

Hickory Ridge Middle Annual Plan (2023 - 2024)

Last Modified at Jan 23, 2024 11:13 AM CST

[G 1] Reading/Language Arts

Hickory Ridge Middle will increase TNReady ELA meeting/exceeding expectation proficiency rates in grades 6-8 from 16.1% in 2023 to 21.4% in 2024. This goal applies to all students and student groups including our TSI student groups BHNA and Black or African American.

Performance Measure

TNReady Assessment—Our TSI student group BHNA will improve meeting/exceeding expectation percentages in grades 6-8 from 16.2% in 2023 to 21.2% in 2024, and for Black or African American will improve meeting/exceeding expectation percentages from 10.5% in 2023 to 15.5% in 2024.

District Formative Assessment using Mastery Connect - Our TSI student groups BHNA and Black or African American meeting/exceeding proficiency rates will improve on the Spring ELA formative assessment by 5% in 2024. Our TSI student group BHNA will improve meeting/exceeding percentages in grades 6-8 from 30.4% in 2023 to 35.4% in 2024, and Black or African American will improve meeting/exceeding expectation percentages in grades 6-8 from 24.7% in 2023 to 29.7% in 2024.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 1.1] Standard Aligned Core Instruction To ensure that students receive high quality instruction, particularly the TSI identified student groups (BHNA and Black or African American), teachers will 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. Teachers will plan and execute standard aligned lessons with intentionality and focus (data-informed instruction).</p> <p>Benchmark Indicator **Benchmark Indicator**</p> <p>Students should perform at or above the 80% on District Formative Assessment (Fall, Winter, and Spring) which align with core instructional standards for the specific quarter.</p>	<p>[A 1.1.1] Access to Rigorous Curriculum In order to provide access to a rigorous curriculum, teachers will deliver high-quality, Tier 1 core instruction from iReady and My Perspectives. Teachers will be provided 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.</p> <p>Implementation:</p> <ul style="list-style-type: none">* Weekly lesson plan feedback* Daily classroom observations using the walkthrough protocol* Weekly collaborative planning sessions* Bi-weekly deliberate practice	James Gordon, Principal Tameka Ellzey, Assistant Principal Christopher Newson, Assistant Principal Chiresse Letbetter, PLC Coach Lakia McCollough, PLC Coach Cristal Holmes, Instructional Facilitator, Teacher Content Leads	04/30/2024		

<p>District Formative Assessment using Mastery Connect - Our TSI student groups BHNA and Black or African American meeting/exceeding proficiency rates will improve on the Spring ELA formative assessment by 5% in 2024. Our TSI student group BHNA will improve meeting/exceeding percentages in grades 6-8 from 30.4% in 2023 to 35.4% in 2024, and Black or African American will improve meeting/exceeding expectation percentages in grades 6-8 from 24.7% in 2023 to 29.7% in 2024.</p> <p>Daily classroom observations/feedback using the District Classroom Walkthrough Protocol and Debriefing Document will provide the district with data to determine trends in teachers' abilities to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction.</p> <p>District Walkthrough data will be monitored through the district's PD management system (Professional Learning Zone/PLZ) for 80% standard aligned core instructional implementation with fidelity at two per teacher per semester.</p> <p>Quarterly review of TEM observation data to monitor educators' delivery of standard aligned lessons to the TN Standards.</p> <p>* Weekly lesson plan review * Weekly PLC meetings and collaborative planning</p>	<p>* Formal observations using the TEM rubric</p> <p>Effectiveness:</p> <p>* 100% of ELA teachers will attend 95% of the collaborative planning sessions to effectively plan for high-quality, standards-aligned instruction</p> <p>* 100% of ELA teachers will demonstrate effective implementation of identified instructional shifts at or above 80% of the teaching time</p> <p>* Semester review of TEM observation data will reflect that 100% of educators deliver lessons aligned to the TN Standards</p>				
	<p>[A 1.1.2] Alignment of Classroom Observation and Feedback</p> <p>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.</p>	<p>James Gordon, Principal Tameka Ellzey, Assistant Principal, Christopher Newson, Assistant Principal</p>	<p>04/30/2024</p>		

		Chiresse Letbetter, PLC Coach Lakia McCollough, PLC Coach			
	<p>[A 1.1.3] Resource Alignment 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:</p> <ul style="list-style-type: none"> * 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 * Florida Virtual School crosswalks * Classroom protocols and instructional technology. <p>The Hickory Ridge Middle will also supply teachers and students with the necessary supplies, materials, equipment, and support for classroom instruction. Supply list: copy paper (white and color), dry erase markers, sharpies, pens, pencils, chart paper, presentation clickers, document cameras, staplers, staples, paper clips, masking tape, pencil sharpeners, binders, post-it-notes, binder clips, color and manila folders, sheet protectors, ink cartridges for the copy machine, ink cartridges for classroom printers, etc. Teachers</p>	<p>James Gordon, Principal Tameka Ellzey, Assistant Principal Christopher Newson, Assistant Principal Chiresse Letbetter, PLC Coach Lakia McCollough, PLC Coach Cristal Holmes, Instructional Facilitator</p>	04/30/2024		

	also need quality printers on each hall that will allow teachers to print instructional materials that support tier 1 instruction.				
	<p>[A 1.1.4] Formative Student Assessments Utilize the ILT team members to create school benchmark assessments, which will be administered three times per year (Fall, Winter, and Spring). District academic departments and school administrators will have access to students' performance data following each CFA, which will support teachers in planning differentiated instruction and identifying standards mastered and non-mastered for re-teaching opportunities.</p> <p>** **</p>	James Gordon, Principal, Tameka Ellzey, Assistant Principal, Christopher Newson, Assistant Principal Chiresse Letbetter, pLC Coach	04/30/2024		
	<p>[A 1.1.5] Implementation of Effective Literacy Shifts Conduct daily classroom observations using the District's Classroom Walkthrough Protocol and Debriefing Document will provide the district with data to determine trends in teachers' ability to effectively implement the identified instructional shifts and gauge the implementation of standard aligned instruction.</p>	James Gordon, Principal Tameka Ellzey, Assistant Principal Christopher Newson, Assistant Principal Chiresse Letbetter, PLC Coach	04/30/2024		
<p>[S 1.2] Professional Development To ensure that students receive high quality instruction, particularly the TSI identified student groups (BHNA and Black or African American), professional development will be provided for teachers, administrators, and other instructional staff 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.</p>	<p>[A 1.2.1] Professional Development to Improve Student Achievement Teachers will attend professional development opportunities during PLC meetings which will focus on data analysis of student work, implementation of the four instructional practices, and other relevant professional development aligned to the district's Academic Foci calendar. Teachers may also attend professional development opportunities via virtual, in-person, out-of-town, and/or online sessions during local, state, and national learning opportunities. Supplemental resources may be</p>	James Gordon, Principal Chiresse Letbetter, PLC Coach Lakia McCollough, PLC Coach	04/30/2024		

<p>Benchmark Indicator</p> <p>Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document will provide the district with data to determine trends in teachers' abilities to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction in order to plan professional development support.</p> <p>District Walkthrough data will be monitored through the district's PD management system (Professional Learning Zone/PLZ) and Microsoft Forms for 80% standard aligned core instructional implementation with fidelity at 2 per teacher per semester in order to provide individualized professional learning support.</p> <p>Instructional Leadership Team (ILT) meetings are conducted twice each month at 80% attendance to ensure district and school leaders are gaining and sharing knowledge of content, obtaining content support and resources through collaboration, and effectively communicating new information with school-level educators.</p> <p>Zone meetings and small-group ILT sessions are facilitated monthly by Instructional Leadership Directors at 85% attendance to support content lead teachers, PLC Coaches, and administrators with feedback and targeted training that should result in more effective daily instructional practices that should be observed during district walk throughs.</p> <p>District-level PD sessions for volunteers and parents will be held to learn effective strategies to help students reach the district's ELA goal.</p> <p>New teacher professional learning supports are offered at various times throughout each semester for new hires. Mentor rosters are submitted at the</p>	<p>necessary to purchase in order to support such professional development opportunities to be implemented with fidelity at the school level. The Hickory Ridge Middle School administrative team will conduct differentiated job embedded professional development to meet the needs of the instructional staff, as identified by TEM 4.0, teacher evaluations, CFA and Universal Screener assessment results, and informal observation data. District ELA staff will provide professional development to assist teachers in planning and delivering engaging learning experiences that strategically build fluency and comprehension using the District approved My Perspectives curriculum. Individual regular weekly feedback (in-person and electronic). Monthly "See It, Name It, Do It" sessions will be facilitated by Administrative Lead-Monitored and supported progress on areas of refinement for each teacher.</p> <p>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.</p> <p>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.</p>				
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beginning of each semester to ensure collegial support is assigned to each new hire.					
	<p>[A 1.2.2] New Teacher Professional Development/Support</p> <p>To ensure new educator success and retention, Hickory Ridge Middle School will empower our colleagues new to education as they become great teachers. New teachers will be assigned a new teacher mentor. They will receive additional support/training after school on the first and third Tuesday of each month on specific subjects such as classroom management, research-based instructional strategies, TEM observations, using the Power School gradebook, etc. Mentors will use a district-provided log to document all mentoring sessions. Literacy Instructional Coaches, School-level Literacy Content Leads, Literacy Laureates, and New Teacher Mentors will receive high-quality professional learning and instructional resources for direct support to improve literacy practices across applicable content areas.</p>	James Gordon, Principal Chiresse Letbetter, PLC Coach Lakia McCollough, PLC Coach	04/30/2024		
<p>[S 1.3] Targeted Intervention and Personalized Learning</p> <p>To ensure high quality instruction, particularly the TSI identified student groups (BHNA and Black or African American), students will receive academic interventions, personalized learning activities, an individualized learning pace, and various instructional approaches designed to meet the needs of specific learners to improve student achievement.</p> <p>Benchmark Indicator</p> <p>Students should perform at or above 70% on District Formative Assessment (Fall, Winter, Spring) which align with core instructional standards for the specific quarter.</p> <p>District Formative Assessment using Mastery Connect - Our TSI student groups BHNA and Black or African American meeting/exceeding proficiency</p>	<p>[A 1.3.1] Response to Instruction and Intervention</p> <p>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.</p>	James Gordon, Principal Christopher Newson, Assistant Principal Robert Williams, Interventionist	04/30/2024		

<p>rates will improve on the Spring ELA formative assessment by 5% in 2024. Our TSI student group BHNA will improve meeting/exceeding percentages in grades 6-8 from 30.4% in 2023 to 35.4% in 2024, and Black or African American will improve meeting/exceeding expectation percentages in grades 6-8 from 24.7% in 2023 to 29.7% in 2024.</p> <p>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.</p> <p>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.</p>					
	<p>[A 1.3.2] Personalized Literacy Supports Students in self-contained classes will receive direct instruction on their ability levels and the teachers and assistants will collect data on students' progress. This process will be tracked weekly. This intervention will include all subgroups: white, Hispanic/Latino, blacks/African-Americans, and economically disadvantaged students. 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, aimswebPlus, and Small Groups assist teachers with engaging students with content based on where they are in the meeting the State standards.</p>	James Gordon, Principal Chistopher Newson, Assistant Principal, Robert William, Interventionist	04/30/2024		
	<p>[A 1.3.3] Targeted Support for Ongoing Learning During the SPED and traditional intervention classes, instruction is provided to the students by their SPED and regular education teachers based on their ability levels. This intervention class will include all subgroups: white, Hispanic/Latino, blacks/African-Americans, and economically</p>	James Gordon, Principal Tameka Ellzey, Assistant Principal Christopher Newson,	04/30/2024		

	disadvantaged students. Provide all students with year-round access to extended learning opportunities to help close the achievement gap, such as: school-based Extended Learning programs through Title I and TN All Corps, Superintendent's Summer Learning Academy (K-8), Read to Be Ready Summer Learning Academies, and Fall and Spring Break Learning Academies.	Assistant Principal			
	<p>[A 1.3.4] Response to Instruction and Intervention (RTI2)</p> <p>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. Interventions provided for students are adjusted based on student performance in the deficit area.</p>	Cristal Holmes, Chiresse Letbetter, LaKia McCollough, James Gordon, Christopher Newson, Tameka Ellzey	05/24/2024		
<p>[S 1.4] After School Tutoring to Support Student Achievement and Growth</p> <p>Provide academic interventions, personalized learning activities, an individualized learning pace, and various instructional approaches designed to meet the needs of specific learners to improve student achievement, particularly the TSI identified student groups (BHNA and Black or African American).</p> <p>** **</p> <p>** **</p> <p>Benchmark Indicator</p> <p>Students should perform at or above 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter. Monthly progress</p>	<p>[A 1.4.1] After School Tutoring to Support Student Achievement and Growth</p> <p>Hickory Ridge Middle School will offer an ESSER funded after school tutoring program targeting below and approaching students as well as ESL students based on the 2022-23 TCAP data. Tutoring will begin the week of September 6th and end the week of April 14th. Students will receive additional support in ELA and math. These students will be provided with an additional 1.5 session twice a week for a unique learning experience to improve academic performance.</p>	James Gordon, Principal Lakia McCollough, PLC Coach	04/12/2024		

monitoring data review of students' performance in targeted intervention 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.					
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[G 2] Mathematics

Hickory Ridge Middle School will increase TNReady math meeting/exceeding expectation proficiency rates in grades 6-8 from 9.9% in 2023 to 15.5% in 2024. This goal applies to all students and student groups including our TSI student groups BHNA and Black or African American.

Performance Measure

TNReady Assessment—Our TSI student group BHNA will improve meeting/exceeding percentages in grades 6-8 from 9.9% in 2023 to 14.5% in 2024, and Black or African American will improve meeting/exceeding expectation percentages in grades 6-8 from 6% in 2023 to 11% in 2024.

District Formative Assessment using Mastery Connect - Our TSI student groups BHNA and Black or African American meeting/exceeding proficiency rates will improve on the Spring ELA formative assessment by 5% in 2024. Our TSI student group BHNA will improve meeting/exceeding percentages in grades 6-8 from 10% in 2023 to 15% in 2024, and Black and African American students will improve meeting/exceeding expectation percentages in grades 6-8 from 6.8% in 2023 to 11.8% in 2024.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 2.1] Standard Aligned Core Instruction To ensure that students receive high quality instruction, particularly the TSI identified student groups (BHNA and Black or African American), teachers will plan and execute standard aligned lessons with intentionality and focus (data-informed instruction) to provide daily access to a rigorous math curriculum that will develop students' engagement in important content, build on prior knowledge (pre-requisite skills), and promote mastery of TN Standards to ensure students are career and college ready.</p> <p>Benchmark Indicator Students should perform at or above 80% on</p>	<p>[A 2.1.1] Math PLCs and Collaborative Planning Provide teachers with PLCs and collaborative planning time that occurs weekly. The planning sessions will be held twice a week - 55 minutes per session. Teachers will unpack the standards taught in upcoming lessons, anticipate students' misconceptions and strategies to address them. Teachers will also dig into state standards, pertinent tier 2 and tier 3 vocabulary, and align daily lessons to school, district, and state expectations for academic growth and student achievement. Also, teachers will participate in deliberate practice and receive feedback in real time using the teacher consultancy protocol. Teachers will practice strategies and scaffolds for focus groups</p>	James Gordon, Principal Tameka Ellzey, Assistant Principal Christopher Newson, Assistant Principal Chiresse Letbetter, PLC Coach Lakia McCollough, PLC Coach	04/30/2024		

<p>District Formative Assessments (Fall, Winter, and Spring), which align with core instructional standards for the specific quarter.</p> <p>District Formative Assessment using Mastery Connect - Our TSI student groups BHNA and Black or African American meeting/exceeding proficiency rates will improve on the Spring ELA formative assessment by 5% in 2024. Our TSI student group BHNA will improve meeting/exceeding percentages in grades 6-8 from 10% in 2023 to 15% in 2024, and Black and African American students will improve meeting/exceeding expectation percentages in grades 6-8 from 6.8% in 2023 to 11.8% in 2024.</p> <p>Daily 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 the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction.</p> <p>District Walkthrough data will be monitored through the district's management system (Professional Learning Zone/PLZ). Data will be collected and analyzed to determine trends and implementation of the instructional practices using Microsoft Teams. Data should show teachers implementing the practices at or above 80% per visit.</p> <p>Quarterly review of TEM observation data to monitor educators' delivery of standard aligned lessons to the TN Standards.</p>	<p>(blacks/African Americans, ESL, and economically disadvantaged) who require additional support.</p>	<p>Cristal Holmes, Instructional Facilitator</p>			
	<p>[A 2.1.2] Hickory Ridge Middle Support Den The Hickory Ridge Middle Support Den will supply teachers and students with the necessary supplies, materials, equipment, and support for classroom instruction. Supply list: copy paper (white and color), dry erase markers, sharpies, pens, pencils, chart paper, presentation clickers, document</p>	<p>Chiresse Letbetter, PLC Coach Lakia McCollough, PLC Coach</p>	<p>04/01/2024</p>		

	cameras, staplers, staples, paper clips, masking tape, pencil sharpeners, binders, post-it-notes, binder clips, color and manila folders, sheet protectors, ink cartridges for the copy machine, ink cartridges for classroom printers, etc. Teachers also need quality printers and computers on each hall that will allow them to print instructional materials that support tier 1 instruction.				
	<p>[A 2.1.3] Math Observations and Feedback</p> <p>The math Content Lead, ELA Admin Lead/PLC Coach, and the District Level Coach all participate in regular class visits at least twice per week. These visits will ensure that teachers are implementing the district's math curriculum with fidelity and integrity. The HRMS Instructional Leadership Team (ILT) will use the Instructional Practice Guide (IPG) and the HRMS Forms informal walkthrough document to monitor the fidelity of Tier 1 math instruction. Teachers will be receive feedback in writing with glows, grows, and next steps. Someone from the admin or ILT team will follow-up with teachers to ensure that they have made the necessary instructional adjustments. This personalized feedback will lead into monthly "See It, Name It, Do It" sessions where teachers receive one-on-one coaching from their administrative lead on instructional areas that may need refinement based on classroom visits. Teacher's growth in specified areas will be supported and monitored by the administrative leads. The classroom visits will also uncover trends within the math department to be addressed with strategies in monthly content meetings and PLC meetings.</p>	James Gordon, Principal Tameka Ellzey, Assistant Principal Christopher Newson, Assistant Principal Chiresse Letbetter, PLC Coach Lakia McCollough, PLC Coach Cristal Holmes, Instructional Facilitator	04/30/2024		
	<p>[A 2.1.4] Alignment of Classroom Observation and Feedback</p> <p>Utilize formal evaluations (TEM rubric) and informal 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</p>	LaKia McCollough, Cristal Holmes, James Gordon	05/24/2024		

	evidenced based strategies are used to address varying student needs.				
	<p>[A 2.1.5] Access to Rigorous Curriculum Provide teachers with curriculum maps and Math Prescriptions that outline modules for essential knowledge as well as skills and tasks aligned to TN State Standards. Curriculum maps and Math Prescriptions will be organized by quarters to assist teachers with guidance as to which modules and units should be taught during the school year</p>	Cristal Holmes, Chiresse Letbetter, LaKia McCollough, James Gordon, Christopher Newson, Tameka Ellzey	05/24/2024		
<p>[S 2.2] Professional Development To ensure that students receive high quality instruction, particularly the TSI identified student groups (BHNA and Black or African American), professional development will be provided for teachers, administrators, and other instructional staff on how to articulate the instructional practice shifts that will improve teachers' pedagogy of the content, master of standard look fors, and students' skill set that will result in improved student performance.</p> <p>Benchmark Indicator Daily 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 the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction in order to plan professional development support.</p> <p>District Walkthrough data will be monitored weekly through the district's PD management system (Professional Learning Zone/PLZ) and Microsoft Teams for 80% standard aligned core instructional implementation with fidelity in order to provide individualized professional learning support.</p>	<p>[A 2.2.1] New Teacher Professional Development/Support To ensure new educator success and retention, Hickory Ridge Middle School will empower our colleagues new to education as they become great teachers. New teachers will be assigned a new teacher mentor. They will receive additional support/training after school on the first and third Tuesday of each month on specific subjects such as classroom management, research-based instructional strategies, TEM observations, using the Power School gradebook, etc. Mentors will use a district-provided log to document all mentoring sessions.</p>	James Gordon, Principal Chiresse Letbetter, PLC Coach Lakia McCollough, PLC Coach	05/31/2024		

<p>Instructional Leadership Team (ILT) meetings are conducted twice each month at 85% attendance to ensure district and school leaders are gaining and sharing knowledge of content, obtaining content support and resources through collaboration, and effectively communicating new information with school-level educators.</p> <p>Zone meetings and small-group ILT sessions are facilitated monthly by Instructional Leadership Directors at 85% attendance to support content lead teachers, PLC Coaches, and administrators with feedback and targeted training that should result in more effective daily instructional practices that should be observed during district walkthroughs.</p> <p>Quarterly district-level PD sessions for volunteers and parents to learn effective strategies to help students reach the district's mathematics goal.</p> <p>New teacher professional learning supports are offered at various times throughout each semester for new hires. Mentor rosters are submitted at the beginning of each semester to ensure collegial support is assigned to each new hire.</p>					
	<p>[A 2.2.2] Instructional Academic Support Provide high-quality professional learning and instructional resources for direct support to improve math practices across applicable content areas through Math Instructional Coaches, School-level Math Content Leads, and New Teacher Mentors.</p>	<p>Cristal Holmes, Chiresse Letbetter, LaKia McCollough, James Gordon, Christopher Newson, Tameka Ellzey</p>	<p>05/24/2024</p>		
<p>[S 2.3] Targeted Interventions and Personalized Learning, To ensure high quality instruction, particularly the TSI identified student groups (BHNA and Black or African American), students will receive academic</p>	<p>[A 2.3.1] RTI and SPED Provide RTI and/or SPED support to students who require additional individualized instructional resources in ELA with a focus on reading comprehension and fluency. Students will be</p>	<p>James Gordon, Principal Tameka Ellzey, Assistant</p>	<p>05/31/2024</p>		

<p>interventions, personalized learning activities, an individualized learning pace, and various instructional approaches designed to meet the needs of specific learners to improve student achievement.</p> <p>** **</p> <p>** **</p> <p>Benchmark Indicator Students should perform at or above 70% on District Formative Assessments (Fall, Winter, and Spring), which align with core instructional standards for the specific quarter.</p> <p>District Formative Assessment using Mastery Connect - Our TSI student groups BHNA and Black or African American meeting/exceeding proficiency rates will improve on the Spring ELA formative assessment by 5% in 2024. Our TSI student group BHNA will improve meeting/exceeding percentages in grades 6-8 from 10% in 2023 to 15% in 2024, and Black and African American students will improve meeting/exceeding expectation percentages in grades 6-8 from 6.8% in 2023 to 11.8% in 2024.</p> <p>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.</p> <p>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.</p>	<p>provided interventions designed to meet their specific needs. Student progress will be monitored weekly or every other week to measure changes in each student's individual skills. Target groups (economically disadvantaged, blacks/African-American, ESL) have been identified for additional targeted support with one-on-one and/or small group settings.</p>	<p>Principal Christopher Newson, Assistant Principal</p>			
	<p>[A 2.3.2] Self-Contained Classes Students in self-contained classes will receive direct instruction on their ability levels and the teachers and assistants will collect data on</p>	<p>James Gordon, Principal Tameka Ellzey,</p>	05/31/2024		

	students' progress. This process will be tracked weekly. This intervention will include all subgroups: white, Hispanic/Latino, blacks/African-Americans, and economically disadvantaged students.	Assistant Principal Christopher Newson, Assistant Principal			
	[A 2.3.3] Intervention Classes During the SPED and traditional intervention classes, instruction is provided to the students by their SPED and regular education teachers based on their ability levels. This intervention class will include all subgroups: white, Hispanic/Latino, blacks/African-Americans, and economically disadvantaged students.	James Gordon, Principal Tameka Ellzey, Assistant Principal Christopher Newson, Assistant Principal	05/31/2024		
	[A 2.3.4] Targeted Support for Ongoing Learning Provide all students with year-round access to extended learning opportunities, e.g., school-based extended learning programs, Superintendent's Summer Learning Academy (K-8), and Fall and Spring Break Learning Academies, to help close the achievement gap.	Cristal Holmes, Chiresse Letbetter, LaKia McCollough, James Gordon, Christopher Newson, Tameka Ellzey	05/24/2024		
[S 2.4] After School Tutoring to Support Student Achievement and Growth 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, particularly the TSI identified student groups (BHNA and Black or African American). ** ** Benchmark Indicator Students should perform at or above 70% on District Formative Assessments (Fall, Winter and	[A 2.4.1] After School Tutoring to Support Student Achievement and Growth Hickory Ridge Middle School will offer an ESSER funded after school tutoring program targeting below and approaching students as well as ESL students based on the 2022-23 TCAP data. Tutoring will begin the week of September 6th and end the week of April 14th. Students will receive additional support in ELA and math. These students will be provided with an additional 1.5 session twice a week for a unique learning experience to improve academic performance.	James Gordon, Principal Lakia McCollough, PLC Coach	04/12/2024		

Spring) which align with core instructional standards for the specific quarter. Monthly progress monitoring data review of students' performance in targeted intervention 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.					
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[G 3] Safe and Healthy Students

Hickory Ridge Middle School will reduce the chronic absenteeism rate from 11.8% in 2023 to 6.8% in 2024 for all students, particularly the students in the TSI targeted group (BHNA and Black or African American).

Performance Measure

Interventions and supports will be measured using the following:

- * Power School Data
- * PowerBI Data
- * Share Point

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 3.1] Attendance and Behavior Interventions and Supports</p> <p>Implement targeted interventions and support programs and initiatives for all students, particularly for the TSI targeted students (BHNA and Black or African American), that address identified behavior needs and provide appropriate student supports.</p> <p>Benchmark Indicator</p> <p>In order to look at attendance rates and factors that cause students to be absent from school the benchmark indicators are:</p> <p>Student discipline reports - 20 day reporting period will assist in monitoring students behavior and effectiveness behavioral interventions and supports measures aimed at reducing student discipline</p>	<p>[A 3.1.1] Implement Schoolwide Progressive Discipline Plan</p> <p>Progressive discipline uses incremental interventions to address inappropriate behavior. Hickory Ridge Middle School will utilize a schoolwide progressive discipline program that is aimed at reducing the number of office referrals and suspensions. Teachers will follow a behavior flow chart that utilizes tally marks. Each teacher will have a blue clipboard that they carry with them in the classroom, as they transition in the halls, in the cafeteria and exploratory. The first four tally marks are dealt with primarily by the teacher. Once students receive the fifth tally mark, students will receive a phone call home and isolation in the classroom and/cafeteria. The sixth tally mark will require a letter to be sent home. The seventh tally</p>	James Gordon, Principal Tameka Ellzey, Assistant Principal Christopher Newson, Assistant Principal Eric Garner, Professional School Counselor Latrease Noel, Professional School	05/24/2024		

<p>incidents.</p> <p>Attendance and suspension data - 20 day reporting period, will assist in monitoring students' attendance and the effectiveness of behavioral interventions and supports measures aimed at improved student attendance.</p> <p>Monitoring students who have been identified as needing additional support (i.e. homeless, foster care, student involved in RTIB programs, Truancy Supports and progressive discipline supports).</p>	<p>mark will require a guidance referral and the counselor will follow up with a phone call to the parents. The eighth tally mark will require a phone call home and a mandatory parent conference. The ninth tally mark will result in a discipline referral, parent/student conference. The tenth tally mark will result in an office referral to Principal Gordon or a suspension. Extreme behaviors such as the following will override this process: fighting, threatening/hitting, weapons, bullying, profanity, theft, throwing chairs/objects, yelling at teacher, and inappropriate touching. The admin team will incentive students with no more than two tally marks by allowing them to participate in the "E-party" at the end of each 20-day period. Also, as an alternative to in-school and out-of-school suspension, HRMS will create a "reset room," a place to go for students who are feeling wound up, angry or stressed out.</p>	<p>Counselor, Tijuana Wallace, Professional School Counselor</p>			
	<p>[A 3.1.2] Attendance Hickory Ridge Middle School will implement targeted interventions, support programs, and initiatives that address identified attendance needs and provide appropriate student supports. We will implement incremental interventions to address chronic absenteeism. Hickory Ridge Middle's intervention strategies to circumvent chronic absenteeism are: Truancy Records, SART Team Meetings, Guidance Referrals, Parent Contact Logs, and Parent Teacher Conference logs.</p>	<p>Kutricia West, Attendance Secretary</p>	<p>05/24/2024</p>		
	<p>[A 3.1.3] Functional Behavior Assessments The functional behavior assessment is a plan that is put in place for students with disabilities. After the 5th suspension, SPED teachers will request a meeting with the parent to receive consent to conduct an FBA. The FBA assessment is a process for identifying problem behaviors and developing interventions to improve or eliminate those behaviors. The FBA consists of information gathering procedures that ultimately result in a hypothesis about the function(s) that the behavior</p>	<p>Terrence Falkner, SPED Chair Tijuana Owens, Darlene Walker, Kamandria Walker, Obbie Davis</p>	<p>05/31/2024</p>		

	<p>is serving for the student. The process also results in the identifying of environmental antecedents and consequences that are maintaining the behavior. The information gathered is used to develop an effective and efficient behavior plan. The team should consist of the school psychologist, teachers, administrators, the student, the student's parent/guardian, and all other service providers.</p>				
	<p>[A 3.1.4] Reducing School Suspensions Hickory Ridge Middle will reduce exclusionary events as well as the suspension rate by 5%. Hickory Ridge Middle will utilize the district's Social Emotional Learning curriculum with all students throughout the school year. Teachers, parents, students, and administrators will be apart of creating behavioral plans in an effort to isolate root causes for inappropriate behaviors. The RTI-B plan will address the school-wide rules and expectations.</p>	<p>James Gordon, Principal, Tameka Ellzey, Assistant Principal, Christopher Newson, Assistant Principal, Latrease Noel, Professional School Counselor, Eric Garner, Professional School Counselor, Tijuania Wallace, Professional School Counselor</p>	05/24/2024		
	<p>[A 3.1.5] Safe and Healthy Schools Implement RTI2 behavior prevention and intervention plans that provides support to students with fidelity.</p>	<p>Tamara Felix, RTIb2 Specialist, Counselors: Tjuania Wallace, Latrese Noel, Eric Garner</p>	05/24/2024		
<p>[S 3.2] Professional Development To ensure that students receive high quality</p>	<p>[A 3.2.1] Professional Learning In an effort to ensure Hickory Ridge Middle</p>	<p>James Gordon,</p>	05/31/2024		

<p>instruction, particularly the TSI identified student groups (BHNA and Black or African American), high quality professional development will be provided 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.</p> <p>Benchmark Indicator Student discipline and attendance reports 20-day reporting cycle will be used to measure impact of changed practices as a result of professional development.</p> <p>Fidelity checks of student data entry will be conducted during the 20-day reporting cycle to monitor the incidents of data entry errors and erroneous reporting.</p> <p>Quarterly Reports will be shared district-wide.</p>	<p>continues to provide a safe and healthy learning environment for both teachers and students, various professional development opportunities will be available for teachers and staff to continually expand their knowledge and skills to implement the best practices. HRMS will offer professional development sessions on classroom management as well as training on Social Emotional Learning/ACEs.</p>	<p>Principal Tameka Ellzey, Assistant Principal Christopher Newson, Assistant Principal</p>			
<p>[S 3.3] Parent, Family, and Community Engagement Hickory Ridge Middle will promote effective parent, family, and community engagement activities and resources that support safe schools which will improve student attendance and behavior for all students, particularly the TSI identified student groups (BHNA and Black or African American).</p> <p>Benchmark Indicator Review 20-day student attendance reports at the end of each semester to determine the impact after engagement events.</p> <p>At the end of each semester, review the attendance and discipline 20 day report for schools that have a trained parent ambassador to determine the impact on their attendance rates.</p> <p>Evidence of parent participation in decisions relating to the education of their children and</p>	<p>[A 3.3.1] Expanded Community Resources Hickory Ridge Middle is committed to providing a welcoming and inclusive environment for our parents. Parents who take the time to engage and support their children's education not only assist their children in succeeding but can also reduce danger for their children as well by being present and aware. Parent and community involvement activities include but is not limited to: Muffins for Moms, parental trainings (resumes/job readiness), tax training, job fair, Doughnuts for Dad, AGAPE Child & Family Services (school based/in-house) - consists of a team of dedicated connectors who work one-on-one with children and their families to provide diverse support and services to keep kids in school and ready to learn. Curriculum Nights (one per semester), Open House, Parent-Teacher Conferences, Teacher Hickory Ridge Success Initiative/ Community Partners, Parent Meetings and Training Sessions. Communication with parents is continuous and consistent through</p>	<p>James Gordon, Principal Chiresse Letbetter, PLC Coach Lakia McCollough, PLC Coach, Angela Cezar, Family Engagement Specialist</p>	<p>04/30/2024</p>		

<p>collaboration efforts on district level topics through monthly parent surveys.</p> <p>Conduct a semi-annual adopter surveys to monitor their impact on students' success by way of their contributions of resources and time.</p>	<p>various modes: monthly event calendars, SCS Blackboard Messenger, weekly Smore newsletters, social media platforms, and the school's website. 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.</p>				
	<p>[A 3.3.2] Parent Resource Center Hickory Ridge Middle's goal is to bridge the gap between parent, school, and community. We strive to improve relationships between home and school by empowering families to become proactive in their children's education on a continuous basis. Strengthening families' abilities to support academic and life successes of all children ultimately strengthens the school and the community. Hickory Ridge Middle will secure supplies, materials, equipment (computers), and literature to help support our families.</p>	<p>James Gordon, Principal Chiresse Letbetter, PLC Coach Lakia McCollough, PLC Coach</p>	04/30/2024		