

Whitwell Middle School Annual Plan (2022 - 2023)

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[G 1] Mathematics Goal

By spring 2023, we will maintain our high achievement state average in 5th Grade Mathematics in achievement and have a growth score of at least 2.

By spring 2023, we will meet or exceed the state average in 6th Grade Mathematics and have a growth score of at least 2.

By spring 2023, we will exceed the state average achievement in 7th Grade Mathematics and maintain a growth score of 5.

By spring 2023, we will meet or exceed the state average in 8th Grade Mathematics and have a growth score of at least 2.

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. Our goal is to maintain our score of 50% and move to a growth score of 2 from 1.

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. Our goal is to meet the state achievement average of 37% and at least receive a growth score of 2.

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. Our goal is to exceed the state achievement average of 30% and maintain a growth score of 5.

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. Our goal is to meet the state achievement average of 30% and receive a growth score of at least 2.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 1.1] Mastery View Predictive Assessments Grades 5-8 will continue to deliver Mastery View Predictive Assessments three 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 particular focus on 6th-Grade mathematics.</p> <p>Benchmark Indicator At the end of each assessment, student data from Mastery View Predictive Assessments will be</p>	<p>[A 1.1.1] District Alignment 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 inside their textbooks. Teachers will also administer the Mastery View Predicative Assessments on the schedule, set by the district. Results of the assessments will be shared with students in data conversations.</p>	Math Teachers, Administration	03/17/2023		

analyzed to identify areas of strength in all subject areas.					
<p>[S 1.2] Math Walks Math walks will continue to be conducted to determine the integrity of the implementation of instructional shifts and rigorous expectations. The team will consist of instructional leaders to offer multiple aspects of observations. The observations will occur monthly. The county's IPG will be the instrument used during these walks.</p> <p>Benchmark Indicator Coaching conversations will take place with teachers following walks.</p>	<p>[A 1.2.1] Math Walks Data collected from math walks will be shared with teachers in an individual conversation. Trends from this data will also be discussed during bi-weekly PLC meetings.</p>	Math Teachers, Administration	03/13/2023		
<p>[S 1.3] Math Staff Development 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 previously adopted math curriculum will be a focus of math staff development.</p> <p>Benchmark Indicator Survey results after each training</p> <p>IPG Observation Data</p> <p>Mastery View Predictive Assessments</p>	<p>[A 1.3.1] Math Staff Development All math teachers will use the adopted Ready Classroom curriculum and will participate in ongoing training and professional development.</p>	Math Teachers, Administration	05/24/2023		
<p>[S 1.4] Skills Intervention Period Educators of all math students will work to deliver skill interventions that connect to students' prior knowledge, experiences, and make connections to real-world applications. All students are working on a skills time, built into the day.</p> <p>Benchmark Indicator Progress will be monitored bi-weekly from the programs that are used for math skills. There are</p>	<p>[A 1.4.1] Math Skills Period The students now have time to work on math skills built into their schedules. Teachers agree that 50-60 minutes does not permit skills to be taught. There will be an extra 30-minute period allocated for this purpose.</p>	All teachers, Administration	05/24/2023		

reports that are computer generated, that will be analyzed. in order to differentiate instruction.					
<p>[S 1.5] Math HQIM Teachers will be equipped with high-quality instructional materials to differentiate lessons.</p> <p>Benchmark Indicator Several indicators will be used to measure the effectiveness of using HQIM. The benchmark indicators include the following: Observational data from academic walks, data from quarterly benchmarks, notes and evidence from Coaching Cycles, surveys from professional development, TEAM evaluations, and TNReady results.</p>	<p>[A 1.5.1] HQIM Implementation Teachers will implement provided HQIM.</p>	Math Teachers 5-8	05/15/2023		
	<p>[A 1.5.2] 60/40 Administrators will spend 60% of their time planning and helping teachers, while 40% will be spent on managerial duties. This will aid in noticing the effectiveness of the coaching cycle and data walks.</p>	Josh Holtcamp, Amanda Crisp	05/18/2023		

[G 2] English Language Arts Goal

By spring 2023, we will maintain our high achievement state average in 5th Grade ELA achievement and maintain our growth score of 4.

By spring 2023, we will meet or exceed the state average in 6th Grade ELA and maintain a growth score of at least 3.

By spring 2023, we will exceed the state average achievement in 7th Grade ELA and maintain a growth score of 5.

By spring 2023, 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%. This school year, our goal is to continue to exceed the state score.

6th Grade: In 2021, the percentage of students in the ALL students subgroup scoring on track or mastered was 18.9%. In 2022 it was 26% which was an increase of 7.1%. This school year, our goal is to meet the state achievement average of 26%.

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%. This school year, our goal is to meet or exceed the state achievement average of 36%.

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%. This school year, our goal is to meet the state achievement average of 26%.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 2.1] Mastery View Predictive Assessments Grades 5-8 will continue to deliver Mastery View Predictive Assessments three 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 particular focus on 6th and 8th-Grade ELA.</p> <p>Benchmark Indicator 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>[A 2.1.1] District Alignment 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. ELA teachers in all grades will follow the pacing guides inside their textbooks. Teachers will also administer the Mastery View Predicative Assessments on the schedule, set by the district. Results of the assessments will be shared with students in data conversations.</p>	ELA teachers, Administration, Kimberly Shurett, Kim Headrick	05/24/2023		
<p>[S 2.2] Literacy Walks Literacy walks will continue to be conducted to determine the fidelity of implementation of instructional shifts, complex texts, and rigorous 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>Benchmark Indicator 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>[A 2.2.1] Literacy Walk Follow-Up Data collected from literacy walks will be shared with teachers in an individual conversation.</p>	ELA Teachers, Joshua Holtcamp, Kimberly Shurett, Sarah Ziegler, Amanda Crisp	05/24/2023		
<p>[S 2.3] Professional Learning Communities 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>[A 2.3.1] PLC Follow-Up ELA Teachers will continue to record meeting notes and these notes will be reviewed by the administration to ensure that items that are discussed have fidelity and will directly impact the success of each student.</p>	ELA Teachers and Administration	05/24/2023		

<p>Benchmark Indicator At the end of each PLC meeting, notes are submitted to the school administration.</p>					
<p>[S 2.4] Skills Intervention Educators of all ELA students will work to deliver skill interventions that connect to students' prior knowledge, and experiences, and make connections to real-world applications. All students are working on a skills time, built into the day.</p> <p>Benchmark Indicator Progress will be monitored bi-weekly from the programs that are used for math skills. There are reports that are computer generated, that will be analyzed. in order to differentiate instruction.</p>	<p>[A 2.4.1] Full Inclusion and Intervention Services A 30 minute skills time will continue to be implemented for all students. Skills deficits will continue to be addressed during intervention time so students can be exposed to the rigor of standards during their core classes. In some cases, when appropriate, SWD will have two intervention times.</p>	Administration and Teachers, including Exceptional Ed.	05/24/2023		
<p>[S 2.5] District Professional Development ELA teachers will continue to participate in professional development during in-service and staff development days that are driven by district 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.</p> <p>Benchmark Indicator At the end of each professional development session, participants will give feedback using an electronic survey.</p>	<p>[A 2.5.1] District Professional Development All teachers will actively participate to support the district's efforts to provide quality professional development.</p>	ELA Teachers and Administration	05/24/2023		
<p>[S 2.6] HQIM ELA Teachers will be equipped with high-quality instructional materials to differentiate lessons.</p> <p>Benchmark Indicator Several indicators will be used to measure the effectiveness of using HQIM. The benchmark indicators include the following: Observational data from academic walks, data from quarterly benchmarks, notes and evidence from Coaching Cycles, surveys from professional development, TEAM evaluations, and TNReady results.</p>	<p>[A 2.6.1] Teacher Use The teachers will use the HQIM purchased for them.</p>	Classroom Teachers	05/15/2023		

	<p>[A 2.6.2] 60/40 Administrators will spend 60% of their time planning and helping teachers, while 40% will be spent on managerial duties. This will aid in noticing the effectiveness of the coaching cycle and data walks.</p>	<p>Josh Holtcamp, Amanda Crisp</p>	<p>05/18/2023</p>		
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[G 3] Students with Disabilities
By spring 2023, we will improve student outcomes for students with disabilities. While it is a goal in all 5-8 classrooms, our particular emphasis will be on ELA and Math in Grade 8.

Performance Measure
Performance will be measured by TNReady:

- * Increase ELA Grade 8 success rate to 11% from 2%
- * Increase Math Grade 8 success rate to 16% from 2%

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 3.1] ELA and Math HQIM Teachers will be equipped with high-quality instructional materials to differentiate lessons and units in both ELA and math. This will be supported by teachers planning with administrators.</p> <p>Benchmark Indicator Several indicators will be used to measure the effectiveness of using HQIM. The benchmark indicators include the following: Observational data from academic walks, data from quarterly benchmarks, notes and evidence from Coaching Cycles, surveys from professional development, TEAM evaluations, and TNReady results.</p>	<p>[A 3.1.1] 60/40 Administrators will spend 60% of their time planning and helping teachers, while 40% will be spent on managerial duties.</p>	<p>ELA and Math teachers/ Administraion</p>	<p>05/24/2023</p>		
<p>[S 3.2] SWD Access to Tier I Instruction Full inclusion will be implemented so that SWD receives access to the same level of instruction as all other students. Educators of students with disabilities will continue to deliver skills interventions that connect to students' prior knowledge and experiences, and make connections to real-world applications.</p>	<p>[A 3.2.1] Restructured Schedules All students including SWD students will have extended class time in order to receive the same Tier I instruction. These restructure also give teachers overlapping time to meet with students in the ALL subgroup to ensure that students have minimal unfinished learning.</p>	<p>Administration</p>	<p>05/24/2023</p>		

<p>Benchmark Indicator Skills deficits will continue to be addressed during intervention time so students can be exposed to the rigor of standards during their core classes. In some cases, when appropriate, SWD will have two intervention times.</p>					
<p>[S 3.3] After-School Advantage Program The school has a program after hours called, "After-School Advantage" where students receive homework help and reteaching.</p> <p>Benchmark Indicator All students are able to participate in the After-school Advantage Program. Particular priority will be placed on students who have a disability.</p>	<p>[A 3.3.1] Remediation Grade level teachers will communicate with teachers facilitating After-School Advantage Program to ensure facilitators are aware of student weaknesses and areas of unfinished learning.</p>	<p>Grade Level Teachers, After School Teachers, Administration</p>	<p>05/24/2023</p>		