

White Station Middle Annual Plan (2025 - 2026)

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**[G 1] Reading/Language Arts**

By Spring 2026, through the implementation of a standards align core curriculum in each ELA classroom, students will receive a high quality and equable education. Teachers and school leaders, through a comprehensive professional development program will build their pedagogy in reading, writing, and Language Arts TN standards to align with instructional shifts. Students struggling to meet academic proficiency will receive targeted intervention and supports throughout the school year based on their identified area(s) of need.

**Performance Measure**

White Station Middle School will increase ELA on-track and mastery ELA TCAP proficiency rates in grades 6-8 from 50.9% in SY 2023-2024 to 55% in SY 2025-2026.

Performance will be measured using the following tools:

District Formative Assessments

TNReady Assessment

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p><b>[S 1.1] Standard Aligned Core Instruction</b> Provide daily access to a rigorous reading/language arts curriculum that will develop students' deep understanding of the content, strengthen comprehension, and promote mastery of TN Standards to ensure students are career and college ready.</p> <p><b>Benchmark Indicator</b> **Benchmark Indicator**</p> <p>Implementation</p> <ul style="list-style-type: none"> <li>* Weekly Lesson Plans</li> <li>* Weekly Informal Observations of High Impact Strategies &gt; 80%</li> <li>* Quarterly Formal Observations - TEM &gt; Level 3</li> <li>* Weekly Analysis of Student Work</li> </ul>	<p><b>[A 1.1.1] Technology Integration for Differentiated ELA Instruction</b> To enhance instructional effectiveness and support diverse learning needs, White Station Middle School will implement ongoing technology integration training for English Language Arts (ELA) teachers. This professional development is designed to equip educators with the tools and strategies needed to deliver rigorous, differentiated instruction through the effective use of individual student devices and teacher technology such as Promethean Boards.</p> <p>The training will focus on leveraging digital platforms and applications that promote student engagement, personalized learning, and measurable academic growth. Teachers will receive hands-on support in integrating the following tools into their ELA instruction:</p>	<p>Bryan Walker, ELA Lead</p>	<p>05/21/2026</p>	<p>Site Base  Title 1</p>	

<p>Effectiveness</p> <ul style="list-style-type: none"> <li>* Weekly Lesson plan checks will show that 100% of teachers are within adequate pacing following the curriculum.</li> <li>* Weekly Informal Observation Data will indicate 80% of teachers will demonstrate effective implementation of the High Impact Strategies, resulting in effectiveness of 3 or greater.</li> <li>* Weekly Student Work Analysis will show 80% of students performing at 80% or greater.</li> <li>* Quarterly Formal Observation TEM tool will reflect that 100% of teachers will earn an overall score of 3 or greater.</li> </ul>	<ul style="list-style-type: none"> <li>* <b>myAccess</b> – for writing development and immediate feedback</li> <li>* <b>Performance Matters</b> – for data-driven instruction and assessment analysis</li> <li>* <b>Canvas</b> – for blended learning and instructional delivery</li> <li>* <b>Flip</b> – for student voice and interactive response</li> <li>* <b>Nearpod</b> – for interactive lessons and formative assessments</li> <li>* <b>Study Island</b> – for standards-based practice and reinforcement</li> <li>* <b>Blooket</b> – for gamified review and formative assessment</li> </ul> <p>By embedding these tools into daily instruction, teachers will be better equipped to meet the individualized learning needs of all students, support literacy growth, and foster a more engaging, student-centered learning environment.</p>				
	<p><b>[A 1.1.2] Weekly Collaborative Planning and PLC Sessions</b></p> <p>White Station Middle School is committed to fostering a culture of continuous professional growth through weekly collaborative planning and Professional Learning Community (PLC) sessions. These structured, data-driven meetings provide teachers with dedicated time to engage in purposeful collaboration that directly supports improved instructional practice and student achievement.</p> <p>Each week, teachers will:</p> <ul style="list-style-type: none"> <li>* Participate in grade-level and subject-area collaborative planning focused on alignment to standards, pacing, and rigorous instruction</li> <li>* Analyze student performance data to inform instructional decisions and identify areas of need</li> <li>* Utilize core instructional resources, including <b>My Perspectives</b> and <b>Ready Reading</b>, to develop high-quality, standards-based lessons</li> </ul> <p>In addition, teachers will engage in weekly PLC</p>	<p>Bryan Walker, ELA Lead</p>	<p>05/21/2026</p>	<p>Title 1  Site Based</p>	

	<p>sessions designed to deepen their understanding and application of the district's instructional strategies through the lens of Deliberate Practice. These sessions promote reflective teaching, the sharing of effective strategies, and the use of formative assessment data to refine instruction.</p> <p>This collaborative structure ensures instructional consistency across classrooms, builds collective teacher efficacy, and supports the school's mission to provide equitable, high-quality learning experiences for all students.</p>				
	<p><b>[A 1.1.3] Standards Based Objectives and Standards-Aligned Instruction</b></p> <p>To ensure high-quality, standards-aligned instruction, ELA teachers at White Station Middle School will engage in focused review and analysis of the 2025 ELA standards. This process will support a deep understanding of the embedded skills, as well as how each standard connects to objectives and broader instructional goals.</p> <p>Through collaborative planning and professional development, teachers will:</p> <ul style="list-style-type: none"> <li>* Deconstruct and analyze the 2025 ELA standards to identify key skills, cognitive demands, and instructional implications</li> <li>* Examine vertical and horizontal alignment to ensure coherence across grade levels and content areas</li> <li>* Integrate standards into lesson planning, assessment design, and daily instruction to drive student mastery</li> </ul> <p>In addition, students will be provided with digital and/or printed copies of relevant standards and objectives to promote transparency, ownership of learning, and alignment between instructional goals and student outcomes.</p> <p>This standards-based approach ensures instructional clarity, promotes rigorous teaching</p>	<p>Bryan Walker, ELA Lead</p>	<p>05/21/2026</p>	<p>Title 1  Site Based</p>	

	practices, and supports student progress toward grade-level proficiency.				
<p><b>[S 1.2] Professional Development</b> Provide training and support for teachers, teacher assistants, and school administrators to help them clearly understand and explain the changes in teaching practices that can improve how teachers teach the content, recognize key standards in lessons, build students' academic skills, and help students read grade-level texts with confidence and understanding.</p> <p><b>Benchmark Indicator</b> Implementation</p> <ul style="list-style-type: none"> <li>* Weekly Differentiated Professional Development Agenda and Minutes</li> <li>* Weekly PLC meeting agenda and minutes</li> <li>* Weekly Collaborative Planning Agenda and Minutes</li> <li>* Bi-Weekly Instructional Leadership Team (ILT) agenda and minutes</li> <li>* Weekly New Teacher Meetings</li> </ul> <p>Effectiveness</p> <ul style="list-style-type: none"> <li>* Weekly Professional Development will result in 90% of Level 3 teachers and above and 100% of Level 2 and below demonstrating effective implementation of the identified instructional strategies, resulting in an increase of student achievement by 15%.</li> <li>* Weekly PLCs will result in 100% of teachers receiving departmentalized support to increase overall student achievement by 15%.</li> <li>* Bi-weekly ILT meetings will result in at least 90% of teachers following the instructional framework, resulting in LOE scores of 3 or greater.</li> <li>* New Teacher weekly meetings will result in 100%</li> </ul>	<p><b>[A 1.2.1] Unit Preparation Guide Implementation</b> During the 2025–2026 school year, teachers at White Station Middle School will participate in both school-based and district-led professional development focused on effective unit preparation with district-provided lesson plans and instructional delivery. These sessions will support the integration of High-Impact Strategies with a literacy focus, using the Gradual Release of Responsibility model embedded within the Direct Teaching Model.</p> <p>Professional development will guide teachers in aligning instruction with the <b>**My Perspectives**</b> and <b>**Ready Reading**</b> curricula for grades 6–8. Emphasis will be placed on:</p> <ul style="list-style-type: none"> <li>* Designing and/or modifying district lesson plans that strategically apply high-impact instructional practices</li> <li>* Embedding literacy-rich tasks that promote critical thinking, reading comprehension, and academic writing</li> <li>* Sequencing instruction to move students from teacher-led instruction to independent application, following the Gradual Release of Responsibility framework</li> <li>* Utilizing the Unit Preparation Guide and district provided weekly lesson plans to plan intentionally for standards-based instruction and formative assessment</li> </ul> <p>This action step is critical to ensuring that instructional planning is purposeful, aligned to grade-level expectations, and responsive to student needs, ultimately leading to improved student outcomes in ELA across all grade levels.</p>	Bryan Walker, ELA Lead; Stephanie Parker-Bradley, PLC Coach	05/21/2026	Title 1  Site Based	

<p>of teachers attending and resulting in LOE scores of level 3 or greater.</p>					
<p><b>[S 1.3] Targeted Intervention and Personalized Learning</b>          Provide academic interventions, personalized learning activities, an individualized learning pace, and various instructional approaches designed to meet the needs of specific learners to improve student achievement.</p> <p><b>Benchmark Indicator</b>          Implementation</p> <ul style="list-style-type: none"> <li>* Weekly iReady reports</li> <li>* Bi-weekly progress monitoring data</li> <li>* Monthly data meeting agenda and minutes</li> <li>* Quarterly Benchmark assessment data</li> </ul> <p>Effectiveness</p> <ul style="list-style-type: none"> <li>* Weekly iReady reports will reflect a 10% increase in the number of students who score mastery on skill deficit areas in the MyPath track.</li> <li>* Bi-weekly progress monitoring data will reflect students increasing by at least 2-3 data points.</li> <li>* Monthly data team meetings will reflect at least 5% of students being able to exit RTI2 supports and interventions.</li> <li>* Quarterly benchmark assessment data will reflect at least 5% of students moving from Tier III to Tier I or Tier II to Tier I.</li> </ul>	<p><b>[A 1.3.1] Academic Enrichment and Extended Learning</b>          White Station Middle School is committed to closing achievement gaps by providing targeted academic enrichment and extended learning opportunities for at-risk students. Teachers will engage identified students in supplemental instruction beyond the core classroom setting, focused on reinforcing essential skills, addressing learning gaps, and promoting academic growth.</p> <p>These opportunities may include:</p> <ul style="list-style-type: none"> <li>* Small group or one-on-one instruction</li> <li>* After-school tutoring programs</li> <li>* Standards-based enrichment activities</li> <li>* Differentiated assignments designed to extend learning and build confidence</li> </ul> <p>Through these extended supports, students will receive personalized academic interventions aimed at increasing their mastery of grade-level content and overall academic success.</p>	<p>Stephanie Parker-Bradley , PLC Coach; Jaleta Miller, Assistant Principal and Tutoring Coordinator</p>	<p>05/21/2026</p>		
	<p><b>[A 1.3.2] RTI<sup>2</sup>A Support Classes – ELA</b>          Students who qualify for ELA intervention through the RTI<sup>2</sup>A framework will be placed in a designated RTI lab class as part of their instructional schedule. These classes provide targeted support through a combination of:</p> <ul style="list-style-type: none"> <li>* Small group instruction tailored to individual</li> </ul>	<p>Stephanie Parker-Bradley , RTI Lead; Wilnisha Hampton, ELA RTI Teacher; Jaleta Miller,</p>	<p>05/21/2026</p>	<p>Title 1          Site Based</p>	

	<p>student needs</p> <ul style="list-style-type: none"> <li>* Computer-based instruction using i-Ready, aligned to each student's specific skill deficits and instructional level</li> <li>* Progress monitoring conducted regularly through the Aimsweb platform to assess growth and guide instructional adjustments</li> </ul> <p>These structured interventions are designed to accelerate skill development in reading and foundational literacy, ensuring that students receive the individualized support necessary to close achievement gaps and reach grade-level proficiency.</p>	Assistant Principal			
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**[G 2] Mathematics**  
 By Spring 2026, through the implementation of a standards align core curriculum in each mathematics classroom students will receive a high quality and equable education. Teachers and school leaders, through a comprehensive professional development program will build their pedagogy in mathematic standards to align with instructional shifts. Students struggling to gain procedural and conceptual understanding to meet academic proficiency will receive targeted intervention throughout the school year.

**Performance Measure**  
 White Station Middle School will increase on-track and mastery Math TCAP proficiency rates in grades 6-8 from 51.8% in SY 2023-2024 to 55% in SY 2025-2026.

Performance measures will be monitored by the following:

District Formative Assessments

TNReady Assessment

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p><b>[S 2.1] Standard Aligned Core Instruction</b>            Teachers will plan and execute standard aligned lessons with intentionality and focus (data-informed instruction) to provide daily access to a rigorous math curriculum that will develop students' engagement in important content, build on prior knowledge (pre-requisite skills), and promote mastery of TN Standards to ensure students are career and college ready.</p> <p><b>Benchmark Indicator</b></p>	<p><b>[A 2.1.1] Weekly Collaborative Planning and PLC Sessions</b>            White Station Middle School will continue to strengthen instructional quality through weekly collaborative planning and Professional Learning Community (PLC) sessions. These meetings provide dedicated time for teachers to align curriculum, analyze student data, and refine instructional practices that support academic achievement.</p>	Jaleta Miller, Assistant Principal & Math Lead; Stephanie Parker-Bradley , PLC Coach;	05/21/2026	Title 1	

<p><b>**Benchmark Indicator**</b></p> <p>Implementation</p> <ul style="list-style-type: none"> <li>* Weekly Lesson Plans</li> <li>* Weekly Informal Observations of High Impact Strategies &gt; 80%</li> <li>* Quarterly Formal Observations - TEM &gt; Level 3</li> <li>* Weekly Analysis of Student Work</li> </ul> <p>Effectiveness</p> <ul style="list-style-type: none"> <li>* Weekly Lesson plan checks will show that 100% of teachers are within adequate pacing following the curriculum.</li> <li>* Weekly Informal Observation Data will indicate 80% of teachers will demonstrate effective implementation of the High Impact Strategies, resulting in effectiveness of 3 or greater.</li> <li>* Weekly Student Work Analysis will show 80% of students performing at 80% or greater.</li> <li>* Quarterly Formal Observation TEM tool will reflect that 100% of teachers will earn an overall score of 3 or greater.</li> </ul>	<p>Each week, teachers will participate in:</p> <ul style="list-style-type: none"> <li>* Grade-level and content-specific collaborative planning, using the Ready Math Classroom Curriculum (Year 3 implementation) as the core instructional resource</li> <li>* Data analysis of student work and formative assessments to identify learning gaps, monitor progress, and inform instructional adjustments</li> <li>* Professional Learning Communities (PLCs) focused on deepening understanding and application of the district's instructional strategies, supported by Deliberate Practice</li> </ul> <p>As part of their instructional delivery, teachers will implement the "Try It – Discuss It – Connect It" model with students to promote deeper engagement, critical thinking, and comprehension:</p> <ul style="list-style-type: none"> <li>* <b>Try It</b> – Students apply a newly taught skill or concept</li> <li>* <b>Discuss It</b> – Students engage in structured academic dialogue to reflect on their understanding and problem-solving process</li> <li>* <b>Connect It</b> – Students make connections between the new learning, prior knowledge, and real-world applications</li> </ul> <p>This instructional model encourages active student participation, fosters ownership of learning, and supports the development of higher-order thinking skills. By integrating this approach into collaborative planning and classroom instruction, teachers ensure that lessons are student-centered, standards-aligned, and focused on meaningful learning outcomes.</p>				
	<p><b>[A 2.1.2] Technology Integration for Differentiated Math Instruction</b></p> <p>To enhance instructional effectiveness and support diverse learning needs, White Station Middle School will implement ongoing technology integration training for Math teachers. This professional development is designed to equip educators with the tools and strategies needed to</p>	<p>Jaleta Miller, Assistant Principal &amp; Math Lead; Stephanie Parker-Bradley, PLC Coach;</p>	<p>05/21/2026</p>	<p>Title 1 Site Based</p>	

	<p>deliver rigorous, differentiated instruction through the effective use of individual student devices and teacher technology such as Promethean Boards.</p> <p>The training will focus on leveraging digital platforms and applications that promote student engagement, personalized learning, and measurable academic growth. Teachers will receive hands-on support in integrating the following tools into their Math instruction:</p> <ul style="list-style-type: none"> <li>* **iReady** – for diagnostic assessments and individualized practice</li> <li>* **Performance Matters** – for data-driven instruction and assessment analysis</li> <li>* **Canvas** – for blended learning and instructional delivery</li> <li>* **Flip** – for student voice and interactive response</li> <li>* **Nearpod** – for interactive lessons and formative assessments</li> <li>* **Study Island** – for standards-based practice and reinforcement</li> <li>* **Blooket** – for gamified review and formative assessment</li> </ul> <p>By embedding these tools into daily instruction, teachers will be better equipped to meet the individualized learning needs of all students, support literacy growth, and foster a more engaging, student-centered learning environment.</p>				
	<p><b>[A 2.1.3] Standards-Based Objectives and Standards-Aligned Instruction</b></p> <p>Teachers will review the Math standards for 2025 (last updated in 2024) and analyze the specific changes through the district's crosswalk to effectively understand the embedded skills for each standard and performance-based objective. Teachers will provide students with access to digital and/or electronic copies of the standards and performance-based objectives.</p> <p>To ensure instructional alignment and rigor, White</p>	<p>Jaleta Miller, Assistant Principal &amp; Math Lead; Stephanie Parker-Bradley, PLC Coach;</p>	<p>05/21/2026</p>	<p>Title 1</p>	

	<p>Station Middle School teachers will engage in a systematic review of the revised 2024 Math standards. Using the district-provided standards crosswalk tool, teachers will analyze changes and identify the embedded skills and performance expectations within each standard.</p> <p>This process will support:</p> <ul style="list-style-type: none"> <li>* A deeper understanding of the objectives and the cognitive demands of the updated standards</li> <li>* Alignment of instructional planning, lesson delivery, and assessment practices with current state expectations</li> <li>* Consistency in instructional goals across grade levels and content areas</li> </ul> <p>Students will also be provided with digital and/or printed copies of the standards and performance-based objectives to increase transparency, build awareness of learning goals, and encourage academic ownership.</p> <p>This standards-driven approach ensures that all instructional practices are rigorous, coherent, and aligned to student mastery of grade-level expectations.</p>				
<p><b>[S 2.2] Professional Development</b> Provide ongoing, high quality professional development at the school level for school leaders, teachers, and other instructional staff that focuses on instructional shifts and strategies that result in improved student performance.</p> <p><b>Benchmark Indicator</b> Implementation</p> <ul style="list-style-type: none"> <li>* Weekly Differentiated Professional Development Agenda and Minutes</li> <li>* Weekly PLC meeting agenda and minutes</li> <li>* Weekly Collaborative Planning Agenda and Minutes</li> <li>* Bi-Weekly Instructional Leadership Team (ILT)</li> </ul>	<p><b>[A 2.2.1] Quarterly Project-Based Learning</b> White Station Middle School will implement Project-Based Learning (PBL) as a core instructional strategy to deepen students' conceptual understanding of mathematics and promote real-world application of skills. Through PBL, students will engage in authentic, standards-aligned tasks that require them to explore meaningful questions, analyze complex problems, and develop viable solutions.</p> <p>Key components of this initiative include:</p> <ul style="list-style-type: none"> <li>* Connecting mathematical concepts to real-world scenarios to increase relevance and engagement</li> <li>* Promoting the development of critical thinking,</li> </ul>	<p>Jaleta Miller, Assistant Principal &amp; Math Lead; Stephanie Parker-Bradley, PLC Coach;</p>	<p>05/21/2026</p>	<p>Title 1</p>	

<p>agenda and minutes * Weekly New Teacher Meetings</p> <p>Effectiveness</p> <p>* Weekly Professional Development will result in 90% of Level 3 teachers and above and 100% of Level 2 and below demonstrating effective implementation of the identified instructional strategies, resulting in an increase of student achievement by 15%.</p> <p>* Weekly PLCs will result in 100% of teachers receiving departmentalized support to increase overall student achievement by 15%.</p> <p>* Bi-weekly ILT meetings will result in at least 90% of teachers following the instructional framework, resulting in LOE scores of 3 or greater.</p> <p>* New Teacher weekly meetings will result in 100% of teachers attending and resulting in LOE scores of level 3 or greater.</p>	<p>collaboration, and problem-solving skills</p> <p>* Encouraging students to apply mathematical reasoning and procedures in varied, practical contexts</p> <p>* Requiring <b>one project per quarter</b> in each math course to reinforce ongoing learning and ensure consistent integration of project-based strategies</p> <p>These projects will be designed to align with grade-level standards and performance-based objectives while offering opportunities for student voice, creativity, and academic rigor. By embedding project-based learning into the math curriculum, teachers will foster deeper understanding, higher-order thinking, and meaningful learning experiences for all students.</p>				
<p><b>[S 2.3] Targeted Interventions and Personalized Learning</b></p> <p>Provide academic interventions, personalized learning activities, an individualized learning pace, and various instructional approaches designed to meet the needs of specific learners to improve student achievement.</p> <p>** **</p> <p>** **</p> <p><b>Benchmark Indicator</b> Implementation</p> <p>* Weekly iReady reports * Bi-weekly progress monitoring data * Monthly data meeting agenda and minutes * Quarterly Benchmark assessment data</p>	<p><b>[A 2.3.1] Digital and Tangible Math Manipulatives</b></p> <p>White Station Middle School will enhance mathematics instruction through the intentional use of both digital and tangible manipulatives to support student understanding of abstract mathematical concepts. By incorporating manipulatives into daily instruction, teachers will provide students with concrete, hands-on learning experiences that align with a variety of learning styles and developmental needs.</p> <p>Instructional goals for manipulative use include:</p> <p>* Promoting visual and tactile engagement to support conceptual understanding * Encouraging active participation and exploration of mathematical relationships * Supporting students in transitioning from concrete models to abstract thinking</p>	<p>Jaleta Miller, Assistant Principal &amp; Math Lead; Stephanie Parker-Bradley , PLC Coach;</p>	<p>05/21/2026</p>	<p>Title 1</p>	

<p>Effectiveness</p> <ul style="list-style-type: none"> <li>* Weekly iReady reports will reflect a 10% increase in the number of students who score mastery on skill deficit areas in the MyPath track.</li> <li>* Bi-weekly progress monitoring data will reflect students increasing by at least 2-3 data points.</li> <li>* Monthly data team meetings will reflect at least 5% of students being able to exit RTI2 supports and interventions.</li> <li>* Quarterly benchmark assessment data will reflect at least 5% of students moving from Tier III to Tier I or Tier II to Tier I.</li> </ul>	<ul style="list-style-type: none"> <li>* Improving comprehension, retention, and application of math concepts across all grade levels</li> </ul> <p>The use of manipulatives, such as virtual tools, interactive apps, and physical models, will be embedded into lesson design to reinforce critical math skills, foster inquiry, and move beyond rote memorization to deep, meaningful learning.</p>				
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