

Whitthorne Middle School Annual Plan (2021 - 2022)

Last Modified at Oct 29, 2021 02:05 PM CDT

[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

Reduce the percentage of students disciplined ISS from 10.8% to 8%. Reduce the percentage of students disciplined OSS from 7.0% to 5.0% Reduce the number of students with multiple ODR's. Increase average daily attendance by 2% In addition: Reduce the number of White students ODR's from 143 to 100.

| Strategy | Action Step | Person Responsible | Estimated Completion Date | Funding Source | Notes |
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| <p>[S 1.1] Behavioral interventions and supports The district provides support to schools through a collaboration with The Tennessee Behavior Supports Project (TSBP) at Vanderbilt University to develop school-wide positive support plans. 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 RTI²-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 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</p> | <p>[A 1.1.1] Collaborative Team for MTSS & RTI²B The school has developed a schoolwide collaborative team to support multi-tiered systems of supports and Response to Intervention Behavior supports. The team meets monthly to discuss school-wide discipline data, (with focus on subgroups) training needs and other supports needed to fully implement RTI²B. Dr. Poag also meets monthly will all grade level collaborative teams to reinforce the Whitthorne Way, our school-wide behavior expectations. Having consistent expectations will contribute to the following performance measures: (1) decrease office discipline referrals; (2) out of school suspensions; and (3) absenteeism.</p> | <p>Dr. Angie Poag</p> | <p>12/10/2021</p> | | |

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| <p>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.</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 A 3% decrease in the number of students who attend District Discipline Hearings Sessions 100% of 19 traditional schools implementing RTII-B Tier I strategies observed through school walkthroughs25% of 19 traditional schools implementing RTII-B Tier II strategies observed through walkthroughs and state-level model school recognition 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>[A 1.1.2] LiveSchool Platform for RTI2B The LiveSchool platform for RTI2B is used to award, track, and monitor rewards for positive behaviors. When students are acknowledged and positively rewarded for appropriate behaviors, points are awarded to their "bank" account. Students are able to use these points to purchase items from the Whitthorne Wagon or on tickets to attend quarterly celebrations.</p> | Dr. Angie Poag | 05/20/2022 | | |
| | <p>[A 1.1.3] Train in active teaching/student engagement</p> | Dr. Cara Skaggs; Dr. | 03/14/2022 | | |

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| | <p>The school will seek professional development providers such as Ayers Institute to deliver training to teachers on active teaching to increase student engagement. When students are engaged in highly effective teaching practices, students are on task and exhibit appropriate behaviors. Active teaching and student engagement will also reduce student absenteeism.</p> | <p>Angie Poag; Mr. Lee Thomason; Katherine Bush</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 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. Another way the district engages families is through our Family Resource Centers. The district currently has 3 general-funded and 1 Title 1 funded family resource center serving our ED student subgroups. The centers are community-based resource hubs where families can access formal and informal supports. The FRC seeks to provide multiple services to both children and families, like ways to increase parenting skills, and child protective factors, including access to food, shelter, clothing, and educational supports. The FRC establishes family engagement goals which are reviewed quarterly for compliance and implementation. In addition to the FRC's all Title 1</p> | <p>[A 1.2.1] Family Engagement and Education Opportunities WMS will have an increased focus on family engagement opportunities for families post Covid-19. The school will host online and in-person events to help families succeed. These opportunities will be designed to support our school improvement goals and based on the needs of families. A survey will be sent home in September to help capture what these areas will be.</p> | <p>Dr. Cara Skaggs; Dr. Angie Poag; Mr. Lee Thomason; Katherine Bush</p> | <p>09/30/2021</p> | | |

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| <p>schools complete a family engagement survey which is accessible throughout the school year through the school's website. Title 1 school facilitators are required to review the family engagement survey's throughout the school year. The district communicates with families on a variety of platforms. All families can access all surveys through the district's website home page. The surveys include safety, creative ideas, Maury County School Board, District, and Strategic plans. The surveys remain open throughout the year for parent and student input. The surveys close in April, results are shared on the school website with a callout to parents letting them know the results are available to view. Administrators communicate with families on a weekly basis, via phone call-outs, email and text messaging. Additional communications are sent as needed for emergencies such as unexpected school closures. The district's central office communicates with families via phone call-outs, emails and text messaging. The district also uses the "Let's Talk" application which provides families 24/7 access to district personnel via mail messaging. The messages are routed to the communications department who sends messages to the appropriate department for a response.</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>[A 1.2.2] Onsite Family Resource Center WMS has a FRC to provide assistance to families who need additional resources, food bags for the weekends, clothing, and assists families to make sure student are not truant.</p> | <p>JoAnna Neece</p> | <p>05/20/2022</p> | | |

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| <p>[S 1.3] Mental health supports Develop external partnerships and provide necessary student supports for identified mental health needs. By the October 2022 the supervisor of school counseling and mental health will partner with external mental health supports. The supervisor of counseling and mental health supports will share relevant behavior and attendance data related to the social and emotional wellness of all students to school district stakeholders, school board members, and the school community at large. The data will be shared in the spring of each year to serve as a baseline for the following school year. The district RTII-B leadership team reviews behavioral, attendance, SEL data on a monthly basis. The district utilized the data collection tools provided by Tennessee Behavior Supports Project (TBSP).</p> <p>Benchmark Indicator Identify, join and participate in two external community mental health groupsPartner with an external group to share resources</p> | <p>[A 1.3.1] Mental Health Supports & Partnerships WMS partners with community agencies including counselors from STARS and Centerstone, Cowboy Up, and Maury County Mental Health Cooperative to provide students with social, emotional, and mental health services. The school level FRC provides daily necessities to those students and families who need support including clothing and food bags.</p> | <p>Jennifer Ervin; Barbara Brewer; JoAnna Neece</p> | <p>11/19/2021</p> | | |
| <p>[S 1.4] Focused support for targeted subgroups Intentional planning to consistently provide learning opportunities to identified W and EL student subgroups to ensure the opportunity to learn.Should we make this behavior focused?</p> <p>Benchmark Indicator ATSI quarterly data toolRTI2B Team will review discipline incidents, suspensions (in-school, out of school) quarterly with a focus on EL and White.Review of school leadership team meeting minutes (indicators of progress)Walkthroughs take place monthly on behalf of the school-based fidelity team.</p> | <p>[A 1.4.1] Student Engagement What do we need to do?Whats our first step?How do we see improvement in engaging lessons?</p> | <p>Dr. Cara Skaggs; Dr. Angie Poag; Mr. Lee Thomason</p> | <p>12/14/2021</p> | | |

[G 2] Improve Math Achievement and Growth by 2022

We believe that student achievement levels and yearly growth will increase as our school continues to implement the research-based Ready Math curriculum in grades K-8. With ongoing teacher training in grade level standards, common formative assessments, and supports for effective planning; student performance will improve in all grades.

Performance Measure

We will increase our overall math achievement for on track or mastered from 6% to 21% by May 2022.5th grade will increase from 11% to 26%.6th grade will increase from 6% to 21%.7th grade will increase from 6% to 21%.8th grade will increase from 5% to 20%.We will increase our overall math achievement for our EL subgroup for on track or mastered from 0% to 12.5% by May 2022.We will increase our overall math achievement for our White subgroup for on track or mastered from 8% to 20%.

| Strategy | Action Step | Person Responsible | Estimated Completion Date | Funding Source | Notes |
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| <p>[S 2.1] Math Instruction on Grade Level The school continues to be provided with Ready Math, a high quality math curriculum. Results from the Ready Diagnostic test results align very closely to TNReady results. Walkthroughs will be conducted at the school level as well as district walkthroughs. Walkthroughs during 20-21 yielded not all teachers were following the district pacing guide or using the Ready math curriculum with fidelity therefore grade level instruction is not occurring in many of the classrooms.</p> <p>Benchmark Indicator The school will participate in math walk-throughs quarterly by the district to determine implementation of adopted math curriculum and alignment of standards. The walk through data will be collected through Kick Up. Ready Math Diagnostic will be conducted and reviewed three times a year during collaborative meetings. Growth monitoring results will be discussed monthly during collaborative meetings to make necessary instructional changes with a focus on students identified as EL and White. CASE benchmark data will be looked at with school and district teams with a focus on students identified as White and</p> | <p>[A 2.1.1] High Quality Tier I Instruction Teachers will implement Ready Math with fidelity. Teachers will utilize common planning time to design lesson plans that provide students with on-grade level instruction and utilize online curriculum resources from Ready Math to provide scaffolded supports. Administrators will conduct walkthroughs and provide high quality feedback to support teachers.</p> | <p>Dr. Cara Skaggs; Dr. Angie Poag; Mr. Lee Thomason; Amanda Farrell</p> | <p>10/29/2021</p> | | |

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| EL. Quarterly data will be evaluated as an ATSI school specific to improvement for EL and White. | | | | | |
| | <p>[A 2.1.2] Math Interventionist A Title I Math interventionist is employed to work with students in grades 7 and 8 who need Tier 3 intervention and standards-based remediation. The interventionist has common planning time with 7th and 8th grade math teachers to look at common formative assessments, diagnostic, and progress monitoring data to make instructional decisions including interventions and teaching strategies.</p> | Dr. Cara Skaggs; Lee Thomason; Leigh Anna Pollard | 11/30/2021 | | |
| | <p>[A 2.1.3] Title I Educational Assistants Whitthorne will employ two educational assistants to assist the Title I math interventionist and reading intervention teacher to provide additional support in providing interventions and standards remediation through small group instruction.</p> | Katherine Bush | 12/17/2021 | | |
| | <p>[A 2.1.4] Title I Facilitator/Interventionist The Title I facilitator/interventionist will provide personalized support and provide professional development to teachers based on school-level and teacher-based needs. This position will also provided tiered intervention support to students in 5th/6th grade using appropriate intervention supports.</p> | Dr. Cara Skaggs; Katherine Bush | 12/17/2021 | | |
| | <p>[A 2.1.5] Response to Intervention RTI processes will continue to be refined as students are offered WIN (What I Need) classes for Tier 2 and Tier 3 intervention. Monthly RTII data meetings will be held during collaborative meetings to discuss interventions, progress monitoring, and fidelity monitoring.</p> | Mr. Lee Thomason; Katherine Bush | 01/07/2022 | | |
| | <p>[A 2.1.6] Collaborative Teams Teachers will meet in collaborative teams to develop a deeper understanding of state standards and to develop instructional strategies to improve teaching and learning. Teachers will utilize</p> | Dr. Cara Skaggs | 01/07/2022 | | |

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| | classroom, school, district and state level data to inform instructional shifts, standards remediation and address learning loss. | | | | |
| | <p>[A 2.1.7] Professional Learning Ongoing Professional development will be provided to support teachers on a deeper understanding of state standards, unit and lesson planning protocol, engaging and active lessons, classroom management, district and school programs, as well as new teacher induction, professional learning on strategies to use in general ed classrooms. Increasing teacher understanding through professional development will increase student behavior with a specific focus on EL and White students.</p> | Dr. Cara Skaggs; Katherine Bush; Amanda Farrell | 05/06/2022 | | |
| | <p>[A 2.1.8] Extended Math Instructional Time The master schedule provides 90 minute instructional blocks for math in 5th grade to provide additional time and support (remediation with a focus on students identified as EL and White) to improve student outcomes.</p> | Dr. Cara Skaggs; Dr. Angie Poag; Mr. Lee Thomason; School Counselors; 5th grade teachers | 05/20/2022 | | |
| | <p>[A 2.1.9] Data Walls Data from Ready Math Diagnostics, Growth monitoring, and CASE benchmark will be posted, discussed, and edited monthly during monthly PLC meetings with specific focus on students identified as EL and White.</p> | Katherine Bush, PLC/Data Coach | 01/15/2022 | | |
| | <p>[A 2.1.10] After School Tutoring Provide after school tutoring to students identified through data meetings with a priority on students identified as EL and W. Teachers will instruct groups using intervention materials included in the Ready Math Curriculum and math manipulatives.</p> | Cara Skaggs, Katherine Bush, | 11/01/2021 | | |

[G 3] By spring 2022, we will improve 5-8 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 5th grade literacy this year regarding explicit and systematic foundational skills instruction, we will see increased performance from those students more rapidly.

Performance Measure

Increase the percentage of students who are on track or mastered from 11% to 30% on TNReady for grades 5-8 ELA in 2022.5th Grade: 12% to 30%6th Grade: 11% to 30%7th Grade: 12% to 30%8th Grade: 9% to 30%Increase the percentage of EL students who are on track or mastered from 0% to 12.5% on TNReady for grades 5-8 ELA in 2022.Increase the percentage of White students who are on track or mastered from 16% to 30% on TNReady for grades 5-8 ELA in 2022.

| Strategy | Action Step | Person Responsible | Estimated Completion Date | Funding Source | Notes |
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| <p>[S 3.1] Implementation of New High-Quality Instructional Materials (HQIM): Purchase, Delivery, and Train</p> <p>Adopting and implementing new, high-quality instructional materials in grades k-12 will ensure that all students have access to the resources and practices they need to be proficient. Teachers and leaders will need on-going professional learning and support to implement the materials well. This is the first of a series of strategies that will support materials implementation. These strategies include purchase, deliver, and train; collaborative planning; and principal feedback.</p> <p>Benchmark Indicator</p> <p>Positive teacher perceptions of high-quality materials and perception of implementation support: collected via survey quarterly (mid-point of each quarter). The Director of Instruction will be responsible for administering the online survey to collect teacher efficacy with material, and impact of consistent feedback.Leader Preparation: Principal/Instructional Coach feel comfortable providing teacher feedback on Text Complexity and Questions and Tasks of Literacy Learning Walk Tool in KickUp. The principal supervisor will discuss</p> | <p>[A 3.1.1] Professional Development</p> <p>Continue to train new teachers and provide embedded support of Title I facilitator and ELA coach(es) to ensure successful implementation of materials and programs. Teachers will be trained on how to best utilize growth monitoring results, CASE benchmark data, and Reading Plus Results with a focus on students identified as White and EL.</p> | <p>Dr. Cara Skaggs; Katherine Bush; ELA coach</p> | <p>11/19/2021</p> | | |

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| <p>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. School Structures: Schools have a plan for teachers to collaboratively plan weekly and unit plan quarterly. Principal supervisors monitor implementation of those plans for consistency and quality. Teacher knowledge of characteristics of instructional materials: Teachers report opportunities to build their capacity in foundational skills (K-2) and in knowledge based outcomes (K-12) within the perception survey. Principal and instructional coach walkthroughs will be used to monitor implementation and trends will be collected to inform additional learning needs.</p> | | | | | |
| | <p>[A 3.1.2] Fidelity checks and Walkthroughs Use walkthroughs and fidelity checks to ensure daily schedules align to expectations of materials. Administrators and district staff will use the IPG provided by the state to assess and monitor the progress of literacy instruction and the use of the ELA curriculum. Data from the walkthroughs will be used to provide feedback to teachers on trends that are observed. The data will be used to determine professional development and supports for teachers. Walkthroughs will provide proof of instructional changes made to focus on students identified as EL and White.</p> | <p>Dr. Cara Skaggs; Dr. Angie Poag; Mr. Lee Thomason</p> | <p>10/29/2021</p> | | |
| | <p>[A 3.1.3] Collaborative Planning & Unit Planning Collaborative planning times are built in the master schedule to allow educators to plan using the UPG after they are trained on how to use the template. Teachers will plan using CASE benchmark data and iReady data with a specific focus on students identified as White and EL. Quarterly data will be evaluated as an ATSI school specific to improvement for EL and White.</p> | <p>Dr. Cara Skaggs; Sarah Spears, Katherine Bush</p> | <p>04/15/2022</p> | | |

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| | <p>[A 3.1.4] Extended Reading Instructional Time The master schedule provides 90 minute instructional blocks for reading in 5th grade to provide foundational skills instruction and additional time and support (remediation with specific focus on students identified as white and EL) to improve student outcomes.</p> | Dr. Cara Skaggs; Dr. Angie Poag; Mr. Lee Thomason; School Counselors; 5th grade teachers | 05/20/2022 | | |
| <p>[S 3.2] 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 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 Teacher perceptions of new curriculum will be collected through a survey two times during the 2020-21 school year at the end of each semester: December and May. The Director of Instruction will be responsible for administering the survey and reporting on the findings. Teachers will collaboratively plan weekly and unit plan quarterly. Instruction department supervisors monitor the implementation of those plans for consistency and quality. 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. Observations of collaborative planning sessions by principals, instructional coaches, and supervisors will be used to assess the quality of the use of the protocol in supporting implementation of</p> | <p>[A 3.2.1] Collaborative Planning & Unit Planning Administrators, PLC coach, and ELA coach will engage teachers in weekly collaborative planning using lesson and unit planning protocols after they are trained by Sarah Spears.</p> | Dr. Cara Skaggs; Dr. Angie Poag; Lee Thomason; PLC Coach; ELA Coach | 10/01/2021 | | |

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| <p>the materials. 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. School: Teachers will be trained in the unit preparation protocol. Collaborative planning sessions with grade levels will use the protocol.</p> | | | | | |
| | <p>[A 3.2.2] Collaborative Planning Teachers will meet in collaborative teams to develop a deeper understanding of state standards and to develop instructional strategies to improve teaching and learning. Teachers will utilize classroom, school, district and state level data to inform instructional shifts, standards remediation and address learning loss with a specific focus on students identified as EL and White.</p> | TBD | 09/30/2021 | | |
| | <p>[A 3.2.3] Feedback on Instructional Practice and Use of Materials Administrators will provide feedback to teachers on their instructional practice after conducting literacy walk-throughs at least once or twice a month.</p> | Dr. Cara Skaggs; Dr. Angie Poag; Mr. Lee Thomason | 12/17/2021 | | |
| | <p>[A 3.2.4] Data Analysis Administrators, ELA coaches, and the Title I facilitator will work with teachers to analyze assessment data. This team will also work with teachers on how to make instructional planning shifts to maximize student outcomes based on data from Ready Diagnostics, Growth monitoring, and</p> | Dr. Cara Skaggs; Dr. Angie Poag; Mr. Lee Thomason; Mrs. Sarah Spears; Mrs. | 01/14/2022 | | |

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| | <p>CASE benchmark, and will be posted, discussed, and edited monthly during monthly PLC meetings with specific focus on students identified as EL and White.</p> | <p>LaJade Hayes; Ms. Katherine Bush</p> | | | |
| <p>[S 3.3] Implementation of New High-Quality Instructional Materials (HQIM): Principal Feedback</p> <p>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: purchase, deliver, and train; collaborative planning; and principal feedback.</p> <p>Benchmark Indicator</p> <p>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</p> | <p>[A 3.3.1] Train teachers on the Literacy Learning Walk-Through tool</p> <p>Train ELA coaches, Title I facilitator and ELA teachers on the Literacy Learning Walk-Through tool so teachers understand the tool being used to provide feedback on instructional practices and materials.</p> | <p>Dr. Cara Skaggs</p> | <p>10/09/1929</p> | | |

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| <p>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. School: Use of walkthrough tool and feedback to teachers.</p> | | | | | |
| | <p>[A 3.3.2] Train assistant principals, ELA coaches, and Title I facilitator on feedback using the walk-through tool. The principal will work with the assistant principals, ELA coaches, and Title I facilitator to provide training on text complexity, high quality questions and tasks, and providing effective feedback to teachers based on evidence collected during literacy walk-throughs using the walk-through tool.</p> | Dr. Cara Skaggs | 10/29/2021 | | |
| | <p>[A 3.3.3] Train assistant principals, ELA coaches, and Title I facilitator on how to use Kick-Up. The principal will show the assistant principals, ELA coaches, and the Title I facilitator how to use the literacy walk-through tool in Kick-Up.</p> | Dr. Cara Skaggs | 10/29/2021 | | |
| <p>[S 3.4] Provide Additional Support for ELA Implementation The district 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</p> | <p>[A 3.4.1] Response to Intervention The school revised the master schedule for the 2021-22 school year to include WIN (What I Need) time to address Tier 2/3 intervention. A school level RTII team will meet monthly as well as grade level collaborative teams to discuss benchmark and progress monitoring data to make any adjustments</p> | Mr. Lee Thomason; Dr. Cara Skaggs | 01/28/2022 | | |

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| <p>successful and will enhance implementation. Technology integration is important as students and teachers need to use technology to enhance learning.</p> <p>Benchmark Indicator Fidelity monitoring indicate appropriate interventionsAIMSWEB Scores indicated positive rate of improvement.School level ambassadors 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>to interventions for students. Focus discussion on subgroups W and EL. The administrators will conduct fidelity checks during RTI.</p> | | | | |
| | <p>[A 3.4.2] Technology Teachers will implement online resources from the Wonders and MyPerspectives curriculum to increase student access to online materials and provide enrichment or remediation to provide additional supports to students.</p> | <p>Dr. Cara Skaggs; Dr. Angie Poag; Mr. Lee Thomason; ELA coaches</p> | <p>10/29/2021</p> | | |
| | <p>[A 3.4.3] Mentoring Program The school has a mentoring program that meets monthly with teachers with less than 3 years of experience. New teachers are assigned a content and grade level mentor to help acclimate them to Whitthorne and teaching. Admin and lead mentors will use these meetings to discuss classroom management, standards, instructional planning, effective teaching strategies, developing assessments, data analysis, and other topics needed to support the teachers.</p> | <p>Dr. Cara Skaggs; Dr. Angie Poag; Mr. Lee Thomason; Angie McClanahan; Crystal Farlow</p> | <p>05/20/2022</p> | | |
| | <p>[A 3.4.4] Title I Educational Assistants Whitthorne will employ an educational assistant to assist the reading intervention teacher in grades 7-8 and 5-6 WIN classes to provide additional support in providing interventions through small group instruction.</p> | <p>Dr. Cara Skaggs; Ms. Katherine Bush</p> | <p>11/18/2021</p> | | |

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| | <p>[A 3.4.5] Title I Facilitator/Interventionist The Title I facilitator/interventionist will provide personalized support and provide professional development to teachers based on school-level and teacher-based needs. This position will also provide tiered intervention support to students in 5th/6th grade using appropriate intervention supports.</p> | Dr. Cara Skaggs; Katherine Bush | 12/17/2021 | | |
| | <p>[A 3.4.6] Extended Learning Opportunities Before and/or after school extended learning opportunities will be provided for at-risk students (with intentional focus on W and EL subgroups) during the school year with a 1:5 or less ratio. Teachers will use portions of the iReady Reading program as their curriculum including My Path.</p> | Dr. Cara Skaggs; Katherine Bush | 11/24/2021 | | |

[G 4] Increase the number of ready graduates/EPSOs by May 2022.

Last year, 36.2% of high school students qualified as "Ready Graduates", it is our aim to increase the number of students who meet this criterion by 5% or more during the 21-22 school year.

Performance Measure

Improve graduation rate from 89.2% to 91% Increase the percentage of students scoring the ACT Benchmark score of 21 from 37.1 % to 38.1% Increase the percentage of Ready Graduate students from 36.2% to 41.2% Increase average ACT composite score by 5% from 19.6 to 20.6

| Strategy | Action Step | Person Responsible | Estimated Completion Date | Funding Source | Notes |
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| <p>[S 4.1] Increase the number of ready graduates by May 2022. Increase the probability for student success after high school by helping students prepare and succeed on the ACT and attain additional EPSOs. Use the "Ready Graduate" tracking tool to determine the number of students at each school who meet the "Ready Graduate" criteria. Use the Ready Graduate Tracking Tool to determine the percentage of "Ready Graduate" students at each school. Create postsecondary plans for all students. Begin in middle schools Build a diverse portfolio of</p> | <p>[A 4.1.1] Postsecondary Plans for Students School counselors will assist students in making career choices by providing career interest inventories and career counseling. Counselors will assist students in career awareness interest activities for grades 5th-8th. 7th and 8th grade students will begin to develop a secondary six year plan.</p> | Dr. Cara Skaggs; Jennifer Ervin; Barbara Brewer | 02/01/2021 | | |

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| <p>early postsecondary and capstone opportunities.</p> <p>Benchmark Indicator</p> <p>Number of Students scoring a composite of "21" or higher on the ACT; Number of students taking "4" or more EPSO courses; Number of students taking "2" EPSO courses and earning an Industry Certification; Number of students taking "2" EPSO courses and earning at least a 31 on the ASVAB battery test Every student will have a six-year plan upon entering ninth grade. Number of local dual credits earned per semester. Number dual enrollment credits earned per semester. Number of industry certifications earned per semester</p> | | | | | |
| | <p>[A 4.1.2] Transition to High School</p> <p>Assist students in preparing for high school by providing information about CHS Collegiate Academy, 9th Grade Night, etc. 8th grade counselor will coordinate with CHS to provide information to our 8th graders for upcoming events and important dates.</p> | <p>Dr. Cara Skaggs; Barbara Brewer</p> | <p>03/18/2022</p> | | |
| | <p>[A 4.1.3] Transition to Middle School</p> <p>The school will provide a Parent Night for rising 5th graders and parents. The 5th grade counselor will work with elementary feeder schools to set up elementary schools to tour the school or provide a virtual tour depending on Covid-19 protocols. The counselor will provide documents including pre-registration forms, school supply lists and school information to the feeder schools. Tiger Camp will be offered to rising 5th graders during the summer to help better prepare and acquaint them to the Whitthorne experience.</p> | <p>Dr. Cara Skaggs; Jennifer Ervin; Katherine Bush</p> | <p>05/04/2022</p> | | |