

Whitwell Middle School Annual Plan (2024 - 2025)

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**[G 1] Students with Disabilities**

By the end of school year 2024-2025, we will improve student outcomes in both ELA and Math for students with disabilities. It is our goal to improve ELA and Math in all grades 5-8.

**Performance Measure**

Performance will be measured by TNReady:

\* Increase ELA Grades 5-8 success rate to 7%

\* Increase Math 5-8 success rate to 7%

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p><b>[S 1.1] Improving student outcomes for students with disabilities in both ELA and math by providing teachers with needed supports and resources.</b></p> <p>In grades 5-8 teachers will be provided high quality instructional materials/resources and job-embedded professional development. The resources and professional development will result in more effective instruction that will lead to increased student outcomes in both ELA and math for students with disabilities.</p> <p><b>Benchmark Indicator</b></p> <p>Several indicators will be used to measure the effectiveness of the strategy. The benchmark indicators include the following: observational data from academic walks, data from quarterly benchmarks, ongoing progress monitoring, notes and evidence from coaching cycles, surveys from professional development, TN Ready results.</p>	<p><b>[A 1.1.1] Job-Embedded Professional Learning for Teachers and Leaders</b></p> <p>Teachers and academic leaders will receive job-embedded professional development throughout the school year focused on improving student outcomes. Teacher training will continue to focus on unit internalization, lesson internalization, using student work to drive instruction, implementing high-quality instructional materials, and using data from formative and benchmark assessments. Academic leader (building and district level) training will focus on coaching cycles, leading PLCs, classroom observations, theories of actions, and providing high-quality feedback.</p> <p>Monitoring - The district will monitor the effectiveness of professional learning by collecting surveys, classroom observations, coaching cycle evidence, benchmark assessment results, PLC evidence, and TNReady student outcomes.</p> <p>Frequency - Administration Job-Embedded Professional Learning occurred during the Summer Leadership Academy in June 2023, Summer Academic Academies in July 2023 and June 2024,</p>	<p>School and District Administrators</p>	<p>05/23/2025</p>		

	<p>and Academic Academies will occur quarterly during the 2024-2025 school year. Teacher Job-Embedded Professional Learning will occur during August In-Service Week 2024, Quarterly Staff Development Meetings, and every other week PLCs.</p> <ul style="list-style-type: none"> <li>* The school along with the district academic team will evaluate data and trends to design training for the 2024-25 school year - June/July 2024</li> <li>* Administrators will participate in Academies led by district staff focused on leading coaching cycles and using student work to drive instruction - July 2024 - April 2025</li> <li>* Educators will participate in professional development led by district and school administrators focused on increasing student outcomes by implementing high-quality instructional materials and using student data - August 2024 - May 2025</li> <li>* The district academic team will collect survey data, classroom observational data, and student work to determine the effectiveness of professional development - July 2024 - May 2025</li> </ul>				
<p><b>[S 1.2] Improving outcomes for students with disabilities by extending learning and/or increasing opportunities.</b></p> <p>The school will increase outcomes for students with disabilities by providing students with more opportunities. These extended opportunities include after-school tutoring, summer learning, family and community engagement activities, and access to high-quality teachers.</p> <p><b>Benchmark Indicator</b></p> <p>The strategy will be measured by evaluating the following data: tutoring offerings and student participation, summer learning offerings and student participation, student outcomes on benchmark assessments/TNReady of students participating in tutoring and/or summer learning, family and community engagement opportunities</p>	<p><b>[A 1.2.1] Data Collection Planning</b></p> <p>The school and district will determine where and how the data will be collected for each evaluation point (e.g., tutoring sessions, summer programs, assessments, surveys). Together, the school and district will decide on tools and processes for gathering data (e.g., sign-in sheets, online survey platforms, student information systems). Both will also create a timeline for when data should be collected (e.g., weekly, monthly, after each tutoring session or summer program).</p>	<p>School and District Administration</p>	<p>05/23/2025</p>		

and participation, and surveys from family and community engagement activities.					
	<p><b>[A 1.2.2] Tutoring Offerings and Student Participation</b> Tutors in the school will create a database to log all tutoring sessions, including dates, subjects, and tutor assignments. The respective tutors will provide the school principal an attendance record, weekly, to track which students are participating in tutoring sessions. School administration will** **regularly review participation data to identify trends, such as high or low attendance periods.</p>	School Tutors and School Administration	05/23/2025		
<p><b>[S 1.3] Summer Learning Camp</b> Whitwell Middle School will provide summer learning opportunities during June. Students will be identified for participation in summer camps based on benchmark and screener data. Students will be screened at the beginning of summer learning to identify math needs. Instruction during summer learning will focus on addressing individual student needs. At the end of summer learning, students will be screened to identify progress and areas of need going forward.</p> <p>Whitwell Middle School will identify students in need of summer programming based on state-approved screening data. WMS will directly contact students identified in need of summer programming via a letter to parents and a phone call. Parents and students will be reminded throughout the month of May through various electronic means (REMIND101, Social Media, emails, phone calls). Parents of students at-risk of retention will receive notification of summer learning during at-risk retention meetings.</p> <p>Summer learning will be monitored at the school and district level. The district will review participation through sign-in sheets. The district will also review screener data administered to students at the beginning and end of summer learning.</p>	<p><b>[A 1.3.1] Establish Assessment Calendar</b> Set dates for the three annual AIMSWeb Universal screener benchmarks and the two school-selected benchmarks (MVPA or School Net) for each academic year.</p> <p>Share the assessment calendar with all teachers, school teams, and relevant staff to ensure everyone is aware of the timelines.</p>	District and School Leaders	05/23/2025		

<p>Schools will monitor student attendance and participation on a daily basis with sign-in sheets while monitoring formative data.</p> <p>The school in partnership with the district office will identify resources to use during summer learning. The district will share the list of approved resources to the schools prior to summer learning. The district will monitor the use of the approved resources through observations. Schools can request training for teachers in the use of the approved resources.</p> <p>Summer Learning will occur during the month of June. Summer Learning will be 4 days a week with at least 2 hours per day designated for mathematics. Student participation data will be monitored weekly during Summer Learning. Student outcome data will be analyzed during the month of July or after data is received.</p> <ul style="list-style-type: none"> <li>* District staff and school leaders will develop a schedule and plan for Summer Learning - January 2025</li> <li>* District staff, school leaders, and teachers will identify resources that will be used during Summer Learning to address math needs - February 2025</li> <li>* School leaders will identify teachers available to participate in Summer Learning - March 2025</li> <li>* Schools will contact parents via letters and phone calls for students who have been identified as needing Summer Learning - April - May 2025</li> <li>* Summer Learning Camps/Summer School will occur for grades K-12 - June 1 - 30, 2025</li> <li>* District leaders and school leaders will analyze screener data from Summer Learning to determine effectiveness - July 2025</li> </ul> <p><b>Benchmark Indicator</b> Benchmark indicators include:</p> <ul style="list-style-type: none"> <li>* AIMSweb Universal screener benchmark 3 times per year for all grades. School teams will analyze</li> </ul>					
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<p>benchmark data for the identification of students, the efficacy of tutoring, and informed decision-making.</p> <p>* 5-8 school-selected benchmarking for grade-level standards (MVPA or School Net) will be administered 2 times per year. Classroom teachers analyze this data to determine small-group instruction. School-level teams will analyze student progress toward mastery.</p>					
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**[G 2] Mathematics Goal**  
 By spring 2025, we will meet or exceed the state average in 5th Grade Mathematics in achievement and have a growth score of at least a 3.

By spring 2025, we will maintain our high achievement in 6th Grade Mathematics and have a growth score of at least a 3.

By spring 2025, we will maintain our high achievement in 7th Grade Mathematics and maintain a growth score of 5.

By spring 2025, we will meet or exceed the state average in 8th Grade Mathematics and have a growth score of at least 3.

**Performance Measure**

5th Grade: In 2021, the percentage of students in the ALL students subgroup/ on track or mastery was 24.3% and the teacher growth score was 5. In 2022 it was 50%, which was an increase of 25.7% and the growth score was 1. In 2023 it was 17%, which was a decrease of 8.7% and the growth score was 1. Our goal is to increase our achievement score to meet the state average and move to a growth score from a 1 to a 3.

6th Grade: In 2021, the percentage of students in the ALL students subgroup/ on track or mastery was 18.9% and the teacher growth score was 1. In 2022 it was 11%, which was a decrease of 7.9% and the growth score was 1. In 2023 it was 40%, which was an increase of 32.1% and the growth score was 3. Our goal is to maintain our high level of achievement average and growth.

7th Grade: In 2021, the percentage of students in the ALL students subgroup/ on track or mastery was 29.3% and the teacher growth score was 5. In 2022 it was 30%, which was an increase of .7% and the growth score was 5. In 2023 it was 41%, which was an increase of 21% and the growth score was 5. Our goal is to maintain our high level of achievement average and growth.

8th Grade: In 2021, the percentage of students in the ALL students subgroup/ on track or mastery was 29.5% and the teacher growth score was 5. In 2022 it was 21%, which was a decrease of 8.5% and the growth score was 1. In 2023 it was 33%, which was an increase of 9% and the growth score was 1. Our goal is to meet the state achievement average and receive a growth score of at least 3.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p><b>[S 2.1] Math Walks</b>            Math walks will continue to be conducted to determine the integrity of the implementation of</p>	<p><b>[A 2.1.1] Math Walk Data/Trends</b>            Data collected from math walks will be shared with teachers in individual conversations. Trends from</p>	<p>School Administration</p>	<p>05/23/2025</p>		

<p>instructional shifts and rigorous expectations. The team will consist of instructional leaders to offer multiple aspects of observations. The observations will occur monthly. The state's IPG will be the instrument used during these walks.</p> <p><b>Benchmark Indicator</b> Coaching conversations will take place with teachers following walks.</p>	<p>this data will also be discussed during PLC meetings.</p>				
<p><b>[S 2.2] Mastery View Predictive Assessment</b> Grades 5-8 will continue to deliver Mastery View Predictive Assessments two times throughout the school year. The assessments are aligned to the rigor and expectations of the standards and TNReady. The assessments work in concert with the pacing guide. Data from the assessments are used to drive future instruction in all grades, with a focus on 5th Grade Math and 8th Grade ELA.</p> <p><b>Benchmark Indicator</b> At the end of each assessment, student data from Mastery View Predictive Assessments will be analyzed to identify areas of strength in all subject areas.</p>	<p><b>[A 2.2.1] District Alignment</b> Our school will continue to change a cultural mindset about assessments to a growth mindset. The term "tests" will be replaced with "assessments" and will be used school-wide. Math teachers in all grades will follow the pacing guides provided by the county to work in conjunction with text books. Teachers will also administer the Mastery View Predictive Assessments on the schedule, set by the district. The results of the assessments will be shared with students in data conversations.</p>	<p>School and District Administration</p>	<p>05/23/2025</p>		
<p><b>[S 2.3] Math Staff Development</b> Math teachers will participate in professional development during in-service and staff development days that are driven by district priorities and highlight educator needs. The PD will drive PLCs and draw focus to areas during observations and math walks. The newly adopted math curriculum SAVAAS/EnVision will be a focus of math staff development.</p> <p><b>Benchmark Indicator</b> Survey results after each training</p> <p>IPG Observation Data</p> <p>Mastery View Predictive Assessments</p>	<p><b>[A 2.3.1] SAVAAS/EnVision curriculum</b> All math teachers will use the adopted SAVAAS/EnVision curriculum and will participate in ongoing training and professional development.</p>	<p>Teachers. Administration, School and District Administration</p>	<p>05/23/2025</p>		

<p><b>[S 2.4] Math HQIM</b> Teachers will be equipped with high-quality instructional materials and implement them with fidelity for the purpose of Tier I instruction. Through effective PLCs, teachers will become comfortable using and trusting the newly adopted curriculum.</p> <p><b>Benchmark Indicator</b> Several indicators will be used to measure the effectiveness of using HQIM.</p>	<p><b>[A 2.4.1] Academic walks, MVPA (Benchmarks), Coaching Cycles, TEAM observations, and monthly PLC meetings.</b> We will continue to have academic walks, MVPA (Benchmarks), Coaching Cycles, TEAM observations, and monthly PLC meetings.</p>	<p>Math Lead, Mrs. Holder, and all Math Teachers</p>	<p>05/23/2025</p>		
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**[G 3] English Language Arts Goal**  
By spring 2025, we will maintain our high achievement state average in 5th Grade ELA achievement and maintain our growth score of 4.

By spring 2025, we will meet or exceed the state average in 6th Grade ELA and maintain a growth score of at least 3.

By spring 2025, we will exceed the state average achievement in 7th Grade ELA and maintain a growth score of 5.

By spring 2025, we will meet or exceed the state average in 8th Grade ELA and have a growth score of at least 3.

**Performance Measure**  
5th Grade: In 2021, the percentage of students in the ALL students subgroup scoring on track or mastered was 23.2%. In 2022 it was 46%, which was an increase of 22.8%. In 2023 it was 38%, which was a decrease of 8%. This school year, our goal is to meet or exceed the state achievement average and move from a growth score of 1 to at least a 3.

6th Grade: In 2021, the percentage of students in the ALL students subgroup scoring on track or mastered was 18.1%. In 2022 it was 36%, which was an increase of 17.9%. In 2023 it was 41%, which was an increase of 5%. This school year, our goal is to meet or exceed the state achievement average and move from a growth score of 2 to at least a 3.

7th Grade: In 2021, the percentage of students in the ALL students subgroup scoring on track or mastered was 18.1%. In 2022 it was 36%, which was an increase of 17.9%. In 2023 it was 27%, which was a decrease of 9%. This school year, our goal is to meet or exceed the state achievement average and maintain a growth score of at least 3.

8th Grade: In 2021, the percentage of students in the ALL students subgroup scoring on track or mastered was 17.6%. In 2022 it was 13%, which was a decrease of 4.6%. In 2023 it was 19%, which was a decrease of 6%. This school year, our goal is to meet the state achievement average and maintain a growth score of at least 3.

<b>Strategy</b>	<b>Action Step</b>	<b>Person Responsible</b>	<b>Estimated Completion Date</b>	<b>Funding Source</b>	<b>Notes</b>
<p><b>[S 3.1] Literacy Walks</b> Literacy walks will continue to be conducted to determine the fidelity of the implementation of instructional shifts, complex texts, and rigorous</p>	<p><b>[A 3.1.1] Literacy Walk Follow-Up</b> Data collected from literacy walks will be shared with teachers in an individual feedback conversation following the literacy walk.</p>	<p>ELA Lead, Dr. Holtcamp, and all ELA Teachers</p>	<p>05/23/2025</p>		

<p>expectations. The team will consist of instructional leaders to offer multiple aspects of observations. The observations will occur monthly. The purpose of the walks is to identify celebrations and areas of needed improvement in instructional practices.</p> <p><b>Benchmark Indicator</b> Within three days of when data are collected, coaching conversations will take place with all teachers. Teachers will use data to determine student placements.</p>					
<p><b>[S 3.2] Mastery View Predictive Assessments</b> Grades 5-8 will continue to deliver Mastery View Predictive Assessments two times throughout the school year. The assessments are aligned with the rigor and expectations of the standards and TNReady. The assessments work in concert with the pacing guide. Data from the assessments are used to drive future instruction in all grades, with a particular focus on 6th and 8th-Grade ELA.</p> <p><b>Benchmark Indicator</b> At the end of each assessment, student data from Mastery View Predictive Assessments will be analyzed to identify areas of strength in all subject areas.</p>	<p><b>[A 3.2.1] District Alignment</b> Our school will continue to change a cultural mindset about assessments to a growth mindset. The term "tests" will be replaced with "assessments" and be used school-wide. ELA teachers in grades 5-8 will follow the pacing guides in the textbooks. Teachers will also administer the Mastery View Predictive Assessments on the schedule, set by the district. The results of the assessments will be shared with the students in data conversations.</p>	<p>ELA Teachers, School and District Administration</p>	<p>05/23/2025</p>		
<p><b>[S 3.3] Professional Learning Communities</b> ELA teachers will participate in monthly PLCs that will be driven by professional development, pacing guides, and Mastery View Predictive Assessments. Student work will be analyzed. The PLC will be led by the Principal, ELA content lead. There will be a clear agenda for each meeting.</p> <p><b>Benchmark Indicator</b> At the end of each PLC meeting, notes are submitted to the school administration.</p>	<p><b>[A 3.3.1] PLC Follow-Up</b> ELA teachers will continue to record meeting notes, which the administration will review to ensure that the items discussed are fidelity and will directly impact the success of each student.</p>	<p>ELA Teachers and Administration</p>	<p>05/23/2025</p>		
<p><b>[S 3.4] District Professional Development</b> ELA teachers will continue to participate in professional development during in-service and staff development days that are driven by district</p>	<p><b>[A 3.4.1] District Professional Development</b> All teachers will actively participate to support the district's efforts to provide quality professional development.</p>	<p>Teachers and District Administrators</p>	<p>05/23/2025</p>		



priorities and educator needs. The PD will drive PLCs and draw concentration to areas during observations and literacy walks. Instructional coaches are now available to help when needed. ELA teachers will attend District Collaborative Planning Sessions led by NIET three times during the school year.

**Benchmark Indicator**

At the end of each professional development session, participants will give feedback using an electronic survey.

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