A. Maceo Walker 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
A. Maceo Walker Middle School will increase ELA met plus exceeded rates for grades 6-8 from 7.3% in 2024 to 12% in 2026 on the TN Ready Assessment.

Performance will be measured using the following tools:

TNReady Assessment

Performance Matters Assessment

iReady Diagnostic 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. The following school level data shows A. Maceo Walker Middle School will increase ELA met plus exceeded rates for grades 6-8 from 9.8% in 2023, 7.3% in 2024, 10.8% in 2025, to 12% in 2026 on the TN Ready Assessment. **Benchmark Indicator** **Benchmark Indicator** **Implementation**	**[A 1.1.1] Access to Rigorous Curriculum** Provide teachers with curriculum maps that outline modules for essential knowledge, skills, and tasks aligned to the Tennessee State Standards. To support teachers in implementing instruction, the district will provide Literacy-Based Classrooms Daily Planning Guides, 6-12 ELA Units, Weekly Preparation Guides, and curriculum maps. These resources will enable teachers to effectively plan and deliver instruction that meets the diverse needs of their students. By aligning curriculum maps with state standards and providing detailed guides, the district ensures that educators have the tools necessary to foster student success and engagement in the classroom.	Leslie Banks, Principal, Miss Gordon, PLC Coach, Tara Ford, Asst. Principal, Patricia Hervey, Asst. Principal, & Terry Smith, Asst. Principal	05/08/2026	Title I Fund I	

* Biweekly Collaborative PLC Meetings * Weekly School-Wide PLC Meetings * Tri-weekly school-wide formative assessments **Effectiveness** * Bi-weekly Collaborative PLC Meetings will show 90% lesson plans meet the needs of standard aligned student work, rigor and standard/performance-based objectives. * Tri-Weekly and school-wide common formative assessments will show 25% of students score 80% or better.					
	[A 1.1.2] Formative Student Assessments We intend to utilize our district school-wide formative assessment - Performance Matters to be administered three times a year (Fall, Winter, and Spring). As a result of each assessment, content administrators and teachers will have access to student performance data. Teachers will be able to plan differentiated instruction and identify standards that have been mastered and those that need to be retaught.	Leslie Banks, Principal, Miss Gordon, PLC Coach, Tara Ford, Asst. Principal, Patricia Hervey, Asst. Principal, Terry Smith, Asst. Principal, Angela Rucker, ILT Member, Kimberly Sharpe, ILT Member, & Anzari Rankin, ILT Member	05/08/2026	Title I Fund I	
[S 1.2] Professional Development The school will implement this strategy by providing professional development to educators, administrators, school leaders, and district advisors focused on articulating instructional practice shifts. Through school-led training sessions, collaborative planning, and coaching cycles, participants will enhance their content pedagogy, improve their ability to conduct standard look-ups, and strengthen instructional strategies that support	**[A 1.2.1] Implementing Data-Driven Instruction Training** During school-level professional training sessions, administrators, the PLC Coach, academic coaches, content lead teachers, and ILT ELA Lead will receive support for desegregating data, backwards design, creating standards-aligned assessments, teaching to the depths of standards, understanding inequalities, and reducing achievement gaps. ELA Content Leads will present the formative	Leslie Banks, Principal, Miss Gordon, PLC Coach, Tara Ford, Asst. Principal, Patricia Hervey, Asst. Principal, Terry Smith, Asst.	04/10/2026	Title I Fund I	

students in developing essential skills and reading grade-level texts proficiently. The professional development will be designed to address diverse learning needs, promote evidence-based instructional approaches, and foster ongoing collaboration among staff to ensure sustained improvements in student engagement and academic achievement. The school will coordinate and deliver this training through structured professional learning communities (PLCs), coaching, and scheduled professional development days. Sessions will be designed to strengthen teachers' content pedagogy, build proficiency in standard look-ups, and support the development of instructional strategies that increase students' academic skill sets and their ability to read and comprehend grade-level texts. **Benchmark Indicator** **Implementation** * Weekly classroom observation using the school developed informal walkthrough * Monthly professional development workshops for new teachers **Effectiveness** * Weekly classroom observation using the school developed informal walkthrough tool will show 95% of our teachers with observation scores of 3 or higher. * Monthly professional development workshops for new teachers will result in 85% of our teachers having informal walk-throughs of 3 or higher.	assessment data collected from the CFA testing (Fall/Winter/Spring) among other content teachers, instructional support advisors, and administrators. During these sessions, reflective teaching practices are employed to enhance students' academic performance.	Principal, Angela Rucker, ILT Member, Kimberly Sharpe, ILT Member, & Anzari Rankin, ILT Member			
	[A 1.2.2] Implement a New Teacher Mentoring & Professional Development Program To improve teachers' ability to deliver high-quality	Leslie Banks, Principal, Miss Gordon, PLC	04/10/2026	Title I Fund I	

	instruction, content planning sessions are designed to address understanding the Common Core State Standards and aligning rigorous grade-level tasks with these standards. Create differentiated teaching strategies (implement safe practices); Identify and implement effective check-for-understanding methods that enhance student engagement and meaningful peer-to-peer interactions. Develop and implement a comprehensive action plan to address misconceptions and practice problems identified through data analysis (i-Ready diagnostics and formative assessments).	Coach, Tara Ford, Asst. Principal, Patricia Hervey, Asst. Principal, and Terry Smith, Asst. Principal			
[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. This will improve student achievement. **Benchmark Indicator** **Implementation** * Monthly i-Ready Personalized Instruction Summary * Weekly fidelity checks in classrooms **Effectiveness** * Monthly i-Ready Personalized Instruction Summary will show a YTD mastery percentage of 85% or better. * Weekly fidelity checks in classrooms will show that 90% of teachers complete intervention requirements as prescribed in an RTI-A document.	**[A 1.3.1] Response to Instruction and Intervention (RTI2 A)** Utilize the i-Ready universal screening tool (Fall, Winter, and Spring) to pinpoint Tier II and Tier III students in need of more intensive instruction. This reliable tool is followed by a benchmark assessment to identify the specific literacy deficits of selected students. To ensure student progress, we develop and regularly monitor intervention plans. A monthly review of student progress is conducted as part of the implementation process. We adjust students' interventions based on their performance in the area of deficit, ensuring a tailored approach to their learning needs.	P. Hervey, Asst. Principal	05/08/2026	Title I Fund I	
	[A 1.3.2] Personalized Literacy Supports 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 i-Ready, AimswebPlus, and Small Groups help teachers engage students with content based on their	P. Hervey, Asst. Principal	05/08/2026	Title I Fund I	

	progress in meeting state standards. These tools enable teachers to monitor progress, identify gaps, and adjust instruction to ensure all students achieve academic success.				

[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
A. Maceo Walker Middle School will increase Math met plus exceeded rates for grades 6-8 from 11.5% in 2024 to 16% in 2026 on the TN Ready Assessment.

Performance will be measured using the following tools:

TNReady Assessment

Performance Matters Assessment

iReady Diagnostic Assessment

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 2.1] Standard Aligned Core Instruction Provide daily access to a rigorous reading/language arts curriculum that will develop students' deep understanding of the content. This curriculum will strengthen comprehension, and promote mastery of TN Standards to ensure students are career and college ready. A. Maceo Walker Middle School will increase Math met plus exceeded rates for grades 6-8 from 9.4% in 2023, 11.5% in 2024, 14.8% in 2025, and 16% in 2026 on the TN Ready Assessment. **Benchmark Indicator** **Implementation** * Biweekly Collaborative PLC Meetings * Weekly School-Wide PLC Meetings	**[A 2.1.1] Access to a Rigorous Curriculum** Prepare curriculum maps that outline essential knowledge, skills, and tasks aligned with TN State Standards. A Math Unit Preparation Guide and a Math Weekly Lesson Preparation Guide will be made available to Math Teachers to assist them in preparing lessons.	Leslie Banks, Principal, Miss Gordon, PLC Coach, Tara Ford, Asst. Principal, Patricia Hervey, Asst. Principal, & Terry Smith, Asst.	05/08/2026	Title I Fund I	

* Tri-weekly school-wide formative assessments **Effectiveness** * Bi-weekly Collaborative PLC Meetings will show 90% of lesson plans meet standard aligned student work, rigor and standard/performance-based objectives. * Tri-weekly and school-wide common formative assessments will show 25% of students score 80% or better.					
	[A 2.1.2] Formative Student Assessments We intend to utilize our district assessment software tool, Performance Matters, to develop a school-wide formative assessment to be administered three times a year (Fall, Winter, and Spring). Data regarding students' performance will be available to content administrators and teachers following the completion of each assessment. It will enable teachers to plan differentiated instruction and identify standards that have been mastered, as well as those that have not, for reteaching.	Leslie Banks, Principal, Miss Gordon, PLC Coach, Tara Ford, Asst. Principal, Patricia Hervey, Asst. Principal, Terry Smith, Asst. Principal, Angela Rucker, ILT Member, Kimberly Sharpe, ILT Member, & Anzari Rankin, ILT Member	04/10/2026	Title I Fund I	
[S 2.2] Professional Development The school will implement this strategy by providing professional development to educators, administrators, school leaders, and district advisors focused on articulating instructional practice shifts. Through school-led training sessions, collaborative planning, and coaching cycles, participants will enhance their content pedagogy, improve their ability to conduct standard look-ups, and strengthen instructional strategies that support students in developing essential skills and reading grade-level texts proficiently. The professional development will be designed to address diverse	**[A 2.2.1] Implementing Data-Driven Instruction Training** During school-level professional training sessions, administrators, the PLC Coach, academic coaches, content lead teachers, and ILT Math Lead will receive support for desegregating data, backwards design, creating standards-aligned assessments, teaching to the depths of standards, understanding inequalities, and reducing achievement gaps. Math Content Leads will present the formative assessment data collected from the CFA testing (Fall/Winter/Spring) among other content teachers, instructional support advisors, and administrators.	Leslie Banks, Principal, Miss Gordon, PLC Coach, Tara Ford, Asst. Principal, Patricia Hervey, Asst. Principal, Terry Smith, Asst. Principal, Angela Rucker, ILT Member,	04/10/2026	Title I Fund I	

learning needs, promote evidence-based instructional approaches, and foster ongoing collaboration among staff to ensure sustained improvements in student engagement and academic achievement. The school will coordinate and deliver this training through structured professional learning communities (PLCs), coaching, and scheduled professional development days. Sessions will be designed to strengthen teachers' content pedagogy, build proficiency in standard look-ups, and support the development of instructional strategies that increase students' academic skill sets and their ability to read and comprehend grade-level texts. **Benchmark Indicator** **Implementation** * Weekly classroom observation using the school developed informal walkthrough * Monthly professional development workshops for new teachers **Effectiveness** * Weekly classroom observation using the school developed informal walkthrough tool will show 95% of our teachers with observation scores of 3 or higher. * Monthly professional development workshops for new teachers will result in 85% of our teachers having informal walk-throughs of 3 or higher.	During these sessions, reflective teaching practices are employed to enhance students' academic performance.	Kimberly Sharpe, ILT Member, & Anzari Rankin, ILT			
	[A 2.2.2] Implement a New Teacher Mentoring & Professional Development Program To improve teachers' ability to deliver high-quality instruction, content planning sessions are designed to address understanding the Common Core State Standards and aligning rigorous grade-level tasks with these standards. Create differentiated teaching strategies (implement safe practices); Identify and implement effective check-for-understanding	Leslie Banks, Principal, Miss Gordon, PLC Coach, Tara Ford, Asst. Principal, Patricia Hervey, Asst. Principal, and	04/10/2026	Title I Fund I	

	methods that enhance student engagement and meaningful peer-to-peer interactions. Develop and implement a comprehensive action plan to address misconceptions and practice problems identified through data analysis (i-Ready diagnostics and formative assessments).	Terry Smith, Asst. Principal			
[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 specific learners' needs. This will improve student achievement. ** ** **Benchmark Indicator** **Implementation** * Monthly i-Ready Personalized Instruction Summary * Weekly fidelity checks in classrooms **Effectiveness** * Monthly i-Ready Personalized Instruction Summary will show a YTD mastery percentage of 85% or better. * Weekly fidelity checks in classrooms will show that 90% of the teachers complete the intervention requirements prescribed in an RTI-A document.	**[A 2.3.1] Response to Instruction and Intervention (RTI2 A)** Utilize the i-Ready universal screening tool (Fall, Winter, and Spring) to pinpoint Tier II and Tier III students in need of more intensive instruction. This reliable tool is followed by a benchmark assessment to identify literacy deficits of selected students. To ensure student progress, we develop and monitor intervention plans. Monthly reviews of student progress is conducted as part of the implementation process. We adjust students' interventions based on their performance in the deficit area, ensuring a tailored approach to their learning needs.	P. Hervey, Asst. Principal	05/08/2026	Title I Fund I	
	[A 2.3.2] Personalized Literacy Supports 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 i-Ready, AimswebPlus, and Small Groups help teachers engage students with content based on their progress in meeting state standards. These tools enable teachers to monitor progress, identify gaps, and adjust instruction to ensure all students achieve academic success.	P. Hervey, Asst. Principal	05/08/2026	Title I Fund I	

[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
A. Maceo Walker Middle School will increase the attendance rate from 87.2% in 2024 - 2025, to 93% in 2026 (i.e., supports and interventions) among our overall disciplinary incidents (i.e., office referrals/other documented supports). The school's suspension rate will decrease from 25.1% in 2024 - 2025 to 20% in 2026.

Interventions and supports will be measured using the following:

* PowerSchool Data
* PowerBI Data
* Share Point

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 3.1] Attendance and Behavior Intervention Supports Implement targeted interventions and support programs and initiatives that address identified behavior needs and provide appropriate student supports. **Benchmark Indicator** **Implementation** * Monthly RTI2-B meeting * Monthly Shape Program reports **Effectiveness** * RTI2-B Committee will support our school's social and behavioral climate. The RTI2-B Committee will support our school's social and behavioral climate.	**[A 3.1.1] Intervention Programs for Students** Implement intervention programs to encourage positive and safe behavior among students; including programs such as S.H.A.P.E. The Shelby County Schools School House Adjustment Program Enterprise (S.H.A.P.E.) aims to reduce the number of Shelby County Schools students sent to Juvenile Court for minor infractions. The S.H.A.P.E. program curriculum is Aggression Replacement Training (A.R.T.). The program addresses aggressive behavior's various causes.	T. Spears, M. Beamon - Davis, R. Smith, T. Smith (Professional School Counselors), and Terry Smith, Asst. Principal	05/08/2026	Title I Fund I	

Each month, the RTI2B team will meet with the goal of reducing suspensions by 1% while using school data to report findings to faculty. All staff and teachers will be trained in RTI2-B expectations and strategies during the first faculty meeting. * Monthly Shape Program reports will address chronic absenteeism and behavioral needs for all students (with an emphasis on ELs, African Americans, and Hispanics). There will be a 5% increase in attendance rate for students who have attendance of 95% on a monthly basis.					
	[A 3.1.2] Attendance Specialist The Attendance Specialist will assist the Attendance Teams in increasing student engagement at the school. As a result, chronic absenteeism and truancy will be reduced. Communicate with students and their families about truancy and chronic absenteeism through letters, phone calls, and meetings with the Attendance Teams. Cross-functional teams should complete statistical cycles that review attendance, chronic absenteeism, and behavioral data.	L. Lark, Attendance Specialist	05/15/2026	Title I Fund I	
	[A 3.1.3] RTI2B Meetings Provide behavior interventions and personalized improvement plans to meet students' individualized needs. Identify and provide targeted support to meet the academic, attendance, and behavioral needs of ALL students and sub-groups regarding intervention and/or enrichment.	T. Spears, R. Smith, and M. Beamon-Davis (Professional School Counselors)	05/15/2026	Title I Fund I	
[S 3.2] Professional Development Provide ongoing, high quality professional development at the district-level and school site for school leaders, teachers, and other instructional staff to focus on changing instructional practices that result in improved student attendance and behavior positively impacting student achievement. School counselors and exemplar teachers will	**[A 3.2.1] Targeted Training** Develop professional development opportunities for principals, teachers, school counselors, and attendance secretaries regarding discipline, attendance, data entry, and chronic absenteeism among students.	T. Spears, M. Beamon -Davis, R. Smith, T. Smith (Professional School Counselors),and Terry Smith, Asst. Principal	04/24/2026	Title I Fund I	

provide ongoing, high quality professional development to staff that will concentrate on classroom behavior/behavior management, social emotional learning, modifying instructional practices to promote student engagement, improving behavior and attendance of students that will positively impact their academic achievement. Monitor the number of referrals to the reset room, behavior specialist, and ISS quarterly and/or prior to professional development sessions. **Benchmark Indicator** **Implementation** * Quarterly Professional Development Sign-In sheets * 20 - day discipline report **Effectiveness** * Quarterly Professional Development Sign-In sheets will show 95% teacher attendance, which will result in a 5% decrease in student discipline rates. * 20 - day discipline report should show a 5% reduction in referrals in 6 - 8 classrooms.					
	[A 3.2.2] Conduct Professional Development on SEL and ACES Awareness The staff will continue to receive training in ACES awareness and SEL support. We will conduct open discussion sessions focusing on equity and equality. Training will be provided to staff on Social Emotional Learning (SEL) and strategies will be implemented in the classroom. School-wide behavior matrix will be provided for staff and students in accordance with RTI2-B. Staff will attend district and school level training on classroom management, positive classroom culture, and student engagement.	T. Spears, M. Beamon -Davis, R. Smith, T. Smith (Professional School Counselors), and Terry Smith, Asst. Principal	04/17/2026	Title I Fund I	
[S 3.3] Parent, Family, and Community Engagement Promote effective parent, family, and community	**[A 3.3.1] Family Engagement Specialist** This support serves as a liaison between families, schools, and community agencies. Our school has	Kevin Patterson, Family	04/10/2026	Title I Fund I	

engagement activities and resources that support safe schools that will improve student attendance and behavior. **Benchmark Indicator** **Implementation** * Monthly parent meetings sign-in sheets * Monthly newsletter or calendar **Effectiveness** * Monthly parent meeting sign - in sheets will show an increase in parent attendance by at least 10% monthly which will result in improvement in student attendance. * Monthly newsletters or calendars will increase parents' attendance by 10%.	an Agape Center and hosts monthly Parent University sessions to facilitate effective parental involvement. The school encourages parents to visit the school and participate in school activities and events.	Engagement Specialist			
	[A 3.3.2] Community Partnerships To increase parents' knowledge, attendance, and positive behavior through partnerships with community organizations, adopters, and local businesses. Coordinate and integrate community initiatives and parental involvement programs through the AGAPE Center. Organize Open Houses, Parent-Teacher Conferences, Academic Data Nights, Literacy Nights, Math and Science Nights. Host cultural awareness events, such as Hispanic Heritage Month, Black History Month, International Day, etc. Ensure parents have access to Homework Helpers/District Homework Help Lines. Information about district and community support programs and resources will be provided to parents by counselors, family engagement specialists, and behavior tech.	T. Spears, M. Beamon -Davis, R. Smith, T. Smith (Professional School Counselors), and Kevin Patterson, Family Engagement Specialist	04/10/2026	Title I Fund I	