

Highland Oaks Middle Annual Plan (2025 - 2026)

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[G 1] Reading/Language Arts

By Spring 2026, through the implementation of a standards align core curriculum in each ELA classroom students will receive a high quality and equable education. Teachers and school leaders, through a comprehensive professional development program will build their pedagogy in ELA standards to align with instructional shifts. Students struggling to gain procedural and conceptual understanding to meet academic proficiency will receive targeted intervention throughout the school year.

Performance Measure

Highland Oaks Middle School will increase English-Language Arts proficiency rates for all students from 16% in 2024 to at least 25% in 2026 on the TCAP assessment.

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

TNReady Assessment

Tri-Weekly CFAs

On Grade Level iReady Diagnostic Results

End-of-Semester Assessments

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 1.1] Standard Aligned Core Instruction Provide daily access to a rigorous reading/language arts curriculum that will develop students' deep understanding of the content, strengthen comprehension, and promote mastery of TN Standards to ensure students are career and college ready. Benchmark Indicator **Benchmark Indicator** ***Implementation:*** * **Tri-weekly school-wide formative assessments** * **Weekly informal observation tool and rubric** * **Weekly lesson plans**	[A 1.1.1] Alignment of Classroom Observation and Feedback Utilize formal observations (TEM rubric) and the school-based 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.	Dr. Monica Fleming (Principal); Mrs. Kimberly Kelly (Assistant Principal); Dr. Ashley Jones (PLC Coach); Mrs. Angela Edwards (Instructional Coach)	04/17/2026	General Funding	

Effectiveness. * **Tri-weekly school-wide formative assessments will reflect a 5% increase in the number of students scoring 80% or better after each assessment.** * **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.** * **Weekly lesson 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.**					
	[A 1.1.2] Formative Student Assessments Utilize the Department of Curriculum and Instruction to create the school-based benchmark assessments, which will be administered three times per year (Fall, Winter, and Spring). School-level Instructional Leadership Teams will have access to students performance data following each benchmark assessment, which will support teachers in planning differentiated instruction and identifying standards mastered and not-mastered for re-teaching opportunities.	Dr. Monica Fleming (Principal); Mrs. Kimberly Kelly (Assistant Principal); Dr. Ashley Jones (PLC Coach); Mrs. Angela Edwards (Instructional Coach)	04/17/2026	Title I	
	[A 1.1.3] Access to Rigorous Curriculum Provide teachers with curriculum maps that outline modules for essential knowledge as well as skills and tasks aligned to TN State Standards. Curriculum maps will be organized by quarters and units to assist teachers with guidance as to which modules and units should be taught during the school year.	Dr. Monica Fleming (Principal); Mrs. Kimberly Kelly (Assistant Principal); Dr. Ashley Jones (PLC Coach); Mrs. Angela Edwards	05/22/2026	General Funds	

		(Instructional Coach)			
[S 1.2] Professional Development Provide professional development for teachers and instructional leaders 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. Benchmark Indicator **Benchmark Indicator** ***Implementation:*** * **Weekly collaborative planning agenda and minutes** * **Bi-weekly professional development agenda and minutes** * **Weekly PLC meeting agenda and minutes** * **Bi-Weekly Instructional Leadership Team (ILT) agenda and minutes.** ***Effectiveness:*** * **Bi-weekly admin meetings will monitor classroom observations that will reflect a 10% increase of teachers demonstrating effective implementation of instructional practices.** * **Bi-weekly 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%.** * **Weekly PLCs will result in 100% of teachers receiving departmentalized support to increase overall student achievement by 10%.** * **Bi-weekly ILT meetings will result in at least 95% of teachers following the instructional	[A 1.2.1] Standards Based Curriculum Training Instructional Leadership Development Weeks are held monthly to support school administrators, PLC Coaches, and content lead teachers in unpacking the standards, differentiated teaching strategies, and effective check for understanding methods to enhance the teaching and learning environment. Professional Learning & Support and Curriculum and Instruction provide regular training sessions 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. New and Novice teachers Content Intensives are provided monthly to build and support teachers content and pedagogical knowledge on the District's approved curriculum and curricular resources, lesson execution and lesson planning to improve the academic achievement of students. All teachers engage in intensive collaborative planning and deliberate practice sessions with content administrator twice a week to improve quality of instruction.	Dr. Monica Fleming (Principal); Mrs. Kimberly Kelly (Assistant Principal); Dr. Ashley Jones (PLC Coach); Mrs. Angela Edwards (Instructional Coach)	05/22/2026	Title I	

framework, resulting in LOE scores of level 3 or higher.**					
	[A 1.2.2] Instructional Academic Support Provide high-quality professional learning and instructional resources for direct support to improve literacy practices across applicable content areas to Literacy Instructional Coaches, School-level Literacy Content Leads, Literacy Laureates, and New Teacher Mentors.	Dr. Monica Fleming (Principal); Mrs. Kimberly Kelly (Assistant Principal); Dr. Ashley Jones (PLC Coach); Mrs. Angela Edwards (Instructional Coach)	05/22/2026	Title I	
	[A 1.2.3] Parent and Community Engagement Offer regular engagement sessions for parents and community members to learn about the State curriculum standards, academic strategies being used, and grade level performance indicators. The Department of Family and Community Engagement will host these learning opportunities to provide parents with support and tools to help their children.	Dr. Monica Fleming (Principal); Mrs. Kimberly Kelly (Assistant Principal); Dr. Ashley Jones (PLC Coach); Mrs. Angela Edwards (Instructional Coach)	05/22/2026	Title I	
[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. Benchmark Indicator **Benchmark Indicator** ***Implementation:***	[A 1.3.1] Response to Instruction and Intervention (RTI2) 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	Dr. Monica Fleming (Principal); Dr. Ashley Jones (PLC Coach); Ms. Tierney Springfield (Interventionist); Ms. Jalencia Jeans (Interventionist)	05/22/2026	Title I	

Monthly progress monitoring data** ***Monthly data meeting agenda and minutes** ***Quarterly benchmark assessment data** ***Weekly fidelity checks** ***Effectiveness: ***Monthly progress monitoring data will reflect students increasing by at least 2-3 data points.** ***Monthly data team 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.** ***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.**	adjusted based on student performance in the deficit area.				
	[A 1.3.2] Personalized Literacy Supports Provide all students (Tier I, II, and III) with access to daily targeted enrichment or support using the district's online intervention tools to foster student growth. Resource tools such as iReady, aimswebPlus, and Small Groups assist teachers with engaging students with content based on where they are in the meeting the State standards.	Dr. Ashley Jones (PLC Coach); Ms. Tiereney Springfield (Interventionist); Ms. Jalencia Jeans (Interventionist)	05/22/2026	Title I	

[G 2] Mathematics

By Spring 2026, through the implementation of a standards align core curriculum in each mathematics classroom students will receive a high quality and equable education. Teachers and school leaders, through a comprehensive professional development program will build their pedagogy in mathematic standards to align with instructional shifts. Students struggling to gain procedural and conceptual understanding to meet academic proficiency will receive targeted intervention throughout the school year.

Performance Measure

Highland Oaks Middle School will increase Math proficiency rates for all students from 18% in 2024 to at least 25% in 2026 on the TCAP assessment.

Performance measures will be monitored by the following:

District Formative Assessments TNReady Assessment Tri-weekly CFAs On Grade Level iReady Diagnostic Results					
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 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. Benchmark Indicator **Benchmark Indicator** ***Implementation:*** * **Tri-weekly school-wide formative assessments** * **Weekly informal observation tool and rubric** * **Weekly lesson plans** ***Effectiveness:*** * **Tri-weekly school-wide formative assessments will reflect a 5% increase in the number of students scoring 80% or better after each assessment.** * **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.**	[A 2.1.1] Access to Rigorous Curriculum Provide teachers with curriculum maps and PLC Planning Guides that outline modules, pacing, and tasks aligned to the TN state standards. Additionally, Standards Guides will be provided to support teachers with understanding and breaking down the complex math state standards.	Dr. Monica Fleming (Principal); Mrs. Kimberly Kelly (Assistant Principal); Dr. Ashley Jones (PLC Coach); Mrs. Angela Edwards (Instructional Coach)	05/22/2026	Title I	

***Weekly lesson 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.**					
	[A 2.1.2] Formative Student Assessments Utilize the Department of Curriculum and Instruction to create the school-based benchmark assessments, which will be administered three times per year (Fall, Winter, and Spring). School-level Instructional Leadership Teams will have access to students performance data following each benchmark assessment, which will support teachers in planning differentiated instruction and identifying standards mastered and not-mastered for re-teaching opportunities.	Dr. Monica Fleming (Principal); Mrs. Kimberly Kelly (Assistant Principal); Dr. Ashley Jones (PLC Coach); Mrs. Angela Edwards (Instructional Coach)	04/17/2026	General Funds	
	[A 2.1.3] Alignment of Classroom Observations and Feedback Utilize findings from both formal and informal observations to provide ongoing teacher feedback. The regular feedback is necessary to ensure teachers are leveraging the evidence-based, district-approved curriculum to address varying student needs.	Dr. Monica Fleming (Principal); Mrs. Kimberly Kelly (Assistant Principal); Dr. Ashley Jones (PLC Coach); Mrs. Angela Edwards (Instructional Coach)	04/17/2026	Title I	
	[A 2.1.4] Implementation of Effective Mathematical Learning Shifts Conduct monthly classroom observations using a school-based Classroom Walkthrough Protocol and Debriefing Document, to 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.	Dr. Monica Fleming (Principal); Mrs. Kimberly Kelly (Assistant Principal); Dr. Ashley Jones (PLC Coach); Mrs. Angela Edwards	04/17/2026	General Funds	

		(Instructional Coach)			
[S 2.2] Professional Development Provide ongoing, high quality professional development at the school-level for teachers and other instructional staff that focuses on instructional shifts and strategies that result in improved student performance. Professional development occurs at the school-level on the first and third Wednesday of each month. Benchmark Indicator **Benchmark Indicator** ***Implementation:*** * **Weekly collaborative planning agenda and minutes** * **Tri-Weekly professional development agenda and minutes** * **Weekly PLC meeting agenda and minutes** * **Tri-Weekly Instructional Leadership Team (ILT) agenda and minutes.** ***Effectiveness:*** * **Tri-weekly admin meetings will monitor classroom observations that will reflect a 10% increase of teachers demonstrating effective implementation of instructional practices.** * **Tri-weekly 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%.** * **Weekly PLCs will result in 100% of teachers receiving departmentalized support to increase overall student achievement by 10%.** * **Tri-weekly ILT meetings will result in at least 95% of teachers following the instructional	[A 2.2.1] Standards Based Curriculum Training Instructional Leadership Development Weeks are held monthly to support school administrators, PLC Coaches, and content lead teachers in unpacking the standards, differentiated teaching strategies, and effective check for understanding methods to enhance the teaching and learning environment. Professional Learning & Support and Curriculum and Instruction provide regular in-person training sessions 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. New and Novice teachers Content Intensives are provided monthly to build and support teachers content and pedagogical knowledge on the District's approved curriculum and curricular resources, lesson execution and lesson planning to improve the academic achievement of students.	Dr. Monica Fleming (Principal); Mrs. Kimberly Kelly (Assistant Principal); Dr. Ashley Jones (PLC Coach); Mrs. Angela Edwards (Instructional Coach)	05/22/2026	General Funds	

framework, resulting in LOE scores of level 3 or higher.**					
	[A 2.2.2] Instructional Academic Support Provide high-quality professional learning and instructional resources for direct support to improve literacy practices across applicable content areas to Literacy Instructional Coaches, School-level Literacy Content Leads, Literacy Laureates, and New Teacher Mentors.	Dr. Monica Fleming (Principal); Mrs. Kimberly Kelly (Assistant Principal; Dr. Ashley Jones (PLC Coach); Mrs. Angela Edwards (Instructional Coach)	05/22/2026	Title I	
	[A 2.2.3] Parent and Community Engagement Offer regular engagement sessions for parents and community members to learn about the State curriculum standards, academic strategies being used, and grade level performance indicators. The Department of Family and Community Engagement will host these learning opportunities to provide parents with support and tools to help their children.	Dr. Monica Fleming (Principal); Mrs. Kimberly Kelly (Assistant Principal); Dr. Ashley Jones (PLC Coach); Mrs. Angela Edwards (Instructional Coach)	05/22/2026	Title I	
[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. ** ** ** ** Benchmark Indicator	[A 2.3.1] Response to Instruction and Intervention (RTI2) Administer a universal screener (Fall, Winter, and Spring) to identify students who need more intensive instructional support via Tier 2 and Tier 3 intervention. Following the universal screener, students performing below the 25th percentile are referred to the data team to determine specific deficits in math problem-solving, calculations, and numeracy. Intervention plans are created and monitored to determine student progress. Implementation monitoring is ongoing, and student progress is reviewed every 23 days. Interventions	Dr. Monica Fleming (Principal); Dr. Ashley Jones (PLC Coach); Ms. Tierney Springfield (Interventionist); Ms. Jalencia Jeans (Interventionist)	05/22/2026	Title I	

Benchmark Indicator ***Implementation:*** * **Monthly progress monitoring data** * **Monthly data meeting agenda and minutes** * **Quarterly benchmark assessment data** * **Weekly fidelity checks** ***Effectiveness:*** * **Monthly progress monitoring data will reflect students increasing by at least 2-3 data points.** * **Monthly data team 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.** * **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.**	provided for students are adjusted based on student performance in the deficit area.				
	[A 2.3.2] Personalized Math Supports Provide all students (Tier I, II, and III) with access to daily targeted enrichment or support using the district's online intervention tools to foster student growth. Resource tools such as iReady, aimswebPlus, and Small Groups assist teachers with engaging students with content based on where they are in the meeting the State standards.	Dr. Monica Fleming (Principal); Dr. Ashley Jones (PLC Coach); Ms. Tiereney Springfield (Interventionist); Ms. Jalencia Jeans (Interventionist)	05/22/2026	Title I	
[G 3] Safe and Healthy Students By Spring 2026, we will foster a safe and healthy student-focused learning environment and improve students' attendance and behavior through the implementation of attendance and behavioral interventions and supports, continued professional development grounded in instructional best practices, and stakeholder engagement activities and resources.					

Performance Measure

Highland Oaks Middle will increase school-level interventions and supports to reduce the percentage of chronically absent students from 3.2% (2025) to 1% (2026).

Interventions and supports will be measured using the following:

- * PowerSchool Data
- * PowerBI Data
- * SharePoint

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 3.1] Attendance and Behavior Interventions and Supports Implement targeted interventions and support programs and initiatives that address identified behavior needs and provide appropriate student supports. Benchmark Indicator **Benchmark Indicator** ***Implementation:*** * **20-day attendance reports** * **20-day behavior reports** * **20-day suspension report** ***Effectiveness:*** * **20-day attendance reports will reflect a 5% decrease in the number of students absent from school.** * **20-day behavior reports will reflect a 5% decrease in the number of student infractions.** * **20-day suspension reports will reflect a 5% decrease in the student suspension rate.**	[A 3.1.1] Positive Behavior Intervention Support Implement RTI2 behavior prevention and intervention plans that provides support to students with fidelity.	Dr. Monica Fleming (Principal); Mrs. Kimberly Kelly (Assistant Principal); Ms. Robbins (Behavior Specialist); Mr. Clifford Johnson (Behavior Specialist); Mrs. Cha'Brandy Sutton (Counselor)	05/22/2026	School-Based	

	[A 3.1.2] Intervention Teams Utilize cross-functional teams to complete statistic cycles that review attendance, chronic absenteeism, and behavioral data to identify and provide support to at-risk students.	Dr. Monica Fleming (Principal), Mrs. Kimberly Kelly (Assistant Principal), Cha'Brandy Sutton (Counselor), Robbins (Behavior Specialist)	05/22/2026		
	[A 3.1.3] Support for Students with Disabilities SPED teachers will monitor Power BI data monthly to identify Students with Disabilities (SWD) who are approaching suspension/expulsion of 10 days. Communication and training will include topics such as: Manifestation Determination Review (MDR), the need for the Functional Behavior Assessment (FBA) and Behavior Intervention Plan (BIP), state mandated data collection forms, Isolation and Restraint, Interventions/ strategies for support.	Dr. Monica Fleming (Principal), Mrs. Kimberly Kelly (Assistant Principal), Carmen Weiser (SPED Teacher), Alisha Clark (SPED Teacher)	05/22/2026		
[S 3.2] Professional Development Provide ongoing, high quality professional development at the school-level for teachers and other instructional staff to focus on changing instructional practices that result in improved student attendance and behavior positively impacting student achievement. Benchmark Indicator **Benchmark Indicator** ***Implementation*** * **Semesterly RTI2-B data training agenda and minutes**	[A 3.2.1] Targeted Training Provide principals, teachers, school counselors, attendance secretaries and PBIS coaches professional development to address student discipline, attendance, data entry and chronic absenteeism.	Dr. Monica Fleming (Principal), Mrs. Kimberly Kelly (Assistant Principal), Cha'Brandy Sutton (Counselor)	05/22/2026		

Effectiveness * **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.**					
	[A 3.2.2] Safe Schools Platform and Counselor Training All faculty and staff will be required to complete Safe School trainings and attend all counselor trainings to ensure that all students have an increased opportunity of learning in a safe and healthy environment. All members are expected to follow all procedures presented in the training.	Dr. Monica Fleming (Principal), Mrs. Kimberly Kelly (Assistant Principal), Cha'Brandy Sutton (Counselor)	05/22/2026	General Funds	
[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. Benchmark Indicator **Benchmark Indicator** ***Implementation*** * **Quarterly parent surveys** * **Quarterly parent meeting agenda and minutes** * **Semesterly parent-teacher conference sign-in sheets/minutes**	[A 3.3.1] Parent, Family, and Community Engagement Our school will host an Open House Meet and Greet, 2 Parent Conference Nights, Title I meetings, and Curriculum Nights for parents and the community. Our school will use online platforms such as the school website, Facebook, and Instagram to post school/district events and school improvement initiatives. In addition, our counselors and administrators will provide daily support to parents of students who have difficulty meeting the behavior and attendance expectations of our school.	Dr. Monica Fleming (Principal); Mrs. Kimberly Kelly (Assistant Principal); Dr. Ashley Jones (PLC Coach); Mrs. Cha'Brandy Sutton (Counselor); Robbins(Behavior Specialist)	05/22/2026	Title I	

Effectiveness * **Parent surveys will result in at least 1 additional family engagement and involvement meetings/events based on feedback each semester.** * **Quarterly parent meetings will result in an increase in participation by at least 10%.** * **Semesterly parent-teacher conferences will result in a 5% decrease in student infractions and a 5% decrease in student absences.**					
	[A 3.3.2] Additional Resources for At-Risk Families Supplies, equipment, and trainings will be acquired to aid in the implementation of effective and interactive parental engagement. Parental engagement resources are inclusive of but not limited to the following: student agenda books, school handbooks, curriculum resource training supplies (workbooks, calculators, etc.)	Dr. Monica Fleming (Principal); Mrs. Kimberly Kelly (Assistant Principal); Dr. Ashley Jones (PLC Coach), Mrs. Cha'Brandy Sutton (Counselor)	05/22/2026	Title I	