

Woodstock Middle School Annual Plan (2025 - 2026)

Last Modified at Oct 15, 2025 08:57 AM CDT

[G 1] Woodstock Middle School will improve ELA On-Track or Mastery percentages from 10.1% in SY2023-2024 to 17% in SY2025-2026.

****Effective Instruction | Best for All Strategic Plan alignment: Academics****

Effective instruction is built around standards-aligned, high quality curricula and assessments that measure student progress and provide timely information regarding student achievement and growth. Providing students with rigorous, standards-aligned instruction delivered through best practices will help to ensure that all students in Tennessee's high opportunity schools have access to a comprehensive educational system which will prepare them for the career path of their choice.

District Turnaround Plan Goal

[G 3] The number of CSI students scoring Met Plus Exceeded rates in Literacy and Numeracy on the 2026 TCAP assessment will increase 5% or higher from the 2025 TCAP.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 1.1] Support implementation of standards aligned curricula **Rationale** ----- 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. **Supporting Data** ----- The percentage of students scoring On-Track or Mastered on the ELA TCAP increased from 10.0% in Spring 2023 to 10.1% in Spring 2024. Benchmark Indicator **Implementation** ----- * Formative Assessments (Fall, Winter, Spring):	[A 1.1.1] Resource Alignment **Description** ----- Provide teachers with resources for Tier 1 instruction aligned to the TN Academic Standards. The following are examples of resources teachers have access to on a daily basis: * Districtwide PLC Protocol Guides (Weekly Planning Guide) * MSCS Teacher Resources * Re-Teach Calendars * Performance Based Objectives * Curriculum maps and toolkits * Supplementary texts (Ready Read) * Pacing guides, performance-based objectives crosswalks * Classroom protocols and instructional technology * Purchase instructional materials (folders, binders, and paper), supplementary materials and supplementary equipment such as (computers, tablets, Interactive boards, laptops, printers, toner cartridges, etc.)	Raheem-Asad Merriweather, Willie Bolden, Marsha Carodine, Jorgell Jones	05/21/2026	TAG 5.0 SSIG 2.0	

Students will take school-wide formative assessments three times per year (fall, winter, spring), with data recorded in PowerBi. * iReady Comprehensive Checks: Students will take bi-weekly iReady checks, with data recorded in iReady. * Classroom Observations: Weekly classroom observations using the MSCS District Classroom Walkthrough Protocol Document will provide data on teacher implementation of instructional shifts and standards-aligned instruction. * TEM Observation Data Review: Quarterly review of TEM observation data will monitor educators' delivery of standard-aligned lessons, with results recorded in PLZ. **Effectiveness** ----- * Quarterly: 70% of teachers at Woodstock will score a 3 or higher on TEM evaluations. * Bi-weekly: 10% of students will score on or above grade-level on iReady Comprehensive Checks. * Quarterly (Fall 2025, Winter 2025, Spring 2026): 10% of students will meet/exceed expectations on CFAs. * Weekly: 80% of teachers are implementing district and school-based instructional strategies 100% of the time during classroom walkthroughs.	* Purchase Software such as BrainPOP, All-in-Learning Clickers and Software. * BoxLight Interactive Boards. **Implementation** ----- * Informal Observations & Feedback: Woodstock Admin staff and the ELA interventionist will conduct weekly informal observations with administrators to provide consistent feedback and hold pre/post conferences with teachers. * Formative Assessments and Data Reports: Students will take formative assessments three times per year (fall, winter, spring), with results compiled into quarterly data reports. * Teacher Formal Observations (TEM): Administrators will conduct quarterly formal TEM observations to evaluate teacher effectiveness and instructional practices. **Effectiveness** ----- * Quarterly: 70% of teachers at Woodstock will score a 3 or higher on TEM evaluations. * Bi-weekly: 10% of students will score on or above grade-level on ELA iReady Comprehensive Checks. * Quarterly (Fall 2025, Winter 2025, Spring 2026): 10% of students will meet/exceed expectations on ELA CFAs. * Weekly: 80% of teachers will implement district and school-based instructional strategies 100% of the time during classroom walkthroughs.				
	[A 1.1.2] Alignment of Classroom Observation and Feedback Description	Raheem-Asad Merriweather, Willie Bolden,	05/21/2026	TAG 5.0 SSIG 2.0	

	----- * Utilize formal observations (TEM rubric) and the District's Classroom Walkthrough Protocol and Debriefing Document for observation processes to provide regular feedback to teachers to ensure instruction is aligned to the TN State Standards and evidence-based strategies are used to address varying student needs. An ELA interventionist will be hired to collaborate with the administrative team to utilize informal observation and feedback coaching cycles that will include planning support, teacher specific co-planning, co-teaching, and modeling effective teaching strategies to increase teaching proficiency in teacher instruction. Implementation ----- * Informal Observations & Feedback: Woodstock Admin staff and the ELA interventionist will conduct weekly informal observations with administrators to provide consistent feedback and hold pre/post conferences with teachers. * Formative Assessments and Data Reports: Students will take formative assessments three times per year (fall, winter, spring), with results compiled into quarterly data reports. * Teacher Formal Observations (TEM): Administrators will conduct quarterly formal TEM observations to evaluate teacher effectiveness and instructional practices. Effectiveness ----- * Quarterly: 70% of teachers at Woodstock will score a 3 or higher on TEM evaluations. * Bi-weekly: 10% of students will score on or above grade-level on ELA iReady Comprehensive Checks.	Marsha Carodine			
--	---	--------------------	--	--	--

	* Quarterly (Fall 2025, Winter 2025, Spring 2026): 10% of students will meet/exceed expectations on ELA CFAs. * Weekly: 80% of teachers will implement district and school-based instructional strategies 100% of the time during classroom walkthroughs. 1.0 FTE ELA Educational Assistant 71100-163 Estimated Salary with Benefits: Base Salary \$21,797.57 201 Social Security \$1,351.45 204 State Retirement \$1,525.83 207 Medical Insurance \$8,801.00 210 Unemployment Compensation \$200.00 212 Medicare \$316.06 206 Life Insurance \$241.05 * Total for Position **\$34,232.96**				
	[A 1.1.3] Formative Student Assessment Description ----- * Woodstock Middle will utilize the Department of Curriculum and Instruction to create the District's Common Formative Assessments (CFA), which will be administered three times per year (Fall, Winter, and Spring). District academic departments and school-level Instructional Leadership Teams will have access to students' performance data following each CFA, which will support teachers in	Raheem-Asad Merriweather, Willie Bolden, Marsha Carodine, ELA Teachers	05/21/2026		

	planning differentiated instruction and identifying standards mastered and not-mastered for re-teaching opportunities. Implementation ----- * Assessment Team: Woodstock Middle School will have an assessment team that will meet bi-weekly to create common assessments for ELA, math, science, and social studies. * Data Meetings: Teachers will attend weekly student analysis/data meetings to review progress and plan instructional adjustments. Effectiveness ----- * Quarterly: 70% of teachers at Woodstock will score a 3 or higher on TEM evaluations. * Bi-weekly: 10% of students will score on or above grade-level on iReady Comprehensive Checks. * Quarterly (Fall 2025, Winter 2025, Spring 2026): 10% of students will meet/exceed expectations on CFAs. * Weekly: 80% of teachers will implement district and school-based instructional strategies 100% of the time during classroom walkthroughs.				
	[A 1.1.4] Parent and Family Curriculum/Academic Support and Trainings Description ----- * Woodstock Middle School will work with community partners to obtain academic support tools, resources, and training to increase student achievement.	Raheem-Asad Merriweather, Willie Bolden, Marsha Carodine	05/21/2026		

	Implementation ----- * Data Nights: Held each semester to review student progress with families. * TCAP Prep/Boot Camps: Conducted annually in the spring semester leading up to TCAP testing. * Science Nights: Hosted annually to engage families in hands-on learning and showcase student work. * Parent-Teacher Conferences: Scheduled each semester and additionally as requested by administrators, teachers, or parents. Effectiveness ----- * 10% of students will meet/exceed expectations on district CFAs, measured *quarterly* (Fall 2024, Winter 2024, Spring 2025).				
	[A 1.1.5] Access to Rigorous Curriculum Description ----- * Provide teachers with Reading Prescriptions and curriculum maps that outline modules for essential knowledge as well as skills and tasks aligned to TN State Standards. Reading Prescriptions and curriculum maps will be organized by quarters to assist teachers with guidance as to which modules and units should be taught during the school year. Implementation ----- * Grade-Level PLCs & Data Meetings: Teachers	Raheem-Asad Merriweather, Willie Bolden, Marsha Carodine	05/21/2026		

	will participate in weekly grade-level collaborative planning PLCs and student work analysis/data meetings during planning periods. * Lesson Plan Submission: Teachers will submit lesson plans weekly, each Thursday by 11:59 p.m. * Instructional Observations & Feedback: Administrative staff will conduct weekly instructional observations and provide timely feedback. Effectiveness ----- * Quarterly: 70% of teachers at Woodstock will score a 3 or higher on TEM evaluations. * Bi-weekly: 10% of students will score on or above grade-level on iReady Comprehensive Checks. * Quarterly (Fall 2025, Winter 2025, Spring 2026): 10% of students will meet/exceed expectations on CFAs. * Weekly: 80% of teachers will implement district and school-based instructional strategies 100% of the time during classroom walkthroughs.				
[S 1.2] Professional Development Rationale ----- * Woodstock Middle will provide professional development for teachers, administrators, and instructional leaders to strengthen their ability to articulate and implement instructional practice shifts. These shifts will enhance teacher pedagogy, ensure mastery of standard-aligned look-fors, build student skill sets, and improve students' proficiency in reading grade-level texts. * In addition, staff will engage in out-of-town professional learning through educational conferences. These opportunities will further equip educators with strategies to apply instructional practice shifts that elevate instructional quality, deepen student learning, and support literacy	[A 1.2.1] Standards-Based Curriculum Training Description ----- * Professional development/learning opportunities will support school administrators, PLC Coaches, and content lead teachers in unpacking the standards, differentiated teaching strategies, and effective check for understanding methods to enhance the teaching and learning environment. * Professional Learning & Support and Curriculum and Instruction provide regular training sessions virtually and in person for teachers and administrators around implementation of practices taught during Leadership Development Week and Teacher Development Week to enhance understanding and ensure continuity of practice across the district.** Experienced teachers will	Raheem-Asad Merriweather, Willie Bolden, Marsha Carodine	05/21/2026	SSIG 2.0 TAG 5.0	

growth. Supporting Data ----- * The percentage of students scoring On-Track or Mastered on the ELA TCAP increased from 10.0% in Spring 2023 to 10.1% in Spring 2024. Benchmark Indicator Implementation ----- * Daily: Classroom observations using the District Classroom Walkthrough Protocol will provide Woodstock Middle with consistent data to determine trends in teachers' ability to implement instructional shifts aligned to standards and inform targeted professional development. * Twice Weekly: Leadership Team meetings (with at least 85% attendance) will be held to review data, share resources, and ensure alignment of instructional priorities across the school. * Throughout the Year (Ongoing): District-level professional development sessions for volunteers and parents will be offered to strengthen home-school partnerships and equip families with strategies to support student progress toward meeting the district's ELA goals. Effectiveness ----- * Quarterly: 70% of teachers at Woodstock will score a 3 or higher on TEM evaluations. * Bi-weekly: 10% of students will score on or above grade-level on iReady Comprehensive Checks. * Quarterly (Fall 2025, Winter 2025, Spring 2026): 10% of students will meet/exceed expectations on district CFAs. * Weekly: 80% of teachers will implement district	build upon knowledge and facilitate sessions to help struggling teachers apply learning strategies and the experienced teachers will provide feedback to accelerate student learning and close the achievement gaps**. Experienced teachers will provide professional development to train struggling teachers during the fiscal year. The experienced teachers and struggling teachers will be paid an hourly stipend (\$25.84) to train and attend the in-service. Implementation ----- * Weekly: Teachers will participate in grade-level collaborative planning PLCs and student work analysis/data meetings during planning periods. * Weekly (each Thursday by 11:59 p.m.): Teachers will submit lesson plans. * Weekly: Administrative staff will conduct instructional observations and provide timely feedback. Effectiveness ----- * Per Semester: 70% of teachers at Woodstock will score a 3 or higher on TEM evaluations. * Bi-weekly: 10% of students will score on or above grade-level on iReady Comprehensive Checks. * Quarterly (Fall 2025, Winter 2025, Spring 2026): 10% of students will meet/exceed expectations on CFAs. * Weekly: 80% of teachers will implement district and school-based instructional strategies 100% of the time during classroom walkthroughs, which will result in 10% of students meeting/exceeding expectations on quarterly CFAs.				
---	---	--	--	--	--

and school-based instructional strategies 100% of the time during classroom walkthroughs.	Woodstock Middle's Professional Development will be held during the 2025 – 2026 fiscal year during the week of July 21st – July 25th and during the spring semester after school and/or on Saturdays. Stipends will be given to teachers who attend. The following sessions will be provided: Deep Dive in All Content Areas Session 1 (Week of July 21 – July 25, 2025) Deep Dive in All Content Areas Session 2 (Week of July 21 – July 25, 2025) Building Teacher Pedagogy (Week of July 21 – July 25, 2025) Deep Dive in All Content Standards Session 1 (Week of July 21 – July 25, 2025) Deep Dive in All Content Standards Session 2 (Week of July 21 – July 25, 2025) Analyzing Data (Week of February 2 – 6, 2026) Collaborative Planning (Week of March 2 – 6,				
---	---	--	--	--	--

	2026) Woodstock Middle ILT led PD 7 days x 4 hours per day x 9 teachers @ the hourly rate of \$25.84 = \$6,511.68 72210-196 Stipends for 9 Math/Science teachers engaging in professional development with a focus in analyzing data, collaborative planning, and depth of the standards, 7 days x 4 hours per day x 9 teachers @ the hourly rate of \$25.84 =\$6511.68 201 - \$403.72 204 - \$455.82 212 - \$94.42 Total - \$7,465.64				
	[A 1.2.2] Parent and Community Engagement Description ----- * Woodstock will host regular engagement sessions for parents and community members to learn about the State curriculum standards, academic strategies being used, and grade level performance indicators. The Department of Family and Community Engagement will host these learning opportunities in collaboration with instructional leadership team. Woodstock Middle will work with community partners to provide parents with support	Raheem-Asad Merriweather, Willie Bolden, Marsha Carodine	05/21/2026		

	and tools to help their children. Implementation ----- * Semesterly (Fall 2025, Spring 2026): Data Meetings will be held to review student progress and strategies with families. * Semesterly and As Needed: Parent-Teacher Conferences will occur each semester and additionally upon request from parents, teachers, or administrators. * Semesterly (Fall 2025, Spring 2026): Parent Academy Nights will be hosted to provide families with tools to support student success. * Weekly (Every Thursday, March–April 2026): TCAP Test Prep Parent Academy sessions will be conducted to equip families with strategies for supporting students during testing. Effectiveness ----- * Semesterly (Fall 2025, Spring 2026): Data Meetings will reflect improved student progress through increased family engagement, with at least 80% of participating families reporting understanding of strategies to support their child. * Semesterly and As Needed: Parent-Teacher Conferences will demonstrate enhanced communication, with at least 85% of parents and teachers reporting that conferences effectively addressed student needs. * Semesterly (Fall 2025, Spring 2026): Parent Academy Nights will result in at least 75% of participating families reporting increased confidence and skills to support student success at home.				
--	---	--	--	--	--

	* Weekly (Every Thursday, March–April 2026): TCAP Test Prep Parent Academy sessions will show at least 70% of attending families implementing strategies to support students, reflected in improved student readiness or performance.				
	[A 1.2.3] In and Out of Town Professional Development Description ----- * Administration and teachers will participate in district level in and out of town professional development centered around instruction. Implementation ----- * Ongoing (as scheduled by the district): Administration and teachers will participate in district-level professional development, including school-wide professional development sessions, monthly Leadership Development Week, and educational conferences (both in and out of town). * After Each PD Session: Staff members who attend professional development will create a redelivery plan and redeliver the information to all staff during the next available PLC or faculty meeting. Effectiveness ----- * Quarterly: 90% of teachers at Woodstock will score a 3 or higher on TEM evaluations. * Quarterly: 20% of students will meet/exceed expectations on iReady CFAs.	Raheem-Asad Merriweather, Willie Bolden, Marsha Carodine	05/21/2026	Title I	

[S 1.3] Targeted Intervention and Personalized Learning Rationale ----- 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. Supporting Data ----- The percentage of students scoring On-Track or Mastered on the ELA TCAP increased from 10.0% in Spring 2023 to 10.1% in Spring 2024. Benchmark Indicator Implementation ----- * Monthly progress monitoring data review of students' performance in targeted intervention (i-Ready) to determine next steps of intervention support in an effort to get them to grade level. * Weekly review of grade reports for students enrolled in summer learning opportunities to monitor and adjust the effectiveness of the learning opportunity and the impact on student learning and content delivery. Effectiveness ----- * Quarterly: 70% of teachers at Woodstock will score a 3 or higher on TEM evaluations. * Bi-weekly: 10% of students will score on or above grade-level on iReady Comprehensive Checks. * Quarterly (Fall 2025, Winter 2025, Spring 2026):	[A 1.3.1] Response to Instruction and Intervention (RTI2) Description ----- * 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 every 23 days. Interventions provided for students are adjusted based on student performance in the deficit area. Implementation ----- * Weekly intervention on iReady and/or IXL. Bi-weekly progress monitoring testing and small group instruction. * Monthly progress monitoring data review of students' performance in targeted intervention (i-Ready) to determine next steps of intervention support in an effort to get them to grade level. * Weekly review of grade reports for students enrolled in summer learning opportunities to monitor and adjust the effectiveness of the learning opportunity and the impact on student learning and content delivery. Effectiveness ----- * Ongoing / After Each Assessment: Students shall	Raheem-Asad Merriweather, Willie Bolden, Marsha Carodine	05/21/2026		
---	--	---	-------------------	--	--

10% of students will meet/exceed expectations on CFAs. * Weekly: 80% of teachers will implement district and school-based instructional strategies 100% of the time during classroom walkthroughs.	perform at 70% or above or demonstrate at least 5% growth on teacher-created assessments (online, written, or verbal) and school/district-level assessments. * Seasonally (Fall 2025, Winter 2025, Spring 2026): Students in Tier II and Tier III interventions shall increase growth by 15% on iReady screeners.				
	[A 1.3.2] Personalized Literacy Supports Description ----- * Provide all students (Tier I, II, and III) with access to daily targeted enrichment or support using the district's online intervention tools to foster student growth. Resource tools such as iReady and Small Groups assist teachers with engaging students with content based on where they are in the meeting the State standards. Implementation ----- * Daily (1st Period): RTI classes will be held, with students scheduled based on their Tier level and specific deficiencies if they are in Tier II or Tier III. * Daily (1st and 7th Periods): Tier I students will participate in academic enrichment for math and ELA. Effectiveness ----- * Quarterly: 70% of teachers at Woodstock will score a 3 or higher on TEM evaluations. * Bi-weekly: 10% of students will score on or above grade-level on iReady Comprehensive Checks. * Quarterly (Fall 2025, Winter 2025, Spring 2026): 10% of students will meet/exceed expectations on	Raheem-Asad Merriweather, Willie Bolden, Marsha Carodine, Laura Oliver	05/21/2026		

	district CFAs. * Weekly: 80% of teachers will implement district and school-based instructional strategies 100% of the time during classroom walkthroughs.				
--	---	--	--	--	--

[G 2] Woodstock Middle School will improve Math On-Track or Mastery percentages from 12.7% in SY24 to 19% in SY26.

****Effective Instruction | Best for All Strategic Plan alignment: Academics****

Effective instruction is built around standards-aligned, high quality curricula and assessments that measure student progress and provide timely information regarding student achievement and growth. Providing students with rigorous, standards-aligned instruction delivered through best practices will help to ensure that all students in Tennessee's high opportunity schools have access to a comprehensive educational system which will prepare them for the career path of their choice.

District Turnaround Plan Goal

[G 3] The number of CSI students scoring Met Plus Exceeded rates in Literacy and Numeracy on the 2026 TCAP assessment will increase 5% or higher from the 2025 TCAP.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 2.1] Support implementation of standards aligned curricula Rationale ----- * Woodstock Middle will provide students with daily access to a rigorous math curriculum designed to deepen conceptual understanding, strengthen comprehension, and promote mastery of Tennessee Academic Standards. Through consistent exposure to high-quality tasks and aligned instruction, students will build the critical thinking and problem-solving skills necessary to thrive academically and ensure they are prepared for both college and career pathways. Supporting Data ----- * The percentage of students scoring On-Track or Mastered on the Math TCAP increased from 10.9%	[A 2.1.1] Access to Rigorous Curriculum Description ----- * Provide teachers with Reading Prescriptions and curriculum maps that outline modules for essential knowledge as well as skills and tasks aligned to TN State Standards. MSCS Teacher Resources and curriculum maps will be organized by quarters to assist teachers with guidance as to which modules and units should be taught during the school year. Implementation ----- * Weekly: Teachers will participate in grade-level collaborative planning PLCs and student work analysis/data meetings during planning periods. * Weekly (every Thursday by 11:59 p.m.): Teachers will submit lesson plans. * Weekly: Administrative staff will conduct	Raheem-Asad Merriweather, Willie Bolden, Marsha Carodine	05/21/2026		

in Spring 2023 to 12.7% in Spring 2024. Benchmark Indicator Implementation ----- * Quarterly (Fall, Winter, Spring): Students will take schoolwide formative assessments, and the data will be recorded at the school level. * Bi-weekly: Students will take iReady Comprehensive Checks, and the data will be recorded in iReady. * Weekly: Classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document will provide the District with data to determine trends in teachers' ability to effectively implement instructional shifts and gauge standards-aligned instruction. * Quarterly: TEM observation data will be reviewed to monitor educators' delivery of standards-aligned lessons to the TN Standards, with results recorded in PLZ. Effectiveness ----- * Quarterly: 70% of teachers at Woodstock will score a 3 or higher on TEM evaluations. * Bi-weekly: 10% of students will score on or above grade-level on iReady Comprehensive Checks. * Quarterly (Fall 2025, Winter 2025, Spring 2026): 10% of students will meet/exceed expectations on CFAs. * Weekly: 80% of teachers will implement district and school-based instructional strategies 100% of the time during classroom walkthroughs.	instructional observations and provide timely feedback. Effectiveness ----- * Quarterly: 70% of teachers at Woodstock will score a 3 or higher on TEM evaluations. * Bi-weekly: 10% of students will score on or above grade-level on iReady Comprehensive Checks. * Quarterly (Fall 2025, Winter 2025, Spring 2026): 10% of students will meet/exceed expectations on district CFAs. * Weekly: 80% of teachers will implement district and school-based instructional strategies 100% of the time during classroom walkthroughs.				
	[A 2.1.2] Alignment of Classroom Observation and Feedback Description -----	Raheem-Asad Merriweather, Willie Bolden,	05/21/2026	TAG 5.0	

	* Utilize formal observations (TEM rubric) and the District's Classroom Walkthrough Protocol and Debriefing Document for observation processes to provide regular feedback to teachers to ensure instruction is aligned to the TN State Standards and evidenced based strategies are used to address varying student needs. A math educational assistant will be hired to support the administrative team and math teachers with specific co-planning, co-teaching, and assisting with effective teaching strategies. Implementation ----- * Weekly & Ongoing: Woodstock Admin staff will conduct informal observations and provide consistent feedback, including pre- and post-conferences with teachers. * Quarterly: TEM evaluations will be conducted to monitor teacher effectiveness and instructional practices. * Daily: The math educational assistant will support math teachers through co-planning, co-teaching, and implementation of effective teaching strategies. * Bi-weekly: Students will complete iReady Comprehensive Checks, with results recorded in iReady. * Quarterly (Fall 2025, Winter 2025, Spring 2026): Students will complete district CFAs, with results analyzed to track progress toward mastery of TN Standards. Effectiveness ----- * Quarterly: 70% of teachers at Woodstock will	Marsha Carodine			
--	---	--------------------	--	--	--

	score a 3 or higher on TEM evaluations. * Bi-weekly: 10% of students will score on or above grade-level on math iReady Comprehensive Checks. * Quarterly (Fall 2025, Winter 2025, Spring 2026): 10% of students will meet/exceed expectations on math CFAs. * Weekly: 80% of teachers will implement district and school-based instructional strategies 100% of the time during classroom walkthroughs. Math Educational Assistant 71100-163 Estimated Salary Benefits: Base Salary \$21,797.57 Social Security \$1,351.45 State Retirement \$1,525.83 Medical Insurance \$8,801.00 Unemployment Compensation \$200.00 Medicare \$316.06 Life Insurance \$241.05 * Total for Position** \$34,232.96** 71100-429				
--	---	--	--	--	--

	Instructional supplies to support small group instruction such as notebooks, chart paper, and pencils, \$2133.04				
	[A 2.1.3] Resource Alignment Description ----- Provide teachers with resources for Tier 1 instruction aligned to the TN Academic Standards. The following are examples of resources teachers have access to on a daily basis: * Districtwide PLC Protocol Guides (Weekly Planning Guide) * Reading Prescriptions * Re-Teach Calendars * Performance Based Objectives * Curriculum maps and toolkits * Supplementary texts (Ready Read) * Pacing guides, performance-based objectives crosswalks * Classroom protocols and instructional technology. * Purchase of instructional materials (folders and binders), supplementary materials, and supplementary equipment. * Purchase Software such as BrainPOP, All-in-Learning Clickers and Software. * Purchase printers and toner for Math Teachers * BoxLight Interactive Boards. Implementation ----- * Weekly: Teachers will participate in content collaborative planning PLCs and student work analysis/data meetings during planning periods. * As Scheduled (District/State/National): Teachers will attend district professional learning days as well as trainings outside the district (in-state and out-of-state).	Raheem-Asad Merriweather, Willie Bolden, Marsha Carodine	05/21/2026	SSIG 2.0 TAG 5.0	

	* Weekly (each Thursday by 11:59 p.m.): Teachers will submit lesson plans. * Weekly: Administrative staff will conduct instructional observations and provide feedback. * Quarterly: Students will complete CFAs to measure mastery of TN Standards. * Weekly: PLC agendas and minutes will be maintained and reviewed to ensure alignment with instructional priorities. Effectiveness ----- * Quarterly: 70% of teachers at Woodstock will score a 3 or higher on TEM evaluations. * Bi-weekly: 10% of students will score on or above grade-level on iReady Comprehensive Checks. * Quarterly (Fall 2025, Winter 2025, Spring 2026): 10% of students will meet/exceed expectations on district CFAs. * Weekly: 80% of teachers will implement district and school-based instructional strategies 100% of the time during classroom walkthroughs.				
	[A 2.1.4] Formative Student Assessment Description ----- * Woodstock Middle will utilize the Department of Curriculum and Instruction to create the District's Common Formative Assessments (CFA), which will be administered three times per year (Fall, Winter, and Spring). District academic departments and school-level Instructional Leadership Teams will have access to students' performance data following each CFA, which will support teachers in planning differentiated instruction and identifying standards mastered and not-mastered for re-teaching opportunities.	Raheem-Asad Merriweather, Willie Bolden, Marsha Carodine	05/21/2026		

	Implementation ----- * Bi-weekly: Woodstock Middle School will have an assessment team that will meet to create common assessments for ELA, math, science, and social studies. * Weekly: Teachers will attend student analysis/data meetings to review progress and plan instructional adjustments. Effectiveness ----- * Quarterly: 70% of teachers at Woodstock will score a 3 or higher on TEM evaluations. * Bi-weekly: 10% of students will score on or above grade-level on iReady Comprehensive Checks. * Quarterly (Fall 2024, Winter 2024, Spring 2025): 10% of students will meet/exceed expectations on district CFAs. * Weekly: 80% of teachers will implement district and school-based instructional strategies 100% of the time during classroom walkthroughs.				
	[A 2.1.5] Parent and Family Curriculum/Academic Support and Trainings Description ----- * Woodstock Middle School will work with community partners to obtain academic support tools, resources, and training to increase student achievement. Implementation -----	Raheem-Asad Merriweather, Wille Bolden, Marsha Carodine	05/21/2026		

	* Semesterly (Fall & Spring): Data Meetings will be held each semester to review student progress. * Semesterly and As Needed: Parent-Teacher Conferences will be scheduled each semester and upon request from parents, teachers, or administrators. * Semesterly (Fall & Spring): Parent Academy Nights will be hosted each semester to equip families with strategies to support student learning. * Weekly (Every Thursday, March–April 2026): TCAP Test Prep Parent Academy sessions will be conducted leading up to TCAP testing. Effectiveness ----- * Quarterly: 10% of students will meet/exceed expectations on iReady CFAs.				
[S 2.2] Professional Development Rationale ----- * Woodstock Middle will provide professional development for teachers, administrators, instructional leaders on how to articulate the instructional practice shifts that will improve teachers' pedagogy of the content, mastery of standard look-fors, students' skill set, and students' proficient reading level of grade supported texts. Supporting Data ----- * The percentage of students scoring On-Track or Mastered on the Math TCAP increased from 10.9% in Spring 2023 to 12.7% in Spring 2024. Benchmark Indicator	[A 2.2.1] Standards Based Curriculum Training Description ----- * Instructional Leadership Development Weeks are held monthly to support school administrators, PLC Coaches, and content lead teachers in unpacking the standards, differentiated teaching strategies, and effective check for understanding methods to enhance the teaching and learning environment. * Professional Learning & Support and Curriculum and Instruction provide regular training sessions virtually and in person for teachers and administrators around implementation of practices taught during Leadership Development Week and Teacher Development Week to enhance understanding and ensure continuity of practice across the district. Experienced teachers will build upon knowledge and facilitate sessions to help struggling teachers apply learning strategies and the experienced teachers will provide feedback to accelerate student learning and close the	Raheem-Asad Merriweather, Willie Bolden, Marsha Carodine	05/21/2026	TAG 5.0	

Implementation ----- * Daily: Classroom observations using the District Classroom Walkthrough Protocol will provide Woodstock with data to determine trends in teachers' ability to effectively implement instructional shifts outlined in the rubric and gauge standards-aligned instruction in order to plan professional development support. * Twice Weekly: Leadership Team meetings (with at least 85% attendance) will be conducted to ensure district and school leaders are gaining and sharing knowledge of content, obtaining resources through collaboration, and effectively communicating new information with school-level educators. * Ongoing / Throughout the Year: District-level professional development sessions will be offered for volunteers and parents to learn effective strategies to help students reach the district's math goal. Effectiveness ----- * Quarterly: 70% of teachers at Woodstock will score a 3 or higher on TEM evaluations. * Bi-weekly: 10% of students will score on or above grade-level on iReady Comprehensive Checks. * Quarterly (Fall 2025, Winter 2025, Spring 2026): 10% of students will meet/exceed expectations on district CFAs. * Weekly: 80% of teachers will implement district and school-based instructional strategies 100% of the time during classroom walkthroughs.	achievement gaps. Implementation ----- * Weekly: Teachers will participate in content collaborative planning PLCs and student work analysis/data meetings during planning periods. * As Scheduled (District/State/National): Teachers will attend district professional learning days as well as trainings outside the district (in-state and out-of-state). * Throughout the Fiscal Year: Experienced teachers will provide professional development to train struggling teachers. Both experienced and struggling teachers will be compensated at an hourly stipend (\$25.84) for participation in in-service PD (agendas, PowerPoint, sign-in sheets). * Weekly (each Thursday by 11:59 p.m.): Teachers will submit lesson plans. * Weekly: Administrative staff will conduct instructional observations and provide timely feedback. Effectiveness ----- * Quarterly: 70% of teachers at Woodstock will score a 3 or higher on TEM evaluations. * Bi-weekly: 10% of students will score on or above grade-level on iReady Comprehensive Checks. * Quarterly (Fall 2025, Winter 2025, Spring 2026): 10% of students will meet/exceed expectations on district CFAs. * Weekly: 80% of teachers will implement district and school-based instructional strategies 100% of the time during classroom walkthroughs.				
---	--	--	--	--	--

	Woodstock Middle's Professional Development will be held during the 2025-2026 fiscal year during the week of July 21st – July 25th and during the spring semester after school and/or on Saturdays. Stipends will be given to teachers who attend. The following sessions will be provided: Deep Dive in All Content Areas Session 1 & Session 2, Building Teacher Pedagogy (Week of July 21 – July 25, 2025) Analyzing Data (Week of February 2 – 6, 2026) Collaborative Planning (Week of March 2 – 6, 2026) Woodstock Middle ILT led PD 7 days x 4 hours per day x 9 teachers @ the hourly rate of \$25.84 = \$6,511.68 72210-196 Stipends for 9 ELA/SS teachers engaging in professional development with a focus in analyzing data, collaborative planning, and depth of the standards, 7 days x 4 hours per day x 9 teachers @ the hourly rate of \$25.84 = \$6511.68 201 - \$403.72 204 - \$455.82 212 - \$94.42 Total - **\$7,465.64**				
--	--	--	--	--	--

	[A 2.2.2] Parent and Community Engagement Description ----- * Woodstock will host regular engagement sessions for parents and community members to learn about the State curriculum standards, academic strategies being used, and grade level performance indicators. The Department of Family and Community Engagement will host these learning opportunities in collaboration with our Instructional Leadership Team. Woodstock will work with community partners to provide parents with support and tools to help their children. Implementation ----- * Semesterly (Fall 2025, Spring 2026): Data Meetings will be conducted each semester to review student progress and instructional priorities. * Semesterly and As Needed: Parent-Teacher Conferences will occur each semester and additionally upon request from parents, teachers, or administrators. * Semesterly (Fall 2025, Spring 2026): Parent Academy Nights will be hosted each semester to provide families with strategies and resources to support student learning. * Weekly (Every Thursday, March–April 2026): TCAP Test Prep Parent Academy sessions will be held to prepare students and families for state testing. Effectiveness ----- * Quarterly: 100% of teachers will maintain parent	Raheem-Asad Merriweather, Willie Bolden, Marsha Carodine	05/21/2026		
--	--	---	-------------------	--	--

	contact logs showing that 100% of parents are contacted each quarter for student updates. * Each Parent Engagement Event (Ongoing Throughout the Year): Sign-in sheets will document at least 20% of parents participating in parent engagement opportunities. * Each Activity (Ongoing Throughout the Year): Parent engagement will increase by at least 3% per activity.				
	[A 2.2.3] In and Out of town Professional Development Description ----- * Administration and teachers will attend in and out of town district level professional development. Implementation ----- * Ongoing (as scheduled): Administration and teachers will participate in district-level professional development, including school-wide professional development sessions, monthly Leadership Development Week, and national conferences such as the Teach Your Heart Out Conference. * After Each PD Session: Staff who attend professional development will provide a redelivery plan and share the information with all staff during the next available PLC or faculty meeting. * Annually: Professional Development Registration Invoices will be collected and documented. * Annually: Conference/PD Schedules and Agendas will be submitted and reviewed. * Weekly: Instructional Walkthrough Documents will be collected and analyzed to monitor classroom implementation of strategies. * Quarterly: iReady Data Board will be updated and reviewed to track student progress and guide instructional decisions.y)	Raheem-Asad Merriweather, Willie Bolden, Marsha Carodine	05/21/2026	Title I	

	* iReady Data Board (Quarterly) Effectiveness ----- * Quarterly: 90% of teachers at Woodstock will score a 3 or higher on TEM evaluations. * Quarterly (Fall 2025, Winter 2025, Spring 2026): 20% of students will meet/exceed expectations on iReady CFAs.				
[S 2.3] Targeted Intervention and Personalized Learning Rationale ----- * 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. Supporting Data ----- * The percentage of students scoring On-Track or Mastered on the Math TCAP increased from 10.9% in Spring 2023 to 12.7% in Spring 2024. Benchmark Indicator Implementation ----- * Weekly intervention on iReady and/or IXL. Bi-weekly progress monitoring testing and small group instruction. * Monthly progress monitoring data review of students' performance in targeted intervention (i-Ready) to determine next steps of intervention	[A 2.3.1] Response to Instruction and Intervention (RTI2) Description ----- * 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 every 23 days. Interventions provided for students are adjusted based on student performance in the deficit area. Implementation ----- * Daily: Tier I students will receive 30 minutes per day of targeted instruction. * Daily: Tier III students will receive 45 minutes per day of intensive intervention.	Raheem-Asad Merriweather, Willie Bolden, Marsha Carodine, Laura Oliver	05/21/2026		

support in an effort to get them to grade level. * Weekly review of grade reports for students enrolled in summer learning opportunities to monitor and adjust the effectiveness of the learning opportunity and the impact on student learning and content delivery. Effectiveness ----- * Ongoing / After Each Assessment: Students shall perform at 70% or above or demonstrate at least 5% growth on teacher-created assessments (online, written, or verbal) and school/district-level assessments. * Seasonally (Fall 2025, Winter 2025, Spring 2026): Students in Tier II and Tier III interventions shall increase growth by 15% on iReady screeners.	Effectiveness ----- * Each Grading Period / After Each Assessment: Students shall perform at 70% or above or demonstrate at least 5% growth on teacher-created assessments (online, written, or verbal) and school/district-level assessments. * Seasonally (Fall 2025, Winter 2025, Spring 2026): Students in Tier II and Tier III interventions shall increase growth by 15% on iReady screeners.				
	[A 2.3.2] Personalized Literacy Supports Description ----- * Provide all students (Tier I, II, and III) with access to daily targeted enrichment or support using the district's online intervention tools to foster student growth. Resource tools such as iReady and Small Groups assist teachers with engaging students with content based on where they are in the meeting the State standards. Implementation ----- * Daily (1st Period): RTI classes will be held, with students scheduled based on their Tier level and deficiency if they are Tier II or Tier III. * Daily (7th Period): Tier I students will take academic enrichment for math and ELA.	Willie Bolden, Marsha Carodine, Laura Oliver	05/21/2026		

	Effectiveness ----- * Ongoing / After Each Assessment Cycle: Students shall perform at 70% or above or demonstrate at least 5% growth on teacher-created assessments (online, written, or verbal) and school/district-level assessments. * Quarterly (Fall 2025, Winter 2025, Spring 2026): Students in Tier II and Tier III interventions shall increase growth by 15% on iReady screeners.				
[G 3] Woodstock Middle School will reduce the number of student infractions from 22.8% in SY24 to 12% in SY26 **Additional Supports** A positive school culture and climate creates an environment that promotes a safe, nurturing environment and promotes effective teaching and learning. Schools with a positive culture and climate support the emotional, physical, mental, cognitive, and social development of all students and staff. Additionally, a dedicated organizational infrastructure accelerates rapid school turnaround by providing on-going, tailored, and strategic support for all stakeholders. District Turnaround Plan Goal [G 4] CSI schools will reduce chronic absenteeism rates from approximately 30% in 2025 to approximately 25% or less in 2026 by utilizing clearly defined systems and operating procedures for monitoring identified at-risk and chronically absent students weekly.					
Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 3.1] Attendance and Behavior Intervention and Supports Rationale ----- * Implement targeted interventions and support programs and initiatives that address identified behavior needs and provide appropriate student supports.	[A 3.1.1] Targeted Training Description ----- * Provide principals, teachers, school counselors, attendance secretaries and PBIS coaches professional development to address student discipline, attendance, data entry and chronic absenteeism.	Willie Bolden, Marsha Carodine, 6th Grade-8th Grade Teachers	05/22/2026		

Supporting Data ----- * The percentage of students disciplined decreased from 24.5% during SY23 to 22.8% during SY24. Benchmark Indicator Implementation ----- * Weekly: Attendance reports will be generated and reviewed to monitor student absences and trends. * Quarterly: Professional Development agendas and sign-in sheets will be collected to ensure staff are trained on attendance protocols and strategies. * Monthly: Attendance Team meetings will be conducted, with sign-in sheets documenting participation and action planning. * Every 20 Days (District Reporting Cycle): District-level 20-day attendance reports will be submitted and reviewed for compliance and progress monitoring. Effectiveness ----- * Every 20 Days: The chronic absenteeism rate will decrease by 5% based on 20-day period attendance reports.	Implementation ----- * Monthly: 100% participation of principals, teachers, school counselors, attendance secretaries, and PBIS coaches will attend district professional development sessions to address student discipline, attendance, data entry, and chronic absenteeism. Effectiveness ----- * Weekly: Students' personalized behavioral plans will be monitored to reduce behavior incidents and/or referrals to ISS or the reset room, with the goal of a 10% monthly decrease. * Monthly: Classroom referrals to the office will decrease by 10% each month. * Every 20 Days: Discipline reports and attendance/suspension data will be monitored at 100% fidelity to ensure at least 3% continuous improvement. * Monthly: 100% of teachers will track and monitor parent communications logs.				
[S 3.2] Parent, Family, and Community Engagement Rationale ----- * Promote effective parent, family, and community engagement activities and resources that support safe schools which will improve student attendance and behavior.	[A 3.2.1] Expanded Community Resources Description ----- * Expand the Adopt-A-School program to connect schools with community resources that support the teaching and learning environment and the overall well-being of students.	Raheem-Asad Merriweather, Willie Bolden, Marsha Carodine	05/22/2026		

Supporting Data ----- * The percentage of students disciplined decreased from 24.5% during SY23 to 22.8% during SY24. Benchmark Indicator Implementation ----- * Review 20-day student attendance reports at the end of each semester to determine the impact after engagement events. * Evidence of parent participation in decisions relating to the education of their children and collaboration efforts on school-level topics through monthly parent surveys. * Conduct a semi-annual adopter surveys to monitor their impact on students' success by way of their contributions of resources and time. Effectiveness ----- * 20-day student attendance reports will show at least a 3% increase in attendance following engagement events each semester. * Monthly parent surveys will indicate that at least 75% of parents actively participate in decision-making at the school-level. * Semi-annual adopter surveys will show that ≥80% of adopters contribute meaningfully to student success, reflected in improvements in attendance, grades, or behavior.	Implementation ----- * Ongoing / Quarterly Review: The Family Engagement Specialist and Community Engagement Specialist will establish and maintain partnerships with adopters, with progress reviewed quarterly to ensure effectiveness and sustainability. Effectiveness ----- * By Spring 2026 (Annual Goal): Increase community partners from 3 in 2023 to 5 or more by Spring 2026. * Quarterly: Provide resources to students that reduce non-academic barriers, resulting in a 1% decrease in chronic absenteeism each quarter. * Semesterly (Fall & Spring): Expose students to resources and activities that will increase student attendance by 3% each semester.				
	[A 3.2.2] Work with Community Partners to Obtain Behavioral Support Materials and Provide Trainings for Parents Description -----	Raheem-Asad Merriweather, Willie Bolden, Marsha Carodine	05/22/2026		

	* Woodstock Middle School parents will be provided behavior management/SEL materials and participate in trainings throughout the school year to support student behavior. Implementation ----- * Ongoing / Semesterly: Woodstock Middle School will work with community partners to obtain behavior management and SEL support materials for households. * Semesterly (Fall & Spring): Parents will be provided with trainings focused on adolescent parenting to strengthen home-school partnerships and support student success. Effectiveness ----- * Each Semester: Increase parent participation in parent-teacher conferences by 20%. * Monthly: Decrease the number of classroom referrals to the office by 10%. * Quarterly: Increase parental involvement in Woodstock Middle School's PTO by 3% each quarter.				
--	---	--	--	--	--