

Bridgeforth Middle School Annual Plan (2024 - 2025)

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[G 1] By spring 2025, BMS will increase the percentage of 6-8 students scoring proficient on skills-based and standards -based literacy and numeracy assessments.

Bridgeforth Middle School believes that focusing on supporting literacy and numeracy improvements across 6-8 grade bands, deepening teachers' understanding of adopted curricula, and raising student expectations will increase growth in (1) teacher practice, (2) student engagement, (3) student daily work expectations, (4) instructional coherence between tier 1 instruction and supports for all students, and (5) student learning outcomes. BMS will deepen school leaders', and teacher leaders' understanding of the instructional visions for literacy and math and support the implementation of adopted high quality instructional materials. BMS will develop the capacity of school leaders to consistently provide feedback based upon Tennessee's Instructional Practice Guides (IPGs). BMS will establish regular routines and consistent protocols for intellectual prep (unit and lesson preparation) to ensure teachers internalize high-quality lessons before delivering them so that all students are receiving excellent instruction daily.

Performance Measure

- * Achieve a level 3 TVAAS score or higher
- * Achieve 3 points or higher with the accountability framework by meeting our district AMO targets or absolute performance pathways for all students (success rate) and all student groups (Black/Hispanic/Native American, Economically Disadvantaged, Students with Disabilities, and English Learners)
- * Increase participation and achievement rates on statewide assessments for Students with Disabilities
- * Increase the percentage of students who are proficient on TCAP in grades 6-8 by 3% in 2025.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 1.1] Improve instructional coherence between rigorous tier 1 literacy and math instruction and supports for all students</p> <p>Bridgeforth Middle School will ensure high-quality instructional materials aligned to the state's rigorous content standards are implemented across all components of a student's academic experience including tier I, RTI, special education services, English learner services, and summer programming. To improve instructional coherence, monthly collaborative meetings will be held for all stakeholders to 1) collaboratively disaggregate data and track student progress, 2) determine necessary follow-up supports for all students, and 3) identify rich connected text (aligned to adopted HQIM) and instructional strategies that can be utilized in multiple settings to support grade-level instruction and learning acceleration. School leaders will conduct quarterly classroom</p>	<p>[A 1.1.1] Conduct classroom walkthroughs and provide targeted feedback utilizing Instructional Practice Guides</p> <p>School leaders will conduct quarterly classroom walkthroughs utilizing the Instructional Practice Guides (IPGs) as a tool for measuring instructional quality and providing targeted feedback during math and ELA instruction. Teachers will be provided individualized feedback on the implementation of the high-quality instructional material and their implementation of the curriculum. Teachers will be provided with IPG-based feedback aligned to the district's shared vision for excellent literacy and numeracy within two days of the walkthrough.</p>	<p>Lori Herd and Mark Cardin</p>	<p>05/23/2025</p>		

walkthroughs and provide targeted IPG-based feedback to continually increase instructional coherence and ensure adopted curricula are being implemented with fidelity and integrity. Regular opportunities for tier I teachers, interventionists, tutors, special education teachers, and ELL teachers to collaboratively participate in intellectual preparation sessions utilizing HQIM and structured protocols will be provided to ensure coherence across all programs that contribute to a child's literacy and numeracy experience.

Benchmark Indicator

- * Notes from monthly PLC meetings will be submitted to district and school leaders through a shared Google folder
- * Notes from monthly PLC meetings will be evaluated by district and school leaders to ensure stakeholder teams are 1) collaboratively disaggregating data and tracking student progress, 2) determining necessary follow-up supports for all students, and 3) identifying rich connected text (aligned to adopted HQIM) and instructional strategies that can be utilized in multiple settings to support grade-level instruction and learning acceleration
- * Notes captured from the GCSS PLC Protocol tool will be evaluated by school leaders to ensure teacher teams are effective and focused on improving student learning outcomes during all PLC meetings
- * Targeted feedback will be provided to teachers monthly through T-Eval (the Project COACH feedback platform) using Tennessee's Instructional Practice Guides (IPG).
- * Quarterly feedback will focus on teachers' implementation of the district's adopted high-quality instructional material and their effectiveness in meeting the depth and rigor of the state standards and expectations of the state's instructional shifts.
- * Stakeholder teams will submit unit and lesson preparation protocol notes from quarterly/monthly

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<p>meetings</p> <ul style="list-style-type: none"> * Intellectual preparation notes will be evaluated by district and school leaders to ensure stakeholders are collaboratively preparing to deliver rigorous, standards-aligned core instruction using HQIM to students on a daily basis and ensure coherence across all programs that contribute to a child's literacy and numeracy experience. * Quarterly fidelity checks by district and school leaders will be conducted to gather ongoing information about the effectiveness of provided RTI interventions 					
	<p>[A 1.1.2] Conduct monthly PLCs with a focus on data disaggregation to determine necessary follow-up supports for all students</p> <p>ELA and Math will conduct monthly PLC meetings to collaboratively disaggregate data, track student progress, and determine necessary follow-up supports for all student across multiple pathways. Data discussed will include results from common formative assessments, MVP benchmark assessment, AIMSweb testing, and the TNReady assessment. School leaders will utilize the GCSS PLC Protocol to ensure teacher teams are effective and focused on improving student learning outcomes.</p>	<p>Lori Herd, Mark Cardin, Robin Neely, and Samantha Wisner</p>	<p>05/23/2025</p>	<p>Differentiated Pay</p>	
	<p>[A 1.1.3] Implement the RTI process with fidelity</p> <p>Through the RTI process, Bridgeforth will ensure high-quality core instruction is provided to all students. Targeted learning acceleration supports are provided to tier II students and intensive skills-based interventions are provided to tier III students during the scheduled RTI class period. School leaders, the RTI coordinator, interventionist, and classroom teachers will collaboratively assess student performance through the administration of the aimswebPlus universal screener three times a year. Students will be screened in eight general areas for literacy and five general areas for math. After the screener, students will be grouped according to their identified areas of skill-deficits.</p>	<p>Lori Herd, Mark Cardin, Laura Jane Reynolds, Lisa Bevill, and all teachers</p>	<p>05/23/2025</p>		

	School leaders and the RTI coordinators will conduct quarterly fidelity checks to gather ongoing information about the effectiveness of the provided interventions.				
	<p>[A 1.1.4] Offer summer programming to best support students' academic needs through learning loss</p> <p>Bridgeforth Middle will continue to host a Learning Loss Summer Camp for those students identified through TNReady and MVP benchmark data. The goal of the camp is to move struggling students forward academically to bridge the gap between high and low achievers. Students served in the summer program include those students who are identified as below expectations and approaching expectations on the TNReady assessment or are considered 'at-risk' using other standards based benchmark assessments. Programming will consist of four days a weeks of in-person instruction for four weeks with seven hours of daily programming (2 hours of math, 2 hours of ELA, 1 hour of intervention, 1 hour of physical activity, and 1 hour of STREAM).</p>	Lori Herd, Mark Cardin, Robin Neely, and Carrie Witt	06/27/2025		
<p>[S 1.2] Build leader and teacher capacity in literacy and numeracy through on-going support</p> <p>Bridgeforth will focus their efforts on building the capacity of building-level ELA and math teachers to implement the HQIM with fidelity and integrity. School leaders will provide on-going, job-embedded support to ELA and math teachers as they implement the adopted curricula, with a focus on best practices for literacy and numeracy instruction and building teacher capacity to understand how to translate materials into effective classroom practice. Job-embedded professional development and collaborative planning time will be provided for ELA and math teachers to improve their instructional rigor and knowledge of the Tennessee academic standards. School leaders, teacher leaders, and building level teachers will</p>	<p>[A 1.2.1] Conduct quarterly collaborative learning walks for both literacy and math using the IPG tool</p> <p>Giles County district and school leaders will conduct collaborative learning walks during core instruction for both literacy and math using the Tennessee Instructional Practice Guides (IPG). These walks will be scheduled once per semester and provide high-leverage feedback to teachers grounded in best practices from the IPGs. Feedback will be discussed with the observed teachers, and trends will be collected and noted to guide future lessons.</p>	Lori Herd, Mark Cardin, and Curriculum Supervisors	05/21/2025		

<p>continue to deepen their understanding of the district's adopted ELA and math curriculum. Teachers will be provided with sustained support, development, and targeted feedback aligned with the district's vision for literacy and numeracy.</p> <p>Benchmark Indicator</p> <ul style="list-style-type: none"> * Increased number of teachers who meet core actions outlined in the Tennessee Instructional Practice Guides during instructional walkthroughs utilizing the IPG as a tool for feedback (once per quarter) * Improved quality of feedback from administrators to teachers, as evidenced by Project COACH observations and feedback conversations. * Improvement in English Language Arts and math MVP Benchmark Assessment scores (given two times throughout the year), as well as other forms of formative assessments (monthly grade-level common formative assessments, three-times per year aimswebPlus benchmark assessments, and progress monitoring data collected every 4.5 weeks.) 					
	<p>[A 1.2.2] Provide targeted literacy and numeracy support</p> <p>Bridgeforth will provide on-going job embedded professional learning and coaching supports to ELA and math teachers around the adopted HQIM and effective implementation strategies of the curricula. Support will be provided to all ELA and math teachers in high-quality standards-aligned instruction, with additional targeted support to those teachers who have two or more years of below average TVAAS growth scores, and well as new educators. At the beginning of the year, a Personal Improvement Plan (PIP) will be put into place that consists of goals, strategies, next steps, and follow up coaching supports. These teachers will receive on-going coaching and mentoring by an administrator, a curriculum supervisor, and a teacher leader. School leaders will conduct unannounced mini-observations using Project</p>	<p>Lori Herd, Mark Cardin, and District Leaders</p>	<p>05/23/2024</p>		

	COACH and the Tennessee Instructional Pacing Guide (IPG).				
	<p>[A 1.2.3] Utilize ELA and math Teacher Leaders Bridgeforth teacher leaders will support English Language Arts and math teachers in high-quality standards-aligned literacy instruction utilizing the adopted high-quality curricula through modeling research-based best practices at the school level as indicated by the teacher leader plan (developed collaboratively with teacher leaders and administrators.) District and school leaders will build the capacity of teachers to effectively implement high quality instructional materials with fidelity and integrity through targeted professional development opportunities (during monthly faculty meetings, quarterly district-wide PD in the PM sessions, after-school offerings, monthly PLC meetings, scheduled district-wide in-service dates, and other times/methods as needed). ELA and math teacher leaders will provide on-going job-embedded coaching support as a follow-up from instructional walkthroughs using the TN Instructional Practice Guide</p>	Lori Herd, Mark Cardin, Robin Neely, and Samantha Wisner	05/23/2024	Differentiated pay	

[G 2] By spring 2025, we will improve non-academic indicators that impact student readiness.

Bridgeforth Middle School believes if we focus on supporting student readiness, we will see a decrease in chronic absenteeism and discipline referrals.

Performance Measure

Decrease the chronic absenteeism rate from 13.5% to meet our AMO of 9.6%

Decrease the percentage of out of school suspensions by 3% in 2025

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 2.1] Improve school culture For the 2024-2025 school year, Bridgeforth will enhance the school culture. As a result of an enhanced school culture, we anticipate a decrease in the chronic absenteeism rate and a reduction in out-of-school suspensions.</p>	<p>[A 2.1.1] Implement Early Warning System Bridgeforth will implement the 'Early Warning System' established by the Central Office. This system will monitor attendance, grades, and discipline. If the student has a composite score over twenty, then BMS will meet with the student and parents/guardians to discuss the reason for the</p>	Lori Herd, Mark Cardin, Kathryn Robinson	05/23/2025		

<p>Benchmark Indicator Bridgeforth will review the 'Early Warning System' spreadsheet created by the central office to assess absences.</p> <p>Bridgeforth will check attendance bi-weekly and have internal truancy meetings following district procedures.</p>	<p>score and discuss strategies to address specific needs. We will review this system twice a quarter.</p>				
	<p>[A 2.1.2] Implement district truancy procedures with fidelity Bridgeforth will be diligent in implementing the district truancy procedures. Letters will be sent to parents by the school after three unexcused absences and by the district after five unexcused absences. After the five unexcused absences, BMS will conduct an internal truancy meeting with the students and the parents/guardians. After seven unexcused absences, a referral to the External Truancy Board will be made.</p>	<p>Lori Herd, Mark Cardin, Kathryn Randolph, and Lesa Edde</p>	<p>05/23/2025</p>		
	<p>[A 2.1.3] Develop attendance incentives Each nine weeks, BMS will have attendance incentives in an effort to decrease the percentage of students identified as chronically out of school. Attendance reports will be generated at the mid point of each nine weeks and at the end of the nine weeks. The Attendance Review Team will analyze the reports and reward those students that three or less absences per nine weeks. Bridgeforth Middle School plans to promote the benefits of attending school everyday by making weekly intercom announcements and posting it on the digital sign in front of the building. The strategy is to establish positive reinforcements for those students that have exceptional attendance or improve on past attendance patterns. Individual, grade level and school wide goals will be established with rewards offered for those meeting the goals.</p>	<p>Lori Herd, Mark Cardin, Lesa Edde, and Kathryn Robinson</p>	<p>05/23/2025</p>	<p>Title I</p>	
<p>[S 2.2] Decrease Truancy and poor academic issues related to discipline Bridgeforth Middle School has an In School Suspension teacher (ISS). The strategy of the ISS</p>	<p>[A 2.2.1] Establish norms and expectations for ISS The purpose of this action step is to evaluate discipline practices, student needs and objectives</p>	<p>Lori Herd, Mark Cardin, and Ronna Grayson</p>	<p>05/23/2024</p>	<p>Title I</p>	

<p>room with a designated ISS facilitator to, not only keep more of our disciplinary actions in house, but also provide a more structured and focused environment for students to correct their misbehavior patterns while also concentrating on their academic growth. In lieu of out of school suspension which counts as an unexcused absence, our objective is for our ISS classroom to offer a structured, yet nurturing environment for socio-emotionally struggling students to receive the small group interventions needed to remain on track with their peers.</p> <p>Benchmark Indicator A full evaluation of attendance, discipline and academic data will be used to evaluate the overall productivity of the ISS room.</p> <p>We will compare data to the previous year to ensure we are getting a full picture of how successful our ISS program is.</p> <p>Specific areas of focus will be: chronically truant student totals, overall attendance average, number of out of school suspensions, achievement percentages on TNReady tests per subject/grade, growth level on TNReady tests per subject/grade, number of failing grades for semester 1 and semester 2 within each grade/subject area.</p>	<p>quarterly for the ISS room. This process will include identifying the most common violations we deal with and focus on the ones that lead to the most missed instructional time. This will be done by evaluating discipline quarterly and attendance data, as well as, getting input from students and teachers about how they think the ISS room can best serve our struggling students. Using that information, we will establish when ISS will and can be used as a productive way to keep a student academically on track, while also correcting the misbehavior with minimal lost class time.</p>				
	<p>[A 2.2.2] Utilize positive incentives Bridgeforth will promote positive behavior by having activities quarterly such as motivational speakers, celebrations, peer partners, dress up days, etc. in an effort to decrease the percentage of students who exhibit inappropriate behavior.</p>	<p>Lori Herd and Mark Cardin</p>	<p>05/23/2024</p>		