

Hickory Ridge Elementary Annual Plan (2024 - 2025)

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[G 1] Reading/Language Arts

**Hickory Ridge Elementary will increase ELA on track and mastery proficiency rates in grades 3 - 5 from 23% in 2023 to 30% in 2025 on the TCAP assessment. **

Performance Measure

** **Performance will be measured using the following tools:

* TCAP Assessment

* District Formative Assessment on i-Ready Fall 2024, Winter 2024, and Spring 2025

* School-level weekly and bi-weekly common formative assessments

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 1.1] Standard Aligned Core Instruction Rationale</p> <p>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. We will utilize the RACES strategy as a writing resource and implementation of district daily writing expectation.</p> <p>Supporting Data</p> <p>Our TSI student group(s) BHNA, ED, EL, BA, and HIS meeting/exceeding proficiency rates will improve on the Spring ELA Mastery Connect formative assessment by 5% in 2024. Our TSI student group BHNA will improve meeting/exceeding percentages in grades 3-5 from 27.6% in 2023 to 32.6% in 2025, B/AA will improve meeting/exceeding expectation percentages in grades 3-5 from 7.4% in 2023 to 12.4% in 2025, ED will improve meeting/exceeding expectation percentages in grades 3-5 from 22.8% in 2023 to</p>	<p>[A 1.1.1] Curriculum Hickory Ridge Elementary School will improve student achievement through collaborate planning and intentional implementation of a rigorous ELA curriculum. The Instructional Leadership Team will collaborate with district personal to provide effective professional development that ensures teaching practices are implemented and carried out effectively. Teachers will used evidence-based best practices to help strengthen the academic program of our school with teachers who serve our TSI subgroups; BHNA, ED, EL, BA, HIS. Grade level teams will analyze academic and non-academic data weekly and every quarter to ensure that students are learning the standards that are addressed in the curriculum. Specialized educational assistants in K-2 classrooms. New strategies: PD for teachers in comprehension skills, instructional materials for blended learning, interrogation of MSCS curriculums and iReady, and before school tutoring.</p>	<p>M. O'Connor-PLC C, T. Williams-ICC, L. Pete-PLCC, Krystal Bledsoe-Principal, E. McFerren-Assistant Principal</p>	<p>05/17/2025</p>	<p>Title 1</p>	

27.8% in 2025, EL will improve meeting/exceeding percentages in grades from 31.8% in 2023 to 36.8% in 2025, and HIS will improve meeting/exceeding expectation percentages in grades 3-5 from 32.6% in 2023 to 37.6% in 2025.

Students should perform at or above the 70% on weekly assessments and on quarterly assessments.

Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document indicate that at least 33% of core content area teachers demonstrate the ability to effectively implement the identified instructional shifts outlined in the TEM rubric and gauge the implementation of standards-aligned instruction.

Benchmark Indicator

Implementation

- * Daily Informal Walkthroughs
- * Monthly Data Team Meetings to discuss student assessments and standards aligned instruction
- * Weekly PLC Meetings
- * Weekly Collaborative Planning and Deliberate Practice

Effectiveness

- * Executing daily walkthroughs will show an increase of rigorous reading language arts curriculum where 20% of students will increase 5% on track or mastery.
- * Implementing monthly data team meetings will show 20% of students will increase 5% on track or mastery.
- * Implementing weekly collaborative planning and deliberate practice sessions where 20% of students will increase 5% on track or mastery.

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	<p>[A 1.1.2] Rich Learning Environment Hickory Ridge Elementary School will improve student achievement by providing the following: computers, replace smartboards, printer, ink, chart paper, sound walls, word walls, poster maker supplies, copy paper, dry erase makers, individual white boards, supplemental materials aligned to the TN Standards, materials for small group instruction and literacy workstations, supplies and materials to teach and assess foundations and high-frequency words, supplies and materials to support literacy-rich learning environments, and materials to mating data folders for students in K-5.</p>	M. O'Connor-PLC C, T. Williams-ICC, L. Pete-PLCC, Krystal Bledsoe-Princi pal, E. McFerren- Assistant Principal, Members of the ILT Team	03/31/2025	Title 1	
<p>[S 1.2] Professional Development Provide professional development for teachers, administrators, instructional leaders and district advisors 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>Benchmark Indicator Implementation:</p> <ul style="list-style-type: none"> * Monthly differentiated professional development sessions for teachers from ILT Team, content leads, expert teachers in the building, or admin. * Monthly new teacher professional development sessions based on trends from observations, needs assessment, or survey. * Monthly PLCs focused on standard(s) and student work analysis. * Monthly Data Team Meetings to discuss student assessments (bi-weekly common formative assessments, weekly quizzes, common formative assessments, writing, and cyclical district assessments). 	<p>[A 1.2.1] Professional Development School leaders and teachers will attend Professional Development provided by SCS, Zone 3&4, the school, and outside vendors. Throughout the school year, the district and school will proved specific, job-embedded, professional development to meet the needs of the instructional staff as identified by teacher evaluation and assessment results. Professional development will build capacity for high-quality instruction, positively impact academic achievement, and meet the needs of educators in the school. We will place more focus on the following areas: Utilization of the PLC Planning Guide, Instructional Practices, Technology Integreation, RTI2 implementation with fidelity, reading instructional strategies.</p>	M. O'Connor -PLCC, L. Pete - PLCC, T. Williams - ICC, Krystal Bledsoe- Principal, Eric McFerren - Assistant Principal, ILT Team	05/16/2025	Title 1	

<p>Effectiveness:</p> <ul style="list-style-type: none"> * Implementing monthly professional development sessions will reflect 20% of students will increase by 5% on-track or mastery. * Implementing weekly PLC meetings to discuss and address data analysis of multiple data sets (student work, formative and informative assessments, standards analysis, and common formative assessments) where 20% of students will increase by 5% on track or mastery. * Implementing monthly data team meetings will reflect 20% of students will increase by 5% on-track or mastery. 					
	<p>[A 1.2.2] Professional Learning Communities Teachers will meet with PLC Coaches weekly in professional learning Communities. PLC members will analyze formative and benchmark assessment data quarterly and at the end of the 20 day period. Teams will develop action plans to address deficits and enrichment weekly. The PLCCs and ICC will provide frequent effective coaching and mentoring based on informal observations and formal evaluations. Increased development and use of common formative and summative assessments will be tracked through data boards in the classrooms. 100% of teachers will demonstrate the use of data and analysis of data.</p>	<p>M. O'Connor -PLCC, L. Pete- PLCC, T-Williams- ICC, All core content classroom teachers</p>	<p>05/23/2025</p>	<p>Title 1</p>	
<p>[S 1.3] Targeted Intervention and Personalized Learning Provide academic interventions, personalized learning activities, an individualized learning pace, and various instructional approaches designed to meet the needs of specific learners to improve student achievement.</p> <p>Benchmark Indicator Implementation:</p> <ul style="list-style-type: none"> * Monthly progress monitoring data review of student's performance in targeted intervention 	<p>[A 1.3.1] Reading Interventions Specialized educational assistants, assistants, and teachers will help improve the academic growth of low-achieving students in reading, including those in subgroups. The faculty will continue to provide an academic response to intervention, RTI2, and other focused supplemental supports, tutoring, to improve the achievement and close gaps in Reading. Teachers will receive supplemental materials from supplemental Reading curriculums that are decided to supplement the MSCS curriculum. Teachers will place an intentional focus on mastery of Power Standards and District</p>	<p>M.O'Connor-P LCC, L. Pete- PLCC, T. Williams- ICC, K. Bledsoe - Principal, E. McFerren-Assi stant Principal, P. Dixon, Interventionist</p>	<p>05/23/2025</p>	<p>Title 1</p>	

<p>(i-Ready) to determine student's progress and intervention path to minimize learning gaps.</p> <ul style="list-style-type: none"> * Weekly monitoring of multiple data sets (weekly quizzes, weekly common assessments, and writing samples) to track student progress. * Improved academic performance and achievement * Weekly or bi-weekly progress monitoring based on tiers * Daily designated intervention block and resources to intervene based on tier, skill deficit, and instructional level. <p>Effectiveness:</p> <ul style="list-style-type: none"> * Implementing monthly professional development sessions will reflect 20% of students will increase by 5% on-track or mastery. * Implementing weekly PLC meetings to discuss and address data analysis of multiple data sets (student work, formative and informative assessments, standards analysis, and common formative assessments) where 20% of students will increase by 5% on track or mastery. * Implementing monthly data team meetings will reflect 20% of students will increase by 5% on-track or mastery. 	<p>Formative Assessment Standards. Teacher teams will participate in weekly standards driven collaborative planning sessions. Teacher teams will participate in vertical planning sessions. Teacher teams will plan for utilization of flex days for reteaching and target support. Support teachers and TAs will provide student support during RTI2. ESL teachers will provide support in ELD in lieu of RTI2 for identified ELLs. School-wide RTI2 block will be implemented and monitored gaily. School leaders and teachers will provide parent engagement strategies with an academic focus. With a focus on our TSI designated subgroups; BHNA, ED, EL, BA, HIS.</p>				
	<p>[A 1.3.2] Standards Aligned Assessments Additional educational resources will be purchased to supplement student exposure to TN Standards aligned materials and test preparation questions</p>	M. O'Connor	03/31/2025	Title 1	

[G 2] Mathematics

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. Instructional leaders will conduct professional development of strategies for navigating AimsWeb, progress monitoring, data management and provide cyclical support for teachers to ensure effective implementation of intervention strategies.

Supporting Data:

Hickory Ridge Elementary school will increase Math meeting or exceeding expectations proficiency rates on TCAP Achievement in all grades from 13.9% in 2022-2023 to 18.9% in the 2024-2025 school year. The TSI student groups BHN, B/AA, and ED reflect a large majority of our overall school population, and therefore, we will respond based on the assumption of a whole school need; however, the TSI student groups EL and Hispanic reflect a subset of our overall population. Our strategies to support this student group will be targeted to their individual needs.

Performance Measure

Performance will be measured using the following tools:

TCAP Assessment

* Our TSI student group(s) BHNA, ED, EL, BA, and HIS meeting/exceeding proficiency rates will improve on the Spring Math TCAP formative assessment by 5% in 2025. Our TSI student group BHNA will improve meeting/exceeding percentages in grades 3-5 from 14% in 2023 to 19% in 2025, B/AA will improve meeting/exceeding expectation percentages in grades 3-5 from 10.5% in 2023 to 15.5% in 2025, ED will improve meeting/exceeding expectation percentages in grades 3-5 from 11.7% in 2023 to 16.7% in 2025, EL will improve meeting/exceeding percentages in grades from 21.9% in 2023 to 26.9% in 2025, and HIS will improve meeting/exceeding expectation percentages in grades 3-5 from 23.5% in 2023 to 28.5% in 2025.

School Formative Assessment done every three weeks

* Our TSI student group(s) BHNA, ED, EL, BA, and HIS meeting/exceeding proficiency rates will improve on the Spring formative assessment by 5% in 2025. Our TSI student group BHNA will improve meeting/exceeding percentages in grades 3-5 from 12.4% in 2023 to 17.4% in 2025, B/AA will improve meeting/exceeding expectation percentages in grades 3-5 from 7.4% in 2023 to 12.4% in 2025, ED will improve meeting/exceeding expectation percentages in grades 3-5 from 7.9% in 2023 to 12.9% in 2025, EL will improve meeting/exceeding percentages in grades from 17.1% in 2023 to 22.1% in 2025, and HIS will improve meeting/exceeding expectation percentages in grades 3-5 from 17.4% in 2023 to 22.4% in 2025.

School Created Weekly Assessments

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 2.1] Standard Aligned Core Instruction Teachers will plan and execute standard aligned lessons with intentionality and focus (data-informed instruction) to provide daily access to a rigorous math curriculum (Envision/5E Model) that will develop students' engagement in important content, build on prior knowledge (pre-requisite	[A 2.1.1] Standards Instruction Teachers at Hickory Ridge Elementary School Elementary School will improve student achievement by utilizing rigorous instructional strategies. The Instructional Leadership Team will collaborate with district personnel to provide effective professional development that ensures	L. Pete - PLCC, M. O'Connor -PLCC, K. Wilson-Principal, E. McFerren -	05/23/2025	Title 1	

<p>skills), and promote mastery of TN Standards to ensure students are career and college ready.</p> <p>Rationale:</p> <p>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. We will utilize the Envision math curriculum and 99 Math as an online fluency resource and implementation of district curriculum expectation.</p> <p>Supporting Data:</p> <p>School level data shows the following for Spring 2024 Mastery Connect overall data results show overall 42% met plus exceeded in Math.</p> <p>** **</p> <p>** **</p> <p>Benchmark Indicator Implementation</p> <ul style="list-style-type: none"> * Daily Informal Walkthroughs * Monthly Data Team Meetings to discuss student assessments and standards aligned instruction * Weekly PLC Meetings * Weekly Collaborative Planning and Deliberate Practice 	<p>teaching practices are implemented and carried out effectively. Teachers will use researched best practices to help strengthen the academic program out our school. Teams will analyze academic and non-academic data quarterly and bi-weekly to ensure that students are learning the standards that are addressed in the curriculum. School leaders will continue to leverage the established key strategies to improve student achievement for this subgroup and incorporate new strategies. Additional staff to address learning loss in at-risk, including our TSI groups; BHNA, ED, EL, BAA, HIS. Integration of iReady for differentiated instruction. Attendance incentives, Increased support for at-risk families, before school and Saturday school tutoring opportunities in Mathematics. Increased opportunities in STEAM.</p>	<p>Assistant Principal, ILT Team</p>			
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<p>Effectiveness</p> <ul style="list-style-type: none"> * Executing daily walkthroughs will show an increase of rigorous reading language arts curriculum where 20% of students will increase 5% on track or mastery. * Implementing weekly PLC meetings to discuss and address data analysis of multiple data sets (student work, formative and informative assessments, standards analysis, and common formative assessments) where 20% of students will increase 5% on track or mastery. * Implementing weekly collaborative planning and deliberate practice sessions where 20% of students will increase 5% on track or mastery. * Students should perform at or above 70% on Formative Assessments which align with core instructional standards for the specific quarter. * Our TSI student group(s) BHNA, ED, EL, BA, and HIS meeting/exceeding proficiency rates will improve on the Spring TCAP formative assessment by 5% in 2025. Our TSI student group BHNA will improve meeting/exceeding percentages in grades 3-5 from 12.4% in 2023 to 17.4% in 2025, B/AA will improve meeting/exceeding expectation percentages in grades 3-5 from 7.4% in 2023 to 12.4% in 2025, ED will improve meeting/exceeding expectation percentages in grades 3-5 from 7.9% in 2023 to 12.9% in 2025, EL will improve meeting/exceeding percentages in grades from 17.1% in 2023 to 22.1% in 2025, and HIS will improve meeting/exceeding expectation percentages in grades 3-5 from 17.4% in 2023 to 22.4% in 2025. * Weekly Planning Meetings * Deliberate Practice. 					
	<p>[A 2.1.2] Learning Environment HRE Elementary School will improve student achievement by providing the following supplies/materials: computers, chart paper, student markers, printing ink, document cameras,</p>	<p>O'Connor-PLC C, L.Pete-PLCC, T. Williams- ICC, K. Wilson-</p>	<p>03/31/2025</p>	<p>Title 1</p>	

	<p>supplemental materials from math manipulatives. Interactive online learning and assessment platform. STEAM instructional materials and kits. Including distribution to our students who are TSI subgroups: BHNA, ED, EL, BA, HIS.</p>	<p>Principal, E.McFerren – Assistant Principal</p>			
<p>[S 2.2] Professional Development Provide ongoing, high quality professional development at the district and school level for school leaders, teachers, and other instructional staff that focuses on instructional shifts and strategies that result in improved student performance.</p> <p>Rationale:</p> <p>Provide professional development for teachers, administrators, and instructional leaders on how to articulate the instructional practice shifts that will improve teachers’ pedagogical knowledge of the content and increasing students’ skill set, and proficiency in mathematics.</p> <p>Supporting Data</p> <p>* Students should perform at or above 70% on District i-Ready Formative Assessments (Fall 2024, Winter 2024, and Spring 2025). * School level data points will be analyzed from the 2022-2023 Math TCAP assessment ** **</p> <p>** **</p> <p>Benchmark Indicator Implementation</p> <p>* Monthly professional development sessions for teachers from ILT Team, content leads, expert teachers in the building, or admin. * Monthly new teacher professional development</p>	<p>[A 2.2.1] Professional Development School leaders and teachers will attend Professional Development. Throughout the school year, the school will provide specific, job embedded, professional development to meet the needs of the instructional staff as identified by teacher evaluation or assessment results. Professional development will build capacity for high quality instruction, positively impact academic achievement, and meet the needs of educators in the school. We will place more focus on the following areas :Mathematics collaborative planning, Blended learning strategies, RTI implementation with fidelity. RTI resources and materials for Tier 2 and Tier 3 intervention groups. iReady computer-based programs, Deliberate practice with the 5 E's, Total Participation Techniques, Check for Understanding</p>	<p>M. O'Connor-PLC C, L.Pete-PLCC, T. Williams- ICC, K. Wilson-Principal, E.McFerren – Assistant Principal, ILT Team</p>	<p>05/16/2025</p>	<p>Title 1</p>	

<p>sessions based on trends from observations, needs assessment, or survey.</p> <ul style="list-style-type: none"> * Monthly PLCs focused on standard(s) and student work analysis. * Monthly Data Team Meetings to discuss student assessments (bi-weekly common formative assessments, weekly quizzes, common formative assessments, writing, and cyclical assessments). <p>Effectiveness:</p> <ul style="list-style-type: none"> * Implementing monthly professional development sessions will reflect 20% of students will increase by 5% on-track or mastery. * Implementing weekly PLC meetings to discuss and address data analysis of multiple data sets (student work, formative and informative assessments, standards analysis, and common formative assessments) where 20% of students will increase by 5% on track or mastery. * Implementing monthly data team meetings will reflect 20% of students will increase by 5% on-track or mastery. 					
	<p>[A 2.2.2] PLC and Collaborative Planning Teachers will meet with PLCCs weekly in professional learning communities. Teams will study formative and benchmark assessment data on assessments bi-weekly and quarterly. Teams will develop action plans to address deficits and enrichment. Teams will complete collaborative planning and deliberate practice. The PLCCs will provide frequent and effective coaching and mentoring to teachers that is based on observation and evaluation data. Increased development and use of common formative and summative assessments will be tracked through teacher level</p>	M. O'Connor-PLC C, L.Pete- PLCC, T. Williams- ICC, K. Wilson- Principal, E.McFerren – Assistant Principal	05/16/2025	Title 1	

	standards Data trackers and data trackers in 100% of all Mathematics classroom teachers				
<p>[S 2.3] Targeted Interventions and Personalized Learning, Provide academic interventions, personalized learning activities, an individualized learning pace, and various instructional approaches designed to meet the needs of specific learners to improve student achievement. The TSI student groups BHN, B/AA, and ED reflect a large majority of our overall school population, and therefore, we will respond based on the assumption of a whole school need; however, the TSI student groups EL and Hispanic reflect a subset of our overall population. Our strategies to support this student group will be targeted to their individual needs..** **</p> <p>** **</p> <p>Benchmark Indicator Implementation:</p> <ul style="list-style-type: none"> * Monthly progress monitoring data review of student's performance in targeted intervention (i-Ready) to determine student's progress and intervention path to minimize learning gaps. * Weekly monitoring of multiple data sets (district commons assessments, weekly quizzes, weekly common assessments, and writing samples) to track student progress. * Improved academic performance and achievement * Weekly or bi-weekly progress monitoring based on tiers * Daily designated intervention block and resources to intervene based on tier, skill deficit, and instructional level. 	<p>[A 2.3.1] Interventions The faculty will continue to provide an academic response to intervention (RTI2) and other focused supplemental supports (tutoring) to improve achievement and close gaps in Mathematics. Teachers will also receive supplemental materials, Measuring Up and TCAP Coach. This text is designed to supplement the core curriculum by giving students more rigorous tasks that aligned to the Tennessee State Standards and increase academic achievement on TNReady. Teachers will place an intentional focus on mastery for Power Standards and District Formative Assessment Standards. Teachers will participate in weekly standards driven collaborative planning sessions. Teachers will plan for utilization of flex days for item analysis and reteaching. Support teachers and teacher assistants will support mathematics interventions during the schoolwide RTI2 block. School leaders will provide parental engagement strategies with an academic focus, and our TSI subgroups; BHNA, ED, EL, BA, HIS.</p>	<p>M. O'Connor-PLC C, L.Pete-PLCC, T. Williams- ICC, K. Wilson-Principal, E.McFerren – Assistant Principal, P. Dixon, Interventionist</p>	<p>05/23/2025</p>	<p>Title 1</p>	

<p>Effectiveness</p> <ul style="list-style-type: none"> * Executing daily walkthroughs will show an increase of rigorous reading language arts curriculum where 20% of students will increase 5% on track or mastery. * Implementing weekly PLC meetings to discuss and address data analysis of multiple data sets (student work, formative and informative assessments, standards analysis, and common formative assessments) where 20% of students will increase 5% on track or mastery. * Implementing weekly collaborative planning and deliberate practice sessions where 20% of students will increase 5% on track or mastery. 					
	<p>[A 2.3.2] Standards Aligned Additional educational resources will be purchased to supplement student exposure to TN Standards aligned materials and test preparation questions. Professional development sessions will be provided</p>	M. O'Connor	03/31/2025	Title 1	
<p>[G 3] Safe and Healthy Students Hickory Ridge Elementary school will decrease chronic absenteeism to below 25% in the 2024-2025 school year.</p> <p>Performance Measure Interventions and supports will be measured using the following:</p> <ul style="list-style-type: none"> * PowerSchool Data * PowerBI Data * Share Point * Attendance Celebrations * Dojo Points 					
Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 3.1] Attendance and Behavior Interventions and Supports Rationale</p>	<p>[A 3.1.1] Focus on Attendance Historically, attendance has been connected to student achievement. Hickory Ridge Elementary School's Student Attendance Review Team will</p>	M. O'Connor-PLC C, L.Pete-PLCC, T.	05/23/2025	Title 1	

<p>Implement targeted interventions and support programs and initiatives that address identified behavior needs and provide appropriate student supports.</p> <p>Supporting Data</p> <p>Hickory Ridge Elementary School will reduce the percentage of chronically out of school students. Since the pandemic our chronic absentee rate has been increasing and at the end of the 2024 school year we were at 30%.</p> <p>Benchmark Indicator Implementation</p> <ul style="list-style-type: none"> * In order to look at attendance rates and factors that cause students to be absent from school the benchmark indicators are: * 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 incidents. * 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. * 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>Effectiveness</p> <ul style="list-style-type: none"> * Executing monthly incentive celebrations * HRE Perfect Attendance Class recognition on morning announcement. 	<p>effectively and accurately manage student absenteeism and incorporate incentives for students.</p>	<p>Williams- ICC, K. Wilson- Principal, E.McFerren – Assistant Principal, W. Thomas - PSC K-5, S. Dassler - GOS, BCM, T. Richmond- Attendance Liaison, K. Charleston- Family Engagement Specialist</p>			
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<p>* Monthly parent meetings with parents of chronically absent students to reduce the number of absences.</p> <p>* Daily phone calls of absent students by teachers, office admin, dean of students, or guidance counselor.</p>					
	<p>[A 3.1.2] Attendance Incentives The faculty and staff will ensure that we increase attendance for all students by continuing or implementing the following: Each 9 weeks students will have the opportunity to earn perfect attendance awards: participation in E-Parties, monthly, 100% class pizza parties, ribbons, school supplies, student incentive coupons from community vendors and adopters. Students hosts morning announcements. All students receive 5 dojo points for coming to school daily.</p>	<p>M. O'Connor-PLC C, L.Pete-PLCC, T. Williams- ICC, K. Wilson-Principal, E.McFerren – Assistant Principal, W. Thomas - PSC K-5, S. Dassler - GOS, BCM, T. Richmond-Attendance Liaison, K. Charleston-Family Engagement Specialist</p>	<p>05/16/2025</p>	<p>Title 1</p>	
<p>[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.</p> <p>Benchmark Indicator Implementation</p> <p>* 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>[A 3.2.1] Professional Development Hickory Ridge Elementary will work toward reducing the number of student suspensions by the end of the 2024-2025 school year. Professional Development will be provided by the RTI-B. SEL needs of all of our students progressive discipline steps and procedures. Addition of reset room procedures to limit out of school suspensions.</p>	<p>M. O'Connor-PLC C, L.Pete-PLCC, T. Williams- ICC, K. Wilson-Principal, E.McFerren – Assistant Principal, W. Thomas - PSC K-5, S. Dassler - GOS, BCM, T. Richmond-Attendance</p>	<p>05/23/2025</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. * Weekly reports will be monitored via PowerBi.</p> <p>Supporting Data</p> <p>* PowerBi Data * 20-Day Attendance Reports * Weekly Attendance Reports PowerSchool</p> <p>Effectiveness</p> <p>* Implementing yearly professional development training on ACEs Awareness with teachers will decrease chronically absenteeism from 20% to 15%. * Implementing yearly training on SEL strategies with teachers will show 30% of students with 5% increase on track or mastery</p>		Liaison, K. Charleston-Family Engagement Specialist			
<p>[S 3.3] Parent, Family, and Community Engagement Promote effective parent, family, and community engagement activities and resources that support safe schools which will improve student attendance and behavior.</p> <p>Benchmark Indicator Rationale</p> <p>Promote effective parent, family, and community engagement activities and resources that support safe schools which will improve student attendance and behavior.</p> <p>** **</p> <p>** Benchmark Indicator**</p>	<p>[A 3.3.1] Family Engagement Activities School leaders and staff will provide engaging experiences that strategically build problem-solving skills for students and families: Families of students in K and 1 will engage in parent training with strategies to improve attendance, including absences, tardies, and early check outs. Family engagement events that address the transition from Pre-K to Kindergarten and 5th grade to middle school. Monthly parent trainings on academic, parenting, and SEL topics. Family engagement events such as Curriculum Nights, Data Night, Title I Night. Communication with parents via social media/classdojo, signage, and surveys that invite parental engagement and input on decisions that impact student achievement. Inviting parents to support at school events. Home to school communication daily folders with conduct and assignments and graded papers for K-5 students.</p>	M. O'Connor-PLC C, L.Pete-PLCC, T. Williams- ICC, K. Wilson-Principal, E.McFerren – Assistant Principal, W. Thomas - PSC K-5, S. Dassler - GOS, BCM, T. Richmond-Attendance Liaison, K. Charleston-Family	05/21/2025	Title 1	

<p>** **Implementation</p> <p>Monthly parent, family, and community engagement events will be offered at flexible times to promote family involvement leading to an increased awareness of school expectations and to promote a culture and climate that supports and reinforces positive behavior and a safe school environment. Outside community leaders and resources will be made available to parents and students in an attempt to gain additional resources and support.</p> <p>Effectiveness</p> <p>Implementing monthly parent, family, and community engagement events will show by reducing chronically absences and minimizing behavior impacting academics by 5% from 20% to 15%.</p>	<p>All students and parents signed a non negotiable contact laying out the requirements and expectations for this school year.</p>	<p>Engagement Specialist</p>			
	<p>[A 3.3.2] Annual Title 1 Meeting School leaders and staff will invite all parents to come learn about the state of the school and the resources available to assist all students with academics and social-emotional growth.</p>	<p>M. O'Connor-PLC C, L.Pete-PLCC, T. Williams- ICC, K. Wilson-Principal, E.McFerren – Assistant Principal, W. Thomas - PSC K-5, S. Dassler - GOS, BCM, T. Richmond-Attendance Liaison, K. Charleston-Family</p>	<p>08/16/2024</p>	<p>Title 1</p>	

		Engagement Specialist			
	<p>[A 3.3.3] Parent Resource Center School leaders will improve the resources available in the parent resource center. This center is for parents to use technology for job applications, school work, research, email access, printing, and information resources. Resources include: literature on parenting community resources for employment, utilities, and housing at home learning strategies and activities to support learning, homework, and assessments. Supplies and supplemental instructional materials. Folders for parent teacher communications.</p>	M. O'Connor, L.Pete- PLCCs	09/30/2024	Title 1	

[G 4] Early Literacy

Hickory Ridge Elementary school will increase ELA meeting or exceeding expectations proficiency rates in all grades to 25% in the 2024-2025 school year.

Hickory Ridge Elementary Schools' early learners will be engaged for the 2024-25 year in scientifically based reading instruction that provides meaningful and authentic opportunities to develop the early literacy skills essential to becoming proficient readers by the end of grade 3, TSI student groups BHN, B/AA, and ED as reflected on on TCAP.

Performance Measure

i-Ready assessments

Weekly grade level assessments

School wide formative assessments every three weeks.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 4.1] Professional Learning Build and strengthen the foundational literacy knowledge of instructional leaders, classroom teachers, and educational assistants through engagement in professional learning experiences anchored in the science of reading.</p> <p>Benchmark Indicator Implementation</p>	<p>[A 4.1.1] Foundational Skills Instruction Hickory Ridge Elementary School will prioritize foundational skills, with targeted support in grades K-2. All students will have daily access to rigorous Tier I instruction as provided within the Wonders foundational skills curriculum. All students will have periodic access to the TN Foundational Skills Curriculum SupplementK-2 teachers will provide a literacy-rich learning environmentK-2 teachers will implement strategies and materials that are</p>	M. O'Connor, L. Pete- PLCCs, T. Williams- ICC, L. Streeter - ELA ILT	04/11/2025	Title 1	

<p>ON-GOING 80% attendance and completion of PD focused on foundational literacy for K-2 to gauge the transfer of knowledge into classroom instruction and inform future professional learning opportunities; MONTHLY monitoring of K-2 teachers' knowledge building as measured by the pre- and post-module assessments to measure the increase content and pedagogical knowledge around foundational literacy and inform future professional learning opportunities; QUARTERLY K-2 Comprehensive Literacy walkthroughs from district instructional literacy advisors will monitor the academic gap and root cause analysis to support continued professional development opportunities;</p> <p>QUARTERLY surveys of educational assistant's support in K-2 classrooms to inform professional learning and resources needed to improve instruction and student achievement; Quarterly attendance and completion review of specialized PD focused on foundational literacy and to inform future professional learning opportunities.</p> <p>Effectiveness</p> <p>* Weekly student assessment data to monitor daily task alignment with standards; Analysis of Benchmark assessment results 3 times per year will inform the alignment of core instruction to Kindergarten standards at 70% on-track/mastery level</p> <p>* Quarterly review of student success criteria to measure progress toward 3rd grade proficiency to inform needed instructional changes and professional development; **QUARTERLY</p>	<p>evidence-based and follow the most recent research in the science of how children learn to read. Teachers will provide time and opportunities for students to practice newly acquired foundational skills, including decoding, encoding, listening, and speaking, during the literacy block. Teachers will plan for and implement a literacy block that adheres to guidance from the district early literacy advisors regarding time and lesson components, including blended learning, literacy work stations and teacher led small groups. High frequency word recognition will be assessed, and students will receive incentives. Specialized intervention will be planned for second grade students who are not meeting mastery of foundational skills standards. The intervention will be provided by the second grade literacy paraprofessional. Specialized teacher assistants will support foundational skills development in K-2. Teachers in K-2 will engage in weekly standards-driven collaborative planning and deliberate practice in foundational skills. Teachers in K-2 will engage in vertical planning each month to examine the foundational literacy standards progressions. School leaders will provide parent engagement activities designed to improve early literacy skills.</p>				
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**analysis of District formative assessment (Mastery Connect);					
	<p>[A 4.1.2] High Quality Professional Development K-2 teachers will receive professional development on early literacy strategies and implementation of the literacy block that is characteristic of high-quality instructional strategies and materials, including teacher-led small groups and blended learning station activities.</p>	ILT Members, Teachers, M. O'Connor, L. Pete- PLCCs, T. Williams-ICC, L. Streeter - ELA ILT	05/07/2025	Title 1	