

Spring Hill Middle School Annual Plan (2021 - 2022)

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[G 1] Maintain Safe and Healthy Students

For 2021-2022, students will have equal access to a safe learning environment that promotes academic achievement, limits the amount of lost instructional time, and ensure that all students have the opportunity to learn.

Performance Measure

Spring Hill Middle School will strengthen its RTI-B implementation by streamlining protocols and procedures to ensure all students needs are being met. SHMS will decrease the number of disciplinary referrals to the office

| Strategy | Action Step | Person Responsible | Estimated Completion Date | Funding Source | Notes |
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| <p>[S 1.1] Behavioral interventions and supports Spring Hill Middle School uses the Tennessee Behavior Supports Project (TSBP) provided by the district that was designed thru Vanderbilt University. The TSBP supports school-wide positive support. In addition to this project, SHMS uses the Jostens' Renaissance Program to also support school-wide positive behavior and academics for students and teachers. Response to Instruction and Intervention-Behavior (RTI²-B) is a Multi-Tiered System of Supports (MTSS) that offers an evidence-based approach for meeting the behavioral and social needs of students. Having a school-wide discipline plan helps to decrease suspension/expulsion rates while improving the climate and culture of the school environment. School-based RTII-B teams meet monthly to review student behavior and discipline data. The school team utilizes data from the Student Risk Screening Scale - Internalizing and Externalizing behaviors (SRSS-IE), as well as, office discipline referral forms and parent referrals. The SRSS-IE universal screener is completed by homeroom teachers to ensure all students in the school are assessed for evidence of internalizing and externalizing</p> | <p>[A 1.1.1] SHMS RTI-B With fidelity, SHMS will continue with RTI-B and Josten's Renaissance Program. Our master schedule has been designed to have more time for our "check-in""check-out" system. Students who have been identified with SEL issues have been intentionally paired with an adult in the building. We will continue to use our Generals Store for our reward system. Each grade-level has designed a celebration time for students who have completed all assignments and have exemplified good behavior. Each semester, we will have a school-wide Renaissance program activity.</p> | <p>Administrators, school counselor, teachers, staff, and students</p> | <p>05/20/2022</p> | <p>Renaissance Program [\$2000.00]</p> | |

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| <p>behavior. Teachers complete the screener in September and April of each school year, with the option to complete the screener in January. The screener helps to identify students who may be at risk for challenging behaviors. The screener also helps with identifying the appropriate supports for challenging student behaviors. Through the monthly meeting, the teams review the data to identify behavior trends to include information like the time, location, and grades of the behavior's occurrence. SHMS has streamlined the discipline referral process by involving our guidance clerk and ISAS facilitator.</p> <p>Benchmark Indicator A 5% decrease in the number of subgroups who receive office discipline referrals A 5% decrease in the number of subgroups who receive suspension and expulsion Number of schools moving from Tier I Implementation to Tier II Implementation (measured annually- school progression from Tier I to Tier III requires observed changes in school-wide discipline practices).Number of schools moving from Tier II to Tier III (measured annually- school progression from Tier I to Tier III requires observed changes in school-wide discipline practices)</p> | | | | | |
| <p>[S 1.2] Parent, family, and community engagement Promote effective parent, family, and community engagement in the planning, implementing and evaluating of district improvement activities and overall student and district goals. The Pupil Services Department launched "Strive to 95" which encourages a 95% attendance rate at each school. On a quarterly basis, the district will recognize schools that reach the goal of a 95% daily attendance rate for students. The district will conduct district family community engagement</p> | <p>[A 1.2.1] SHMS Parent Engagement Spring Hill Middle school prides itself on creating a welcoming environment where parents and the community can be a part of the SHMS educational experience. At the beginning of the school year, SHMS has an open-house for parents and the community. Each quarter, we have parent-teacher conferences that we have scheduled with our STEAM nights. This year, we have also scheduled SHMS Literacy nights. During these times, parents have the opportunity to be engaged in their child's learning. Each month, the administration team</p> | Administrators, school counselors, teachers, staff, and students | 05/20/2022 | | |

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| <p>events addressing school climate needs such as but not limited to bullying, restorative practices, mental health, transition to elementary, middle, and high school. Follow-up surveys will be used to determine the effectiveness and quality of engagement events.</p> <p>Benchmark Indicator Post parent event surveys used to determine the effectiveness and quality of events Parent Engagement Activity Reports (attendance, survey of activities)</p> | <p>meets with parents during SHMS "Coffee and Chat" to discuss the upcoming events, instructional data, etc. of SHMS. SHMS makes a concerted effort to engaged parents of our ELL population in all activities. When applicable, information is distributed in Spanish. To ensure communication, weekly callouts and emails are conducted to keep parents abreast of instructional activities and sporting events. During some sporting events, SHMS sets up informational booth to disseminate educational materials and other important information to parents. These materials are distributed virtually.</p> | | | | |
| | <p>[A 1.2.2] 5th and 8th Transition The middle school principals will be meeting to create a plan for 5th transition. The school counselor and 8th teachers work with the high school counselors in creating a transitional plan for our 8th graders by providing resources and workshops.</p> | <p>Administrators, School Counselors, Teachers, C & I team</p> | <p>05/20/2022</p> | | |
| <p>[S 1.3] Mental health supports Develop external partnerships and provide necessary student supports for identified mental health needs.</p> <p>Benchmark Indicator SHMS continuous partnerships with counselors and outside agencies to assist and promote mental health awareness. Decrease the # of office referrals.</p> | <p>[A 1.3.1] SHMS's SEL Program School Counselors have been trained by the district counseling department to train teachers in our SEL curriculum that are grade-level appropriate. All "staffulty" will have mandatory trainings such as Suicide Prevention, Jason Foundation, AED trainings. We continue to use the resources that were provided during our S.T.A.R.S workshop two years ago. School counselor conducts small group sessions with students that exemplify similar issues and students continue to be monitored throughout the year. SHMS school counselor has created a webpage for resources and tools to assist students, parents, and teachers.</p> | <p>Administrators, school counselors, and teachers</p> | <p>05/20/2022</p> | | |
| <p>[S 1.4] Focused support to ATSI, TSI schools The district will provide focused support to ATSI/TSI identified schools. Spring Hill Middle School was identified as a TSI school for the</p> | <p>[A 1.4.1] SHMS's TSI Plan Based off our TNReady data (see uploaded document), Spring Hill Middle School will continue to assess and monitor student achievement and</p> | <p>Administration, School Counselor,</p> | <p>05/20/2022</p> | | |

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| <p>2018-2019 school year.</p> <p>Benchmark Indicator ATSI quarterly data tool District RTI2B Team will review middle school discipline incidents, suspensions (in-school, out of school) quarterly. Review of school leadership team meeting minutes (indicators of progress) Tiered Fidelity Inventory Walkthroughs which take place monthly on behalf of the school-based fidelity team.</p> | <p>growth in our subgroup population. SHMS will analyze student data from Aimsweb, iReady, MyPerspectives, Wonders, Carnegie, and the Case Assessments to drive instruction. We will meet weekly to discuss and monitor individual student data, and remediate when needed.</p> | <p>Teachers, and Staff</p> | | | |
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[G 2] Improve Math Achievement and Growth by 2022
 We believe that student achievement levels and yearly growth will increase as schools continue to implement the research-based Ready Math curriculum in grades K-8. With ongoing district teacher training in grade level standards, common formative assessments, and supports for effective planning student performance will improve in all grade bands.

Performance Measure
 Double our AMO's of on track or mastered in our 5th-8th grades on TN Ready assessments. (please see SHMS Achievement slide in uploaded documents)

| Strategy | Action Step | Person Responsible | Estimated Completion Date | Funding Source | Notes |
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| <p>[S 2.1] Math Instruction on Grade Level We purchased and implemented Ready Math in K-8, a high quality math curriculum, during the 2021 - 2022 school year. We developed an implementation plan using the Learning Loss Tools on behalf of the South Central CORE office. Walkthroughs will continue to be conducted with the support of CORE ELA, Math, and RTI Consultants and SREB consultants. In reviewing walk through data via Kick Up and diagnostic benchmark data provided by Ready Math (20-21 school year), we have discovered instruction is not occurring on grade level; therefore, we need to continue to work on teachers' understanding of the standards, the effective implementation of the Ready Math curriculum, and using assessment data that will inform teachers of student progress and guide instruction. We will support teach</p> | <p>[A 2.1.1] SHMS Ready Math Implementation Spring Hill Middle School will continue to utilize the ReadyMath and iReady curriculum to monitor student achievement/growth and drive instruction in grades 5-8. Students are set up on MyPath for Tier II and Tier III instruction. Spring Hill Middle School will continue to utilize the Carnegie curriculum to monitor student achievement/growth and drive instruction in 8th grade Alg. I.</p> | <p>Administrators, Teachers, Staff, Students</p> | <p>05/20/2022</p> | | |

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| <p>Carnegie Math is the adopted curriculum for Algebra.</p> <p>Benchmark Indicator In addition to the district conducting math walk-throughs quarterly to determine implementation of adopted math curriculum and alignment of standards, Spring Hill Middle will use school-level observations, iReady diagnostic assessments, iReady progress monitoring, Case Assessments, and other assessments to analyze student achievement.</p> | | | | | |
| | <p>[A 2.1.2] Tier I Instruction and Block Structure SHMS's master schedule created Tier I 90-minute block instruction for Math in 5th grade and 60 minute periods for Math in 6th-8th grade. SHMS intentionally scheduled struggling students in 1st block/period because of the assistance provided by our Sped department along with our Specialty teachers. Teachers have created purposeful practice small group instruction within the block/period.</p> | Administrators, teachers, students | 05/20/2022 | | |
| <p>[G 3] By spring 2022, we will improve k-12 literacy. We believe if we raise the expectations for all students through the use of high quality instructional materials we will see improvement in (1) teacher practice, (2) student daily work expectations, and (3) student literacy outcomes. Also, we believe if we focus additional efforts in K-2 literacy this year regarding explicit and systematic foundational skills instruction, we will see increased performance from those students more rapidly.</p> <p>Performance Measure Double our AMO's of on track or mastered in our 5th-8th grades on TN Ready assessments. (please see SHMS Achievement slide in uploaded documents)</p> | | | | | |
| <p>Strategy</p> | <p>Action Step</p> | <p>Person Responsible</p> | <p>Estimated Completion Date</p> | <p>Funding Source</p> | <p>Notes</p> |
| <p>[S 3.1] Implementation of New High-quality Instructional Materials (HQIM): Collaborative Planning Adopting and implementing new, high-quality instructional materials in grades K-12 will ensure that all students have the access to the resources</p> | <p>[A 3.1.1] SHMS Literacy Improvement Spring Hill Middle School administrators, teachers, and staff will continue to engage in collaborative planning during our PLC's to analyze and monitor student mastery of standards using the ELA curriculum: Wonders (5th) and MyPerspectives</p> | Administrators and Teachers | 05/20/2022 | | |

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| <p>and practices they need to be proficient. Teachers will need to collaboratively plan to ensure that they understand how to translate the materials into effective classroom practices.</p> <p>Benchmark Indicator SHMS teachers will collaboratively plan weekly and unit plan quarterly. SHMS administrators will monitor the implementation of those plans for consistency and quality. School level observations conducted by administrators and ELA coaches on the planning, instruction, and environment rubrics. Feedback will be provided to teacher leaders to strengthen the quality of planning. Teacher use of instructional materials will be collected via principal observations using the Instructional Practice Guide. Principals will collect walk-through data and provide each teacher with feedback on their implementation at least once every two weeks in KickUp. Walk-through data will be used to assess the extent to which teachers are using the materials with integrity and are meeting the instructional shifts of the standards. The district instructional team will review data across the district and will be used to adjust professional development and opportunities for collaborative planning.</p> | <p>(6th-8th). Teachers will use the IPG unit prep to plan and drive instruction for student achievement/growth.</p> | | | | |
| <p>[S 3.2] Implementation of New High-Quality Instructional Materials (HQIM): Principal Feedback Adopting and implementing new, high-quality instructional materials in grades K-12 will ensure all students have access to the resources and practices they need to be proficient. Teachers will need high-quality and consistent feedback from their principals and instructional coaches to implement well. This is the third of a series of strategies that will support materials implementation. These strategies together include:</p> | <p>[A 3.2.1] SHMS Literacy Improvement with Feedback Spring Hill Middle School administration will provide guidance and support from the feedback from the Literacy walkthrough tool conducted throughout the year. In addition, formal and informal observations will be used to collect such data. Spring Hill Middle School's administration, district ELA coach, and school-level ELA coach will collaborate with teachers to support instruction.</p> | <p>Administration, District/School level ELA coaches</p> | <p>05/20/2022</p> | | |

purchase, deliver, and train; collaborative planning; and principal feedback.

Benchmark Indicator

Leader Preparation: Principal/Instructional Coach feel comfortable providing teacher feedback on text complexity and questions and tasks using the Literacy Learning Walk tool in KickUp. The principal supervisor will discuss during monthly check-ins with each leadership team. Principal supervisors will also observe walk-throughs and discuss feedback at least twice each semester with each principal to monitor leader support of materials and adjust training needs. Quality of principal feedback: Principal submit samples of feedback provided to teachers at quarterly intervals. Principal supervisor reviews feedback to guide training on providing high-quality feedback to teachers. Principal supervisor will also observe each principal conducting walk-throughs and providing feedback. Teacher use of instructional materials: Collected via principal observations using the Instructional Practice Guide. Principals will collect walk-through data and provide each teacher with feedback on their implementation at least once every two weeks. Walk-through data will be used to assess the extent to which teachers are using the material with integrity and are meeting the instructional shifts of the standards. Principals will submit walk-through data to the district instructional materials team for review of data across the district. Data will be used to adjust teacher training and collaborative planning opportunities. Regular and routine collaborative planning is focused on principal feedback: Principals observations of planning indicate use of the planning protocol and a focus on improving areas where principal feedback was provided.

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| <p>[S 3.3] Provide Additional Support for ELA Implementation</p> <p>SHMS will continue to support effective RTI practices and provide assistance and training based on results from fidelity monitoring. In addition to RTI support, new teacher induction is important to provide a foundation for teachers to be successful and will enhance implementation. Technology integration is important as students and teachers need to use technology to enhance learning.</p> <p>Benchmark Indicator</p> <p>Fidelity monitoring indicate appropriate interventionsAIMSWEB Scores indicated positive rate of improvement.SHMS administration, school level coaches, and district leaders will use the TIM observation tool three times quarterly in various classrooms to identify trends in successful technology integration.School administrators and assigned mentors will conduct walkthroughs monthly using a new teacher induction rubric.</p> | <p>[A 3.3.1] SHMS Literacy Improvement Additional Support</p> <p>Spring Hill Middle School administration will provide additional support and guidance for our ELA curriculum by collaborating with the district's Curriculum & Instruction department, school-level ELA coach, and school-level Lead Mentor teacher. These stakeholders will provide feedback to teachers during the PLC collaborative meetings in regards to fidelity and the implementation of high-quality instructional curriculum.</p> | <p>Administrators, MCPS Curriculum & Instruction department, school-level ELA coach, school-level lead mentor teacher</p> | <p>05/20/2022</p> | | |
| | <p>[A 3.3.2] Tier I and Block Instruction</p> <p>SHMS's master schedule created Tier I 90-minute block instruction for ELA in 5th grade and 60 minute periods for ELA in 6th-8th grade. SHMS intentionally scheduled struggling students in 1st block/period because of the assistance provided by our Sped department along with our Specialty teachers. Teachers have created purposeful practice small group instruction within the block/period.</p> | <p>Administrators, Teachers, Students</p> | <p>05/20/2022</p> | | |