Georgian Hills 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. Early Literacy will continue to build a comprehensive level of foundational skills by using the science of reading.

Performance Measure
Georgian Hills MS will reduce the number of students scoring below in ELA from 45% in SY25 to less than 41% in SY26 and increase the number of students scoring proficient from 14.3% in SY25 to 19.7% in SY26.

Performance will be measured using the following tools:

District Formative Assessments

TNReady Assessment

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 1.1] Standard Aligned Core Instruction 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. **Benchmark Indicator** **Benchmark Indicator** **Implementation** * School-wide formative assessment (Fall, winter, spring) * Daily classroom observations using walkthrough tool to determine trends * Weekly Extended Exit ticket * Quarterly Formative Assessment	**[A 1.1.1] Model Effective Instructional Practices** ILT members, including lead teachers, will model effective instruction to support teachers and allow for deliberate practice grounded in components of the teaching/coaching framework.	Travis McGlothian, Natasha Gossett, Kimberly Wardlo, Monique Cooper	04/10/2026		

* Quarterly review of TEM observation data to monitor educator's delivery of standard aligned lessons to the TN standards **Effectiveness (frequency and metric)** * At least 80% of students will score 70% or above on Common Formative Assessments. * At least 80% of the teachers utilizing the district curriculum and resources for daily instruction. * At least 80% of the students will score 70% or above on weekly extended exit tickets * At least 90% of the teachers will score a 3 or higher on their TEM observationsAt least 80% of the students will score 80% or above on weekly extended exit tickets * The overall Pear assessment OTM in Math will increase 5% or higher each Formative Assessment (Fall, winter and spring).					
	[A 1.1.2] Improve Student Achievement via Daily Instruction Teachers will plan and deliver engaging learning experiences utilizing technology and various online platforms that strategically build reading fluency, comprehension, critical thinking and writing skills.	Travis McGlothian, Natasha Gossett, Kimberly Wardlo, Monique Cooper	05/08/2026		
	[A 1.1.3] Conduct Informal Observations The ELA Admin Lead, content lead, instructional coaches, and administrators participate in weekly informal observations/drop-ins into ELA classrooms utilizing the school/district's instructional walkthrough form to ensure the delivery of lessons are being done effectively and the ELA curriculum is being implemented with integrity and fidelity. Debriefing occurs to identify strengths, weaknesses, and trends. Findings are then shared electronically with teachers and are discussed during weekly PLCs. Instructional adjustments are	Travis McGlothian, Natasha Gossett, Monique Cooper	03/31/2026		

	made as required, needed, or suggested and follow-up with visited teachers occur.				
	[A 1.1.4] Provide Instructional Supplies & Resources Supplemental instructional resources and supplies will be purchased to help increase student achievement such as IXL and NearPod online platforms, pencils, paper, calculators, interactive panels and other materials as needed to enhance the academic achievement of students in grades 6-8.	Travis McGlothian, Kimberly Wardlo	03/31/2026		
	[A 1.1.5] Provide Instructional Technology Educators often struggle to keep students engaged. Students are struggling to bridge the learning gap created by educational inequity, disabilities, and the pandemic. Teachers benefit from integrating **interactive panels** into daily lessons because they help to foster a very versatile and engaging learning environment. Integrating interactive panels helps to create a technocentric classroom that more closely resembles the world that awaits students when they enter adulthood. Teachers will use smartboards to implement interactive lessons to increase student engagement	Travis McGlothian, Kimberly Wardlo	03/31/2026		
[S 1.2] Professional Development Provide professional development for teachers, administrators, and instructional leaders on how to articulate the instructional practice shifts that will improve teachers' pedagogy of the content, master of standard look fors, students' skill set, and students' proficient reading level of grade supported texts. **Benchmark Indicator** Implementation --- * Weekly PLC meeting agenda and minutes * Monthly professional development agenda and minutes	**[A 1.2.1] Attend Professional Learning** Faculty, staff and administrators will participate in local state, and/or national conferences to increase pedagogical knowledge and share best practices with colleagues. Educators will attend the UnboundEd Standards Institute/AMLE and TAMS among other conferences.	Travis McGlothian, Kimberly Wardlo	06/30/2026		

Effectiveness --- * Weekly PLCs will result in 100% of teachers receiving departmentalized support to increase overall student achievement by 10%. * Monthly professional development will result in at least 95% of teachers demonstrating effective implementation of the identified instructional strategies, resulting in an increase of student achievement by 10%.					
	[A 1.2.2] PLC Meetings and Collaborative Planning Facilitate weekly PLC meetings and collaborative planning sessions to review and analyze data, inform teachers of high-quality instructional practices, assist teachers in developing lessons aligned to standards, and discuss ways to help students show growth and improve achievement. Provide training on engagement strategies.	Travis McGlothian, Natasha Gossett, Kimberly Wardlo, Monique Cooper	05/01/2026		
	[A 1.2.3] Instructional Coach Support The ELA Instructional coach will work with the PLC Coach and teachers to observe, provide feedback, co-plan, and provide professional development as needed to improve instructional practices in content areas.	Monique Cooper, Travis McGlothian, Natasha Gossett, Kimberly Wardlo	05/22/2026		
[S 1.3] Targeted Intervention and Personalized Learning 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. **Benchmark Indicator** Implementation ---	**[A 1.3.1] Academic Enrichment/Intervention Classes** Every student will have an academic enrichment/intervention class daily. this class will be on all students' schedule. Students who have been identified as Tier 2 and Tier 3 will be scheduled for RTI2 (Response to Intervention). All other students will be scheduled form Academic Enrichment.	Wesceta Fletcher, Travis Mcglothian, Angela Sanders, Natasha Gossett	05/15/2026		

* Monthly progress monitoring data * Monthly data meeting agenda and minutes * Quarterly benchmark assessment data * Weekly iReady reports Effectiveness ---------- * Monthly progress monitoring data will reflect students increasing by at least 2-3 data points. * Monthly data team meetings will reflect at least 10% of students being able to exit RTI2 supports and interventions. * Quarterly benchmark assessment data will reflect at least 5% of students moving from Tier III to Tier II or Tier II to Tier I. * Weekly iReady reports will reflect a 5% increase in the number of students who score mastery on skill deficit areas.					
	[A 1.3.2] Interventionist/RTI2 Lead Administer a universal screener (Fall, Winter, and Spring) to identify Tier II and Tier III students who need more intensive instructional support. Following the universal screener, select students are then given a benchmark assessment to determine specific deficits in literacy. Intervention plans are created and monitored to determine student progress. Implementation monitoring is ongoing, and student progress is reviewed monthly. Interventions provided for students are adjusted based on student performance in the deficit area.	Wesceta Fletcher, RTI2 Lead/Interventionist	05/20/2026		
	[A 1.3.3] Instructional Curriculum Coach The instructional curriculum Coach will offer additional support in writing to teachers in core content areas.	Monique Cooper	05/20/2026		
[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**					

Georgian Hills MS will reduce the students scoring below in math from 49% in SY25 to 44% in SY26 and increase the number of students proficient from 16.3% in SY25 to 21.5% in SY26. Performance measures will be monitored by the following: District Formative Assessments TNReady Assessment					
Strategy	**Action Step**	**Person Responsible**	**Estimated Completion Date**	**Funding Source**	**Notes**
[S 2.1] Standard Aligned Core Instruction 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. **Benchmark Indicator** Implementation ---------- * Weekly walkthroughs using schoolwide observation tool * Weekly lesson plans * Daily exit ticket data * weekly review of student work samples * Daily use of technology and online standards-aligned student tasks. Effectiveness ---------- * Weekly walkthrough data schoolwide observation tool indicates the 100% implementation of instructional shifts by 80% of the teachers by end	**[A 2.1.1] Weekly Data Meetings** Conduct data meeting from accountability system captures to inform teachers of next steps to help students improve on daily task and formative assessments.	Travis McGlothian, Natasha Gossett, Kimberly Wardlo	05/15/2026		

of quarter 1; 85% of teachers by end of quarter 2; and 90% by the end of quarter 3. * The overall Pear assessment OTM in Math will increase 5% or higher each Formative Assessment (Fall, winter and spring). * Weekly lessons plan checks will show that 100% of teachers are on track with following the curriculum and overall teacher LOE will reflect level 3 or higher. * weekly review of student work samples will show students' mastery of standards at 80% or higher. * Daily exit tickets will reflect at least 80% of students scoring 80% or higher.					
	[A 2.1.2] Improve Student Achievement via Daily Instruction Teachers will plan and deliver engaging iReady Math learning experiences utilizing technology and various online platforms that strategically build mathematics fluency, nonconceptual understanding and procedure.	Travis Mcglothian, Natasha Gossett, Kimberly Wardlo, Monique Cooper	05/15/2026		
	[A 2.1.3] Conduct Informal Observations The Math Admin Lead and Content Lead and ILT members will participate in weekly/bi-weekly informal observations/drop-ins into math classrooms utilizing the district's instructional walk-through tool to ensure delivery of lessons are being done effectively and the math curriculum is being implemented with integrity and fidelity. Debrief will occur afterwards to identify strengths, weaknesses, and trends. Findings are shared electronically with teachers and are discussed during weekly PLCs. Instructional adjustments are made as required, needed or suggested and follow-up with visited teachers occur within 2 weeks.	Travis McGlothian, Natasha Gossett	03/31/2026		
	[A 2.1.4] Provide Instructional Resources and Supplies Supplemental instructional supplies will be purchased to help increase student achievement such as pencils, paper, purchase of laptops for	Travis McGlothian, Principal; Natasha Gossett,	03/31/2026		

	teachers and students, calculators and other materials as needed to enhance the academic achievement of students in grades 6-8.	Assistant Principal; Kimberly Wardlo, PLC Coach			
	[A 2.1.5] Provide Instructional Technology Educators often struggle to keep students engaged. Students are struggling to bridge the learning gap created by educational inequity, disabilities, and the pandemic. Teachers benefit from integrating interactive panelsandIXL online platform into daily lessons because they help to foster a very versatile and engaging learning environment. Integrating interactive panels helps to create a technocentric classroom that more closely resembles the world that awaits students when they enter adulthood.Teacher laptopswill be used during the use of the interactive panels during whole group, Tier I, instruction.	Travis McGlothian, Natasha Gossett, Kimberly Wardlo, Monique Cooper	03/31/2026		
[S 2.2] Professional Development Provide ongoing, high quality professional development for school leaders, teachers, and other instructional staff that focuses on instructional shifts and strategies that result in improved student performance. **Benchmark Indicator** Implementation: --- * Monthly Leadership development PD agendas & PLZ transcipts * Weekly PLC meeting agendas and sign-in sheet * Weekly classroom observation using the Informal Walkthrough Tool Effectiveness: ---	**[A 2.2.1] Weekly PLC Meetings & Collaborative Planning** Facilitate weekly PLC meetings and collaborative planning sessions to review and analyze data, inform teachers of high-quality instructional practices, assist teachers in developing lessons aligned to standards, and discuss ways to help students show growth and improve achievement. Provide training on engagement strategies.	Travis McGlothian, Natasha Gossett, Kimberly Wardlo, Monique Cooper	05/08/2026		

* 85% of teachers will score a 3 or better on yearly TEM evaluations. * 100% of teachers will attend weekly PLC meetings and implement suggested strategies. * 80% of students will increase by 15% from the fall 2024 Pear Assessment Data to Spring 2025 Pear Assessment data					
	[A 2.2.2] Attend Professional Learning Opportunities Faculty, staff and administrators will participate in local state, and/or national conferences to increase pedagogical knowledge and share best practices with colleagues. Educators will attend the UnboundEd Standards Institute/AMLE and TAMS among other conferences.	Travis McGothian, Kimberly Wardlo	06/30/2026		
[S 2.3] Targeted Interventions and Personalized Learning 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. ** ** ** ** **Benchmark Indicator** Implementation ---------- * Monthly progress monitoring data * Monthly data meeting agenda and minutes * Quarterly benchmark assessment data * Weekly iReady reports Effectiveness ---------- * Monthly progress monitoring data will reflect students increasing by at least 2-3 data points. * Monthly data team meetings will reflect at least	**[A 2.3.1] Academic and Enrichment Classes** Every student will have an academic enrichment/intervention class daily. this class will be on all students' schedule. Students who have been identified as Tier 2 and Tier 3 will be scheduled for RTI2 (Response to Intervention). All other students will be scheduled for Academic Enrichment.	Wesceta Fletcher, Travis McGlothian, Dr, Graves, Kimberly Wardlo, Angela Sanders, Natasha Gossett	05/15/2026		

10% of students being able to exit RTI2 supports and interventions. * Quarterly benchmark assessment data will reflect at least 5% of students moving from Tier III to Tier II or Tier II to Tier I. * Weekly iReady reports will reflect a 5% increase in the number of students who score mastery on skill deficit areas.					
	[A 2.3.2] Interventionist/RTI2 Lead Administer a universal screener (Fall, Winter, and Spring) to identify Tier II and Tier III students who need more intensive instructional support. Following the universal screener, select students are then given a benchmark assessment to determine specific deficits in literacy. Intervention plans are created and monitored to determine student progress. Implementation monitoring is ongoing, and student progress is reviewed monthly. Interventions provided for students are adjusted based on student performance in the deficit area.	Wesceta Fletcher, RTI2 Lead/Interventionist	05/20/2026		
	[A 2.3.3] Provide Math Lab Every 6th grade student will attend math lab. This class will be on all students' schedule. Students who have been identified as Tier 2 and Tier 3 will be scheduled for RTI2 (Response to Intervention). All other students will be scheduled for math lab.	Travis McGlothian, Marlincia Smith, Terri Journey, Countess Wilson, Latricia Griffin	05/15/2026		
	[A 2.3.3] Provide Math Lab Every 6th grade student will attend math lab. This class will be on all students' schedule. Students who have been identified as Tier 2 and Tier 3 will be scheduled for RTI2 (Response to Intervention). All other students will be scheduled for math lab.	Travis McGlothian, Marlincia Smith, Terri Journey, Countess Wilson, Latricia Griffin	05/15/2026		
[G 3] Safe and Healthy Students By Spring 2026, we will foster a safe and healthy student-focused learning environment and improve students' attendance and behavior through the implementation of attendance and behavioral interventions and supports, continued professional development grounded in instructional best practices, and stakeholder engagement activities and resources.					

Performance Measure
Georgian Hills MS will decrease its suspension rate from 17% in SY25 to 12% in SY26.

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Interventions and supports will be measured using the following:

* PowerSchool Data
* PowerBI Data

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 3.1] Attendance and Behavior Interventions and Supports GHMS will Implement targeted interventions and support programs as well as initiatives and incentives that address chronic absenteeism and identified behavioral needs to provide appropriate student support. **Benchmark Indicator** Implementation --- 20 -day behavior reports 20-day attendance reports Bi-weekly SART and SARB Meetings Effectiveness --- Monitor 20-day reports for behavior outputs, effectiveness of behavioral interventions and supports aimed at reducing student discipline incidents by a minimum of 20% monthly. Monitor 20-day reports to identify students at risk of high chronic absenteeism and create a plan of	**[A 3.1.1] Progressive Discipline** Utilize the progressive disciplinary steps and specialized intervention supports (RTIB2) in an effort to decrease behavior referrals.	Natasha Gossett, Unntashay Curruthers, Angela Sanders, Travis McGlothian	05/22/2026		

action 100% for each student to reduce absenteeism by a minimum of 10% monthly. Monitor 20-day reports to assess the impact of suspensions on daily attendance, to decrease absenteeism by 10% monthly. Bi-weekly monitor SART and SARB meeting agendas and sign in to ensure all stakeholders are participants 100% of the time.					
	[A 3.1.2] In-School Suspension Provide in-school suspension with instruction in core subjects for students who need to be removed from the regular classroom but whose behavior does not warrant out-of-school suspension.	Natasha Gossett, Angela Sanders, Unntashay Curruthers, Travis McGlothian	05/15/2026		
	[A 3.1.3] Cougar Cash Incentive Program The program will provide students with opportunities to be rewarded for meeting and exceeding attendance and behavioral expectations.	Travis McGlothian, Angela Sanders, Unntashay Curruthers	05/20/2026		
	[A 3.1.4] Field Learning Experiences Provide field learning opportunities for students who meet the attendance and behavior expectations, such as transportation and admission to field trips.	Travis McGlothian, Angela Sanders, Unntashay Curruthers, Natasha Gossett	05/08/2026		
	[A 3.1.5] SEL Mini Lessions During Academic Enrichment Social emotional learning helps students develop the self-awareness, self-control, and interpersonal skills that are vital for growth. Teachers will incorporate 15 minutes mini lessons on SEL during the Academic Enrichment period.	Travis McGlothian, Angela Sanders, Unntashay Curruthers	04/10/2026		

[S 3.2] Professional Development Social emotional learning helps students develop the self-awareness, self-control, and interpersonal skills that are vital for growth. Teachers will incorporate 15 minutes mini lessons on SEL during the Academic Enrichment period. **Benchmark Indicator** Implementation: ---------- * SART and SARB meeting agendas and sign-in * Quarterly parent workshop agendas and sign-in Effectiveness: ---------- * 20-day discipline reports to monitor 10% decrease in office referrals. * Monthly RTI2B (Discipline) meetings to monitor to ensure suspension rate decrease from fall to spring by 10% * 10% increase in quarterly formative assessment data. * Weekly lesson plan will show 100% of the teachers implementing of engaging instructional strategies.	**[A 3.2.1] Increase Student Engagement** Targeted professional developments will be implemented to define effective strategies for increasing student engagement and achievement.	Angela Sanders, Unntashay Curruthers	03/13/2026		
	[A 3.2.2] SART Meetings and Attendance Plans Flagged students will have their SART meetings conducted, and attendance plans developed within 3 days of being flagged.	Angela Sanders, Unntashay Curruthers, Travis McGlothian, Natasha Gossett	05/22/2026		

[S 3.3] Parent, Family, and Community Engagement Promote effective parent, family, and community engagement activities that support safe schools with increasing student attendance positively impacting the overall academic success of students. **Benchmark Indicator** ### Implementation * Quarterly parent meeting agenda and attendance * Semesterly parent-teacher conference sign-in sheets/minutes ### Effectiveness * Quarterly parent meetings will result in an increase in participation by at least 10%. * Semesterly parent-teacher conferences will result in a 5% decrease in student infractions and a 5% decrease in student absences.	**[A 3.3.1] Parent Workshops** The goal of the workshops is to help parents develop a better understanding of how chronic absences can impact a child's achievement, by identifying who is affected by poor attendance early on, by learning how attendance affects a child's ability to read at grade level, and enabling parents to explore strategies for ensuring or improving a child's attendance.	Angela Sanders, Unntashay Curruthers	04/10/2026		
	[A 3.3.2] SART Meetings and Attendance Plans Flagged students will have their SART meetings conducted, and attendance plans developed within 3 days of being flagged.	Unntashay Curruthers, Travis McGlothian, Angela Sanders	05/15/2026		
	[A 3.3.3] Title I Meeting Hold annual Title I meetings (one in the evening and one in the morning) to inform parents about the purpose of Title I, upcoming events and activities supported through Title I funds, school academic status, parents' right to know, family engagement plan, home-school compact, and on-going parent communication.	Travis McGlothian, Natasha Gossett	09/30/2025		