"> * Student Engagement Strategies * Aligning Instructional Tasks with State Standards * Differentiating Instructional Tasks * Understanding the State Standard and Student Performance Level * Planning for Your Planning Period-Prioritizing Tasks * Understanding iReady 				
	<p>[A 1.2.2] Provide Parental Trainings For State Standards</p> <p>Cordova Middle will provide parental training that will be geared toward helping them understand the demands of the TN state standards so that they can best support their children in their learning. Title 1 parental involvement funds will be used to secure supplies, materials, equipment, and support to engage students in classroom learning.</p>	<p>Kembela Hawkins, Chasity Frazier</p>	<p>05/24/2024</p>		
	<p>[A 1.2.3] Development of Effective Leadership and Educators</p> <p>Provide opportunities for staff to attend and participate in professional development for researched based best practices and TN instructional shifts in order to increase their knowledge base. CMOS staff will attend in-state and out-of-state professional development sessions and educational conferences to gather additional information that improves and cultivates instructional practices that lead to higher student achievement and teacher effectiveness to meet our ELA goal. Attending staff will train ELA faculty, and</p>	<p>Kursandral McVey, Christopher Hardiman, Kembela Hawkins</p>	<p>05/24/2024</p>		

	best practices will be shared during collaborative planning, data meetings, and PLC sessions weekly.				
<p>[S 1.3] Targeted Intervention and Personalized Learning Provide academic interventions, personalized learning activities, an individualized learning pace, and various instructional approaches designed to meet the needs of specific learners to improve student achievement.</p> <p>Benchmark Indicator 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) to determine next steps of intervention support in an effort to get them to grade level.</p> <p>Weekly review of grade reports for students enrolled in summer learning opportunities to monitor and adjust the effectiveness of the learning opportunity and the impact on student learning and content delivery.</p>	<p>[A 1.3.1] Additional resources for struggling students Students needing intervention will use iReady and Aimsweb programs for progress monitoring. Teachers will also provide after-school tutoring twice a week for those students needing extra help in subjects. Title 1 funds will be used to secure supplies, materials, equipment, and support to engage students in classroom learning.</p>	Kursandral McVey, Chasity Frazier	04/12/2024		
	<p>[A 1.3.2] Engage all students in learning by appropriate use of technology CMOS will upgrade and add technology for student use in the classroom and labs. Title 1 funds will be used to secure supplies, materials, equipment, and support to engage students in classroom learning.</p>	Kembela Hawkins, Christopher Hardiman	04/12/2024		
	<p>[A 1.3.3] Providing supports for students with disabilities The special education department will provide professional development opportunities in the areas of reading and math to assist both special education and general education teachers to improve special education students' performances on TN Ready. The special education department provided tutoring services for the special education</p>	Kursandral McVey, Marla Milling, Pamela Smith	05/24/2024		

	students in an effort to improve their TN Ready Scores in the area of Language Arts and Math.				
	[A 1.3.4] Provide support for struggling students Extended Learning will be offered after school for additional support for struggling students.	Kembela Hawkins	04/12/2024		

[G 2] Mathematics

Cordova Middle will improve on-track/mastery percentages for grades 6-8 from 17.1% in 2023 to 22.1% in 2024.

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.</p> <p>Benchmark Indicator 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>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</p>	<p>[A 2.1.1] Curriculum Implementation, Lesson Plans, Blended Learning and Instructional Practices Cordova's leadership team and district advisors will monitor lesson plans and conduct informal/ formal classroom observations to ensure that teachers are implementing the curriculum with fidelity. The leadership staff will use the Instructional Practice Guide/ PLC Protocol to provide teachers with quality feedback. Teachers will also conduct targeted instructional rounds to provide peer feedback and identify instructional areas of focus. Additionally, teachers will give common assessments that are aligned to the state's standards. Teachers will plan and deliver engaging learning experiences that strategically build fluency and problem-solving skills. Teachers will create engagement opportunities for students through intentional planning for the incorporation of blended learning station rotations. Title 1 funds will be used to secure supplies, materials, equipment, and support to engage students in classroom learning.</p>	Kembela Hawkins, Christopher Hardiman, Kursandral McVey	05/24/2024		

<p>standard aligned instruction.</p> <p>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 to monitor educators delivery of standard aligned lessons to the TN Standards.</p>					
	<p>[A 2.1.2] Implement SCS Instructional Expectations with 100% Fidelity</p> <p>Cordova Middle's leadership team and district advisors will monitor lesson plans and conduct informal/ formal classroom observations to ensure that teachers are implementing the curriculum with fidelity. The leadership staff will use Instructional Practices to provide teachers with quality feedback. Teachers will also conduct targeted instructional rounds to provide peers with feedback and determine instructional areas of focus. Additionally, teachers will give common assessments that are aligned to the state's standards. Title 1 funds will be used to secure supplies, materials, equipment, and support to engage students in classroom learning. Teachers will plan differentiated instructions to meet students' needs through the use of blended learning rotation stations as recommended by the district.</p>	<p>Kembela Hawkins</p>	<p>05/24/2024</p>		
	<p>[A 2.1.3] Professional Training for Curriculum Implementation, Lesson Planning, Blended Learning, and Instructional Practices</p> <p>Cordova Middle teachers will receive ongoing training that focuses on curriculum implementation, lesson planning, blended learning, and strategies for student engagement that will be facilitated by the PLC Coaches, admin team, district instructional advisors, and content lead teachers. District</p>	<p>Christopher Hardiman , Sereena Fayne</p>	<p>05/24/2024</p>		

	Literacy staff will provide professional development on Great Minds and Ready Mathematics instructional design, including the gradual release of the responsibility model				
	<p>[A 2.1.4] Instructional Program and Educational Materials</p> <p>Curriculum-aligned instructional supplies, academic programs, equipment, and other resources will be purchased to increase student performance, support good first teaching, and supplement instructional delivery.</p>	Christopher Hardiman	04/12/2024		
<p>[S 2.2] Professional Development</p> <p>Provide ongoing, high quality professional development at the District and school level for school leaders, teachers, and other instructional staff that focuses on instructional shifts and strategies that result in improved student performance.</p> <p>Benchmark Indicator</p> <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 in order to plan professional development support.</p> <p>District Walkthrough data will be monitored weekly through the district's PD management system (Professional Learning Zone/PLZ) and Microsoft Teams 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</p>	<p>[A 2.2.1] Prescriptive PD</p> <p>Provide teachers with prescriptive PD aligned to instructional and climate practices to improve student engagement, critical thinking</p> <p>probleSUGGESTED PD 2023-24 SY</p> <ul style="list-style-type: none"> * Effective Execution of Instructional Practices * Data Analysis: Student Work * Data Analysis: Assessments * Informal Walkthroughs Alignment With TEM * Blending Learning * Aggressive Monitoring * Technology In The Classroom * How to Listen to the Data * Curriculum Guides/PLC Guides * Begin with the End in Mind-Backwards Planning * Gradual Release and Pacing 	Sereena Fayne, Christopher Hardiman	05/24/2024		

<p>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>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>	<ul style="list-style-type: none"> * Intervention vs. Enrichment * Importance of Student Discourse * Student Engagement Strategies * Aligning Instructional Tasks with State Standards * Differentiating Instructional Tasks * Understanding the State Standard and Student Performance Level * Planning for Your Planning Period-Prioritizing Tasks * Understanding iReadym-solving skills, and learning outcomes in Mathematics 				
	<p>[A 2.2.2] Provide Parental Trainings For State Standards</p> <p>Cordova will provide parental training that will be geared toward helping them understand the demands of the TN state standards so that they can best support their children in their learning. Title 1 parental involvement funds will be used to secure supplies, materials, equipment, and support to engage students in classroom learning.</p>	<p>Kembela Hawkins, Chasity Frazier</p>	<p>05/24/2024</p>		
	<p>[A 2.2.3] Development of Effective Leadership and Educators</p> <p>Provide opportunities for staff to attend and participate in professional development for researched based best practices and TN instructional shifts in order to increase their knowledge base. CMOS staff will attend in-state and out-of-state professional development sessions and educational conferences to gather additional information that improves and cultivates instructional practices that lead to higher student</p>	<p>Kembela Hawkins, Christopher Hardiman</p>	<p>05/24/2024</p>		

	achievement and teacher effectiveness to meet our math goal. Attending staff will train math faculty, and best practices will be shared during collaborative planning, data meetings, and PLC sessions weekly.				
<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 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) to determine next steps of intervention support in an effort to get them to grade level.</p> <p>Weekly review of grade reports for students enrolled in summer learning opportunities to monitor and adjust the effectiveness of the learning opportunity and the impact on student learning and content delivery.</p>	<p>[A 2.3.1] Additional resources for struggling students Students needing intervention will use iReady and Aimsweb programs for progress monitoring. Teachers will provide intervention instruction. Title 1 funds will be used to secure supplies, materials, equipment, and support to engage students in this classroom learning</p>	Kembela Hawkins, Christopher Hardiman	04/12/2024		
	<p>[A 2.3.2] Engage students in learning with appropriate and effective use of technology CMOS will upgrade and add technology for student use in the classroom and labs. Title 1 funds will be used to secure supplies, materials, equipment, and support to engage students in classroom learning.</p>	Kembela Hawkins, Christopher Hardiman, Tami Spears	05/24/2024		

	<p>[A 2.3.3] Providing supports for students with disabilities</p> <p>The special education department will provide professional development opportunities in the area of math to assist both special education and general education teachers to improve special education students' performances on TN Ready. The Special education department provided tutoring services for the special education students in an effort to improve their TN Ready Scores in the area of Math.</p>	<p>Marla Milling, Kembela Hawkins</p>	<p>05/24/2024</p>		
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[G 3] Safe and Healthy Students
 Cordova Middle School will reduce the percentage of chronically absent students from 19.3% in 2023 to 9.5% in 2024.

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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
<p>[S 3.1] Attendance and Behavior Interventions and Supports</p> <p>Implement targeted interventions and support programs and initiatives that address identified behavior needs and provide appropriate student supports.</p> <p>Benchmark Indicator</p> <p>In order to look at attendance rates and factors that cause students to be absent from school the benchmark indicators are:</p> <p>Student discipline reports - 20 day reporting period</p>	<p>[A 3.1.1] Positive Behavior Intervention Support</p> <p>CMOS will implement RTI2B behavior prevention and intervention plans with fidelity checks that provide support to students and teachers.</p>	<p>Linda Banks, Arlena Vassar-Gilliam, Nelson Barton -Smith, Christopher Hardiman</p>	<p>05/24/2024</p>		

<p>will assist in monitoring students behavior and effectiveness behavioral interventions and supports measures aimed at reducing student discipline incidents.</p> <p>Attendance and suspension data - 20 day reporting period, will assist in monitoring students' attendance and the effectiveness of behavioral interventions and supports measures aimed at improved student attendance.</p> <p>Monitoring 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>					
<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 Student discipline and attendance reports 20-day reporting cycle will be used to measure impact of changed practices as a result of professional development.</p> <p>Fidelity checks of student data entry will be conducted during the 20-day reporting cycle to monitor the incidents of data entry errors and erroneous reporting.</p> <p>Quarterly Reports will be shared district-wide.</p>	<p>[A 3.2.1] Prescriptive PD CMOS will provide teachers with prescriptive PD aligned to instructional and climate practices to improve student behavior outcomes and decrease chronic absenteeism through effective communication and research-based strategies to encourage positive school culture.</p> <p>SUGGESTED PD 2023-24 SY</p> <ul style="list-style-type: none"> * Parent Communication * Building Relationships * SEL Training * Progressive Discipline * Title IX Training 	<p>Kursandral McVey, Christopher Hardiman, Linda Banks, Arlena Vassar-Gilliam</p>	<p>05/24/2024</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>[A 3.3.1] Community Partnership CMOS will build and strengthen partnerships with Trinity Baptist, Edible Arrangements, Sprouts, Walmart, Kroger, Hope Presbyterian Church, and Bert Ferguson Community Center and incentivize students in the RTI2B program in accordance with</p>	<p>Christopher Hardiman, Chasity Frazier, Linda Banks</p>	<p>05/24/2024</p>		

<p>Benchmark Indicator Review 20-day student attendance reports at the end of each semester to determine the impact after engagement events.</p> <p>At the end of each semester, review the attendance and discipline 20 day report for schools that have a trained parent ambassador to determine the impact on their attendance rates.</p> <p>Evidence of parent participation in decisions relating to the education of their children and collaboration efforts on district level topics through monthly parent surveys.</p> <p>Conduct a semi-annual adopter surveys to monitor their impact on students' success by way of their contributions of resources and time.</p>	<p>decreasing our overall suspension rate and absenteeism.</p>				
	<p>[A 3.3.2] Expand Community Resources CMOS will expand the school adopter program to connect with other businesses and/or organizations with community resources that can support teaching and learning.</p>	<p>Kembela Hawkins, Chasity Frazier</p>	<p>05/24/2024</p>		
	<p>[A 3.3.3] Parent Teacher Association CMOS leadership and staff will rebuild and strengthen the parent association to inform and involve families on important topics (curriculum, attendance, safe schools, etc)</p>	<p>Chasity Frazier, Christopher Hardiman</p>	<p>05/24/2024</p>		