

Hickory Ridge Middle Annual Plan (2024 - 2025)

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**[G 1] Reading/Language Arts**

Hickory Ridge Middle will increase TNReady ELA meeting/exceeding expectation proficiency rates in grades 6-8 from 11.6% in 2024 to 16.6% in 2025. 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 11.6% in 2024 to 16.6% in 2025, and for Black or African American will improve meeting/exceeding expectation percentages from 11.6% in 2024 to 16.6% in 2025.

Performance will be measured using the following tools:

TNReady Assessment

I-Ready

School-based Assessments

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p><b>[S 1.1] Standard Aligned Core Instruction</b> 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><b>Benchmark Indicator</b> **Implementation:**</p> <p>* Weekly lesson plans * Daily exit tickets * Weekly Informal Observation Tool and rubric</p>	<p><b>[A 1.1.1] ELA PLCs and Collaborative Planning</b> Provide teachers with PLCs and collaborative planning time that occurs weekly. The planning sessions will be held twice a week - 55 minutes for each 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 (blacks/African Americans, ESL, and economically disadvantaged) who require additional support.</p>	James Gordon, Principal and ELA Admin Lead	05/30/2025	Title I  Fund 1	

<ul style="list-style-type: none"> <li>* Quarterly School-wide Formative Assessments</li> <li>* Quarterly student work samples (LASW)</li> <li>* Quarterly Formal Observation Tool</li> </ul> <p><b>**Effectiveness**:</b></p> <ul style="list-style-type: none"> <li>* Weekly lessons plan checks will show that 100% of teachers are on track with following the curriculum and overall teacher LOE will reflect level 3 or higher.</li> <li>* Daily exit tickets will reflect at least 70% of students scoring 80% or higher.</li> <li>* Weekly informal observation data will indicate that at least 95% of teachers observed will demonstrate effective implementation of the instructional practices identified by the rubric, resulting in effectiveness scores of 3 or better.</li> <li>* Quarterly School-wide Formative Assessments will reflect a 5% increase in the number of students scoring 80% or better after each assessment.</li> <li>* Quarterly review of student work samples will show students' mastery of standards at 80% or higher.</li> <li>* Quarterly formal observation tool will reflect that 100% of teachers will have an overall LOE score of 3 or higher.</li> </ul>					
	<p><b>[A 1.1.2] Hickory Ridge Middle Support Den</b>  The Hickory Ridge Middle Support Den will supply teachers 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, and updated technology (computers and Smartboards).</p>	Cristal Holmes, PLC Coach   LaKia McCollough, PLC Coach	05/23/2025	Title I  Fund 1	
	<p><b>[A 1.1.3] Conduct ELA Observation and Feedback</b>  The ELA Content Lead, ELA Admin Lead, and the</p>	James Gordon, Principal and	05/09/2025	Title I  Fund 1	

	<p>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 ELA 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 ELA 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 the 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 ELA department to be addressed with strategies in monthly content meetings and PLC meetings.</p>	ELA Admin Lead   Victoria Hannah, ELA Content Lead			
	<p><b>[A 1.1.4] Resource Alignment</b> 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"> <li>* Districtwide Unit and Lesson Planning Guides</li> <li>* Re-Teach Calendars</li> <li>* Learning Objectives</li> <li>* Curriculum maps and toolkits</li> <li>* Supplementary texts (Ready Read)</li> <li>* Pacing guides, performance-based objectives crosswalks</li> </ul>	<p>James Gordon, Principal  Monica Porter, Assistant Principal  VeAndrea Washington, Assistant Principal   Cristal Holmes, PLC Coach   LaKia McCollough, PLC Coach</p>	05/23/2025	Title I  Fund 1	

	<p>* Florida Virtual School crosswalks</p> <p>* Classroom protocols and instructional technology.</p> <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 also need quality printers on each hall that will allow teachers to print instructional materials that support tier 1 instruction.</p>				
<p><b>[S 1.2] Professional Development</b> 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><b>Benchmark Indicator</b> **Implementation**</p> <p>* Weekly collaborative planning agenda and minutes * Weekly PLC meeting agenda and minutes * Bi-weekly Instructional Leadership Team (ILT) agenda and minutes * Weekly admin meeting agenda and minutes * Monthly professional development agenda and minutes</p>	<p><b>[A 1.2.1] Professional Development to Improve Student Achievement</b> 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>	James Gordon, Principal   Victoria Hannah, ELA Content Lead	05/09/2025	Title I  Fund 1	

<p><b>**Effectiveness**</b></p> <p>* Weekly collaborative planning sessions will result in 100% of teachers engaging in practices that involve decision-making, lesson planning and design, instructional methods, data analysis, and learning environments increase overall student achievement by 10%.</p> <p>* Weekly PLCs will result in 100% of teachers receiving departmentalized support to increase overall student achievement by 10%.</p> <p>* Bi-weekly ILT meetings will result in at least 95% of teachers following the instructional framework, resulting in LOE scores of level 3 or higher.</p> <p>* Weekly admin meetings will monitor classroom observations that will reflect a 10% increase of teachers demonstrating effective implementation of instructional practices.</p> <p>* Monthly professional development will result in at least 95% of teachers demonstrating effective implementation of the identified instructional strategies, resulting in an increase of student achievement by 10%.</p>					
	<p><b>[A 1.2.2] New Teacher Professional Support/Development</b></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.</p>	James Gordon, Principal   Victoria Hannah, ELA Content Lead	05/09/2025	Title I  Fund 1	
<p><b>[S 1.3] Targeted Intervention and Personalized Learning</b></p> <p>To ensure high quality instruction, particularly the</p>	<p><b>[A 1.3.1] Response to Instruction and Intervention</b></p> <p>Administer a universal screener (Fall, Winter, and</p>	James Gordon, Principal	04/30/2025	Title I  Fund 1	

<p>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><b>Benchmark Indicator</b></p> <p><b>**Implementation**</b></p> <ul style="list-style-type: none"> <li>* Weekly fidelity checks</li> <li>* Weekly iReady report'</li> <li>* Monthly progress monitoring data</li> <li>* Monthly data meeting agenda and minutes (Monthly MTSS Meeting)</li> <li>* Quarterly benchmark assessment data</li> </ul> <p><b>**Effectiveness**</b></p> <ul style="list-style-type: none"> <li>* Weekly fidelity checks will reflect that 100% of teachers are implementing the RTI2 curriculum, which will result in students increasing by at least 2-3 data points during progress monitoring.</li> <li>* Weekly iReady reports will reflect a 5% increase in the number of students who score mastery on skill deficit areas.</li> <li>* Monthly progress monitoring data will reflect students increasing by at least 2-3 data points.</li> <li>* Monthly data team meetings (MTSS meetings) will reflect at least 10% of students being able to exit RTI2 supports and interventions.</li> <li>* Quarterly benchmark assessment data will reflect at least 5% of students moving from Tier III to Tier II or Tier II to Tier I.</li> </ul>	<p>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>	<p>VeAndrea Washington, Assistant Principal  Ashley Turner, ELA Interventionist   Aretha Wiseman, Math Interventionist</p>			
	<p><b>[A 1.3.2] Personalized Literacy Supports</b></p> <p>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</p>	<p>James Gordon, Principal  VeAndrea Washington,</p>	<p>04/30/2025</p>	<p>Title I</p> <p>Fund 1</p>	

	<p>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>	<p>Assistant Principal  Ashley Turner, ELA Interventionist   Aretha Wiseman, Math Interventionist</p>			
	<p><b>[A 1.3.3] Targeted Support for Ongoing Learning</b>  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. 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.</p>	<p>James Gordon, Principal  Monica Porter, Assistant Principal  VeAndrea Washington, Assistant Principal</p>	04/30/2025	<p>Title I Fund 1</p>	
<p><b>[S 1.4] After School Tutoring to Support Student Achievement and Growth</b>  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><b>Benchmark Indicator</b>  Students should perform at or above 70% on school level Common Formative Assessments (Fall, Winter and Spring) which align with core</p>	<p><b>[A 1.4.1] After School Tutoring to Support Student Achievement and Growth</b>  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 2023-24 TCAP data. Tutoring will begin the week of September 9th and end the week of April 7th. 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>	<p>James Gordon, Principal  Lakia McCollough, PLC Coach</p>	04/11/2025		

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.					
<p><b>[G 2] Mathematics</b></p> <p>Hickory Ridge Middle School will increase TNReady math meeting/exceeding expectation proficiency rates in grades 6-8 from 6.4% in 2024 to 11.4% in 2025. This goal applies to all students and student groups including our TSI student groups BHNA and Black or African American.</p> <p><b>Performance Measure</b></p> <p>TNReady Assessment—Our TSI student group BHNA will improve meeting/exceeding percentages in grades 6-8 from 6.4% in 2024 to 11.4%, and Black or African American will improve meeting/exceeding expectation percentages in grades 6-8 from 6.4% in 2024 to 11.5% in 2025.</p> <p>Performance will be measured using the following tools:</p> <p>TNReady Assessment</p> <p>I-Ready</p> <p>School-based Assessments</p>					
Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p><b>[S 2.1] Standard Aligned Core Instruction</b></p> <p>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><b>Benchmark Indicator</b></p> <p>**Implementation:**</p>	<p><b>[A 2.1.1] Math PLCs and Collaborative Planning</b></p> <p>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</p>	James Gordon, Principal  Monica Porter, Assistant Principal  VeAndrea Washington, Assistant Principal	05/23/2025	Title I  Fund 1	



<ul style="list-style-type: none"> <li>* Weekly lesson plans</li> <li>* Daily exit tickets</li> <li>* Weekly Informal Observation Tool and rubric</li> <li>* Quarterly School-wide Formative Assessments</li> <li>* Quarterly student work samples (LASW)</li> <li>* Quarterly Formal Observation Tool</li> </ul> <p><b>**Effectiveness**:</b></p> <ul style="list-style-type: none"> <li>* Weekly lessons plan checks will show that 100% of teachers are on track with following the curriculum and overall teacher LOE will reflect level 3 or higher.</li> <li>* Daily exit tickets will reflect at least 70% of students scoring 80% or higher.</li> <li>* Weekly informal observation data will indicate that at least 95% of teachers observed will demonstrate effective implementation of the instructional practices identified by the rubric, resulting in effectiveness scores of 3 or better.</li> <li>* Quarterly School-wide Formative Assessments will reflect a 5% increase in the number of students scoring 80% or better after each assessment.</li> <li>* Quarterly review of student work samples will show students' mastery of standards at 80% or higher.</li> <li>* Quarterly formal observation tool will reflect that 100% of teachers will have an overall LOE score of 3 or higher.</li> </ul>	<p>time using the teacher consultancy protocol. Teachers will practice strategies and scaffolds for focus groups (blacks/African Americans, ESL, and economically disadvantaged) who require additional support.</p>				
	<p><b>[A 2.1.2] Hickory Ridge Middle Support Den</b>  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 cameras, staplers, staples, paper clips, masking tape, pencil sharpeners, binders, calculators, post-it-notes, binder clips, color and manila folders, sheet protectors, ink cartridges for the copy</p>	<p>Cristal Holmes,  PLC Coach    LaKia  McCollough,  PLC Coach</p>	<p>05/23/2025</p>	<p>Title I  Fund 1</p>	

	<p>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>				
	<p><b>[A 2.1.3] Alignment of Classroom Observation and Feedback</b> 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 evidenced based strategies are used to address varying student needs.</p>	<p>LaKia McCollough, PLC Coach   Cristal Holmes, PLC Coach   James Gordon, Principal</p>	05/23/2025	<p>Title I  Fund 1</p>	
	<p><b>[A 2.1.4] Alignment of Classroom Observation and Feedback</b> 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 evidenced based strategies are used to address varying student needs.</p>	<p>Cristal Holmes, PLC Coach   LaKia McCollough, PLC Coach   James Gordon, Principal</p>	05/23/2025	<p>Title I  Fund 1</p>	
	<p><b>[A 2.1.5] Access to Rigorous Curriculum</b> 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>	<p>James Gordon, Principal  Monica Porter, Assistant Principal  VeAndrea Washington, Assistant Principal   Cristal Holmes, PLC Coach   LaKia McCollough, PLC Coach</p>	05/23/2025	<p>Title I  Fund 1</p>	

<p><b>[S 2.2] Professional Development</b>  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><b>Benchmark Indicator</b>  <b>**Implementation**</b></p> <ul style="list-style-type: none"> <li>* Weekly collaborative planning agenda and minutes</li> <li>* Weekly PLC meeting agenda and minutes</li> <li>* Bi-weekly Instructional Leadership Team (ILT) agenda and minutes</li> <li>* Weekly admin meeting agenda and minutes</li> <li>* Monthly professional development agenda and minutes</li> </ul> <p><b>**Effectiveness**</b></p> <ul style="list-style-type: none"> <li>* Weekly collaborative planning sessions will result in 100% of teachers engaging in practices that involve decision-making, lesson planning and design, instructional methods, data analysis, and learning environments increase overall student achievement by 10%.</li> <li>* Weekly PLCs will result in 100% of teachers receiving departmentalized support to increase overall student achievement by 10%.</li> <li>* Bi-weekly ILT meetings will result in at least 95% of teachers following the instructional framework, resulting in LOE scores of level 3 or higher.</li> <li>* Weekly admin meetings will monitor classroom observations that will reflect a 10% increase of teachers demonstrating effective implementation of</li> </ul>	<p><b>[A 2.2.1] New Teacher Professional Development/Support</b>  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   Cristal Holmes, PLC Coach   LaKia McCollough, PLC Coach	05/23/2025	Title I  Fund 1	
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<p>instructional practices.</p> <p>* Monthly professional development will result in at least 95% of teachers demonstrating effective implementation of the identified instructional strategies, resulting in an increase of student achievement by 10%.</p>					
	<p><b>[A 2.2.2] Instructional Academic Support</b> 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>James Gordon, Principal  Monica Porter, Assistant Principal  VeAndrea Washington, Assistant Principal   Cristal Holmes, PLC Coach   LaKia McCollough, PLC Coach</p>	05/23/2025	<p>Title I</p> <p>Fund 1</p>	
<p><b>[S 2.3] Targeted Interventions and Personalized Learning,</b> 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>** **</p> <p><b>Benchmark Indicator</b> **Implementation**</p> <p>* Weekly fidelity checks * Weekly iReady report' * Monthly progress monitoring data * Monthly data meeting agenda and minutes</p>	<p><b>[A 2.3.1] RTI and SPED</b> 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 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>James Gordon, Principal  Monica Porter, Assistant Principal  VeAndrea Washington, Assistant Principal</p>	05/23/2025	<p>Title I</p> <p>Fund 1</p>	

(Monthly MTSS Meeting) * Quarterly benchmark assessment data  **Effectiveness**  * Weekly fidelity checks will reflect that 100% of teachers are implementing the RTI2 curriculum, which will result in students increasing by at least 2-3 data points during progress monitoring. * Weekly iReady reports will reflect a 5% increase in the number of students who score mastery on skill deficit areas. * Monthly progress monitoring data will reflect students increasing by at least 2-3 data points. * Monthly data team meetings (MTSS meetings) will reflect at least 10% of students being able to exit RTI2 supports and interventions. * Quarterly benchmark assessment data will reflect at least 5% of students moving from Tier III to Tier II or Tier II to Tier I.					
	<b>[A 2.3.2] Self-Contained Classes</b> 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.	James Gordon, Principal  Monica Porter, Assistant Principal  VeAndrea Washington, Assistant Principal	05/23/2025	Title I  Fund 1	
	<b>[A 2.3.3] Intervention Classes</b> 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  Monica Porter, Assistant Principal  VeAndrea Washington,	05/23/2025	Title I  Fund 1	

		Assistant Principal			
	<p><b>[A 2.3.4] Targeted Support for Ongoing Learning</b></p> <p>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.</p>	<p>James Gordon, Principal   Monica Porter, Assistant Principal   VeAndrea Washington, Assistant Principal   Cristal Holmes, PLC Coach   LaKia McCollough, PLC Coach</p>	05/23/2025	<p>Title I</p> <p>Fund 1</p>	
<p><b>[S 2.4] After School Tutoring to Support Student Achievement and Growth</b></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><b>Benchmark Indicator</b></p> <p>Students should perform at or above 70% on school-level Common Formative Assessments (Fall, Winter, and 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.</p>	<p><b>[A 2.4.1] After School Tutoring to Support Student Achievement and Growth</b></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>	<p>James Gordon, Principal   Lakia McCollough, PLC Coach</p>	05/23/2025		

**[G 3] Safe and Healthy Students**

Hickory Ridge Middle School will reduce the chronic absenteeism rate from 17.8% in 2024 to 12.8% in 2025 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:

- \* PowerSchool Data
- \* PowerBI Data
- \* Share Point

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p><b>[S 3.1] Attendance and Behavior Interventions and Supports</b> Implement targeted interventions and support programs and initiatives that address identified behavior needs and provide appropriate student supports.</p> <p><b>Benchmark Indicator</b> **Implementation**</p> <ul style="list-style-type: none"><li>* 20-day attendance reports</li><li>* 20-day behavior reports</li><li>* 20-day suspension report</li></ul> <p><b>**Effectiveness**</b></p> <ul style="list-style-type: none"><li>* 20-day attendance reports will reflect a 5% decrease in the number of students absent from school.</li><li>* 20-day behavior reports will reflect a 5% decrease in the number of student infractions.</li><li>* 20-day suspension reports will reflect a 5% decrease in the student suspension rate.</li></ul>	<p><b>[A 3.1.1] Implement Schoolwide Progressive Discipline Plan</b> 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 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,</p>	James Gordon, Principal  Monica Porter, Assistant Principal  VeAndrea Washington, Assistant Principal  Eric Garner, Professional School Counselor   Evon Warren, Professional School Counselor  Tijuna Wallace, Professional School Counselor	05/23/2025	Title I  Fund 1	

	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><b>[A 3.1.2] Attendance</b>  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: School-wide Daily Attendance bulletin board, Perfect Attendance incentives, Truancy Records, SART Team Meetings, Guidance Referrals, Parent Contact Logs, and Parent Teacher Conference logs.</p>	Kutricia West, Attendance Secretary   Ms. Walker, MSCS Attendance Liaison  Eric Garner, Professional School Counselor   Evon Warren, Professional School   Tijuana Wallace, Professional School Counselor	05/23/2025	Title I  Fund 1	
	<p><b>[A 3.1.3] Functional Behavior Assessments</b>  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 is serving for the student. The process also results in the identifying of environmental antecedents and consequences that are maintaining the behavior.</p>	Jasmine Harris, SPED Chair   Terrence Faulkner, Darlene Walker, Obbie Davis	05/23/2025	Title I  Fund 1	



	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><b>[A 3.1.4] Reducing School Suspensions</b></p> <p>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 a part 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>	James Gordon, Principal  Monica Porter, Assistant Principal  VeAndrea Washington, Assistant Principal  Eric Garner, Professional School Counselor   Evon Warren, Professional School Counselor  Tijuana Wallace, Professional School Counselor	05/23/2025	Title I  Fund 1	
	<p><b>[A 3.1.5] Safe and Healthy Schools</b></p> <p>Implement RTI2 behavior prevention and intervention plans that provides support to students with fidelity.</p>	Tamara Felix, RTIB2 Specialist   Eric Garner, Professional School Counselor   Evon Warren, Professional School Counselor  Tijuana Wallace,	05/23/2025	Title I  Fund 1	

		Professional School Counselor			
<p><b>[S 3.2] Professional Development</b> 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><b>Benchmark Indicator</b> **Implementation**</p> <p>* Semesterly RTI2-B data training agenda and minutes</p> <p> </p> <p>**Effectiveness**</p> <p>* Monthly RTI2-B data teams meetings will result in a 5% decrease in student infractions. * Monthly SART and SARB meetings will reflect a 5% increase in student attendance and a 5% decrease in student infractions each 20-day period.</p>	<p><b>[A 3.2.1] Professional Learning</b> In an effort to ensure Hickory Ridge Middle 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>	James Gordon, Principal  Monica Porter, Assistant Principal  VeAndrea Washington, Assistant Principal	05/23/2025	Title I  Fund 1	
<p><b>[S 3.3] Parent, Family, and Community Engagement</b> Promote effective parent, family, and community engagement activities and resources that support safe schools which will improve student attendance and behavior.</p> <p><b>Benchmark Indicator</b> **Implementation**</p> <p>* Quarterly parent surveys * Quarterly parent meeting agenda and minutes * Semesterly parent-teacher conference sign-in sheets/minutes</p>	<p><b>[A 3.3.1] Expanded Community Resources</b> 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 &amp; 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</p>	James Gordon, Principal   Cristal Holmes, PLC Coach   Lakia McCollough, PLC Coach	04/30/2025	Title I	

<p><b>**Effectiveness**</b></p> <p>* Parent surveys will result in at least 1 additional family engagement and involvement meetings/events based on feedback each semester.</p> <p>* Quarterly parent meetings will result in an increase in participation by at least 10%.</p> <p>* Semesterly parent-teacher conferences will result in a 5% decrease in student infractions and a 5% decrease in student absences.</p>	<p>in school and ready to learn. Curriculum Nights (one per semester), Annual Title I meeting, Parent-Teacher Conferences, Teacher Hickory Ridge Success Initiative/ Community Partners, Parent Meetings and Training Sessions. Communication with parents is continuous and consistent through various modes: monthly event calendars, MSCS 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><b>[A 3.3.2] Parent Resource Center</b> 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   Cristal Holmes, PLC Coach   Lakia McCollough, PLC Coach</p>	04/30/2025	Title I	