

**[G 1] Academic Instruction K-12 : Mathematics**

Hickman County School System will specifically focus on increasing math scores for all grade bands within the district. Math scores will be measured using 2025-2026 Success Rates, which provide a clear metric for tracking progress. The goal of increasing math scores is attainable by implementing targeted strategies and interventions tailored to the needs of each grade band. The district will aim to achieve measurable improvements in math scores within a specific time frame, such as by the end of the academic year or semester.

Hickman County School System is taking targeted action to support our diverse schools. By using data-informed strategies tailored to each grade level, we equip teachers and leaders with the tools they need to help all students grow. Through collaboration, professional learning, and strong instruction, we ensure every student has the opportunity to succeed.

By integrating data-informed instruction and learning walks, Hickman County will create a continuous cycle of improvement that supports sustained growth in math achievement across all grade levels.

**Performance Measure**

The 2025-26 Success Rates (met and exceeded expectations: ME/EE) by grade bands are:

K-2: 38% of students ME/EE

3-5: 44.4% of students ME/EE

6-8: 24% of students ME/EE

9-12: 14.7% of students ME/EE

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p><b>[S 1.1] Data Analysis to Inform Instruction</b></p> <p>Data analysis will occur at the district and school levels within each grade band/school to identify gaps/weaknesses/strengths and prioritize focus areas for improvement. Analysis will be ongoing throughout the year to provide the District with updated information on areas to adjust and provide support for administrators and teachers to supplement or strengthen instruction.</p> <p><b>Benchmark Indicator</b></p>	<p><b>[A 1.1.1] Building/Strengthening Capacity</b></p> <p>The District will incorporate professional learning that is focused for teachers based on data analyzed at each grade band and assist with developing strategies to address these needs. Professional development days will occur at least three times annually, in July, September and January, with PLC's dedicated to providing professional learning opportunities during each quarter (at a minimum). Data analysis will be led by</p>	<p>John Mullins, Angie Manor and Dr. Belinda Anderson</p>	<p>05/15/2026</p>	<p>General Purpose [\$50000.00]</p>	

<p>1. Professional Learning Communities: Agendas, Sign-in sheets, Meeting Notes, and Student Data Trackers (maintained by teachers), will be maintained from PLC meetings at the school level. Data tracking sheets will be updated after benchmark assessments (Fall, Winter and Spring) and other formative assessments, with updates occurring throughout the year. Building administrators will report information to District Instructional Supervisors during monthly check-in meetings. Gains in student mastery of skills and content will be reviewed at each data tracker update.</p> <p>2. District monitoring of universal screeners and district benchmark assessments given three times a year to ensure growth is occurring and gaps are being filled for all students.</p>	building administrators and/or District Instructional Supervisors and Coaches.				
	<p><b>[A 1.1.2] Differentiation Strategy Implementation</b></p> <p>The District will provide support and resources to train teachers on how to incorporate effective differentiation strategies (small group instruction, creation/implementation of targeted intervention plans, implementing flexible math group differentiated instruction, and targeting struggling students) into Tier I instruction. Needs will be identified from class walk-throughs, teacher reflection documentation, and/or benchmark/assessment data results that will be reviewed quarterly during District Instructional Leadership team meetings.</p>	School Administrators, Dr. Belinda Anderson, Angie Manor, Dr. Ashley Totty, Julia Thomasson and Jennifer Turpin	05/07/2026		
	<p><b>[A 1.1.3] Using Data Monitoring to Show Improvement</b></p> <p>The District will provide support and resources to teachers as needed in the form of Professional Development offerings by teaching teachers to interpret and use tracking of data to fill-in the learning gaps that students experience at each grade level. Data types and tracking purposes will be identified during PLC meetings held at the school level at least quarterly, with District</p>	Angie Manor, Dr. Belinda Anderson, Christy McManus, Jennifer Hudgins, and Shannon Britt	04/10/2026	<p>Title II [\$3000.00]</p> <p>Title IV [\$10000.00]</p>	

	Instructional Supervisors and Coaches providing the information to the District Leadership team following school level PLC meetings.				
	<b>[A 1.1.4] Learning Walks and Observations</b> District Instructional Coaches and School Administrators will conduct learning walks and/or classroom observations to observe/support teachers in their implementation of use of data driven strategies effectively. Classroom observation methods will be conducted twice each quarter and reviewed by building administrators and district instructional supervisors for effectiveness or revised instructional support recommendations.	Dr. Belinda Anderson, Angie Manor, Christy McManus, Jennifer Hudgins and Shannon Britt	05/08/2026		
	<b>[A 1.1.5] Building/Strengthening Special Education and RTI Services</b> The district will support Special Education and RTI programs at schools to ensure compliance with IDEA and RTI by providing training on IEP development, effective RTI protocols, progress monitoring, data-driven decision making (to ensure services/interventions are tailored to student needs), offering job-embedded coaching and collaborative planning sessions for special education teachers and for RTI teachers/interventionists at least quarterly in the first semester and once in the second semester during planned PLC meetings, to implement evidence based instructional strategies.	Dr. Ashley Totty and Dawn Mayberry	04/03/2026		
	<b>[A 1.1.6] Student Support Strategies</b> The district will provide opportunities for integrating co-teaching and inclusion strategies for Special Education Teachers and instructional differentiation strategies for strengthening Tier 2 and Tier 3 interventions by incorporating research based instructional strategies appropriate for each service provided in reading, math and behavior. This will be provided quarterly in Q1, Q2 and Q3 during scheduled PLC meetings at each school by building administrators and/or district supervisors.	Dr. Ashley Totty and Dawn Mayberry	04/03/2026		

<p><b>[S 1.2] Learning Walks</b> The District and School Leadership will conduct frequent, structured Learning Walks to monitor instructional effectiveness and provide targeted support. Observing classroom instruction to identify trends in instruction and areas for improvement will provide the basis for offering real time feedback and coaching to teachers in order to strengthen instructional practices as well as data to drive professional development and ensure alignment with District math goals.</p> <p><b>Benchmark Indicator</b> District and school leadership will use a standard district approved rubric to collect classroom observation data/walkthrough data reflecting implementation of strategies and instructional practices. By completing the observation/walkthrough data with a standard tool two times per semester, the district and building leadership will see documentation that supports productive shifts in presentation of content and high level instruction in math in at least 80% of classes.</p>	<p><b>[A 1.2.1] Follow-up to Learning Walks</b> Classroom observers will identify elements of a lesson of how students were required to use hands-on materials, justify answers, students describing their approaches to problem solving and/or applications of real-world problems during classroom visits with at least 90% of observed lessons containing one of these high level thinking skills during observations completed each quarter by May, 2026.</p>	Dr. Belinda Anderson and Angie Manor	05/15/2026		
	<p><b>[A 1.2.2] Monitoring Small-Group Instruction and Differentiation</b> Classroom observers will monitor and document use of small-group instruction, differentiation in problem solving and differentiation for student needs during classroom walks that are completed each quarter, with the expectation that differentiation will be observed in 90% of all classes observed each quarter by May, 2026.</p>	Angie Manor, Dr. Belinda Anderson, Christy McManus, Jennifer Hudgins and Shannon Britt	03/20/2026		
	<p><b>[A 1.2.3] Actionable Feedback</b> Teachers will be offered actionable feedback and suggestions in areas such as questioning techniques, use of modeling/scaffolding/guided practice, pacing, lesson engagement, and assessment use, in order to enhance their instructional practices within three days of the</p>	School Administrators, Dr. Belinda Anderson and Angie Manor	05/01/2026		

	classroom observations as completed each quarter.				
	<b>[A 1.2.4] Collecting and Tracking Data</b> Data will be collected and tracked by District Instructional Leadership and Coaches of observations completed at all grade levels each semester during District Leadership Meetings, in order to identify patterns/trends that will guide future training needs and instructional support for instructional improvement.	School Administrators, Angie Manor and Dr. Belinda Anderson	05/01/2026		
	<b>[A 1.2.5] Feedback to Special Education Teachers and RTI Interventionists</b> Hickman County School District will monitor systems identified through regular audits of IEPs and RTI data tracker usefulness, and provide follow-up on review of these during planned PLC meetings held quarterly in first semester and once in the second semester to ensure that appropriate services and interventions are in place for students.	Dr. Ashley Totty and Dawn Mayberry	04/03/2026		

## **[G 2] Increasing ELA Achievement**

Hickman County School System will specifically focus on increasing ELA scores for all grade bands within the district. ELA scores will be measured using 2025-26 Success Rates, which provide a clear metric for tracking progress. The goal of increasing ELA scores is attainable by implementing targeted strategies and interventions tailored to the needs of each grade band. The district will aim to achieve measurable improvements in ELA scores within a specific timeframe, such as by the end of the academic year or semester.

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By integrating data-informed instruction and learning walks, Hickman County will create a continuous cycle of improvement that supports sustained growth in ELA achievement across all grade levels.

### **Performance Measure**

Performance Measure

The 2025-26 Success Rates (met and exceeded expectations: ME/EE) by grade bands are:

K-2: 24% of students ME/EE

3-5: 35% of students ME/EE

6-8: 24.7% of students ME/EE					
9-12: 35.8% of students ME/EE					
Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p><b>[S 2.1] Data Analysis to Inform Instruction</b> Data analysis will occur at the district and school levels within each grade band/school to identify gaps/weaknesses/strengths and prioritize focus areas for improvement. Analysis will be ongoing throughout the year to provide the District with updated information on areas to adjust and provide support for administrators and teachers to supplement or strengthen instruction.</p> <p><b>Benchmark Indicator</b> 1. Professional Learning Communities: Agendas, Sign-in sheets, Meeting Notes, and Student Data Trackers (maintained by teachers), will be maintained from PLC meetings at the school level. Data tracking sheets will be updated after benchmark assessments (Fall, Winter and Spring) and other formative assessments, with updates occurring throughout the year. Building administrators will report information to District Instructional Supervisors during monthly check-in meetings. Gains in student mastery of skills and content will be reviewed at each data tracker update. 2. District monitoring of universal screeners and district benchmark assessments given three times a year to ensure growth is occurring and gaps are being filled for all students.</p>	<p><b>[A 2.1.1] Building/Strengthening Capacity</b> The District will incorporate professional learning that is focused for teachers based on data analyzed at each grade band and assist with developing strategies to address these needs. Professional development days will occur at least three times annually, in July, September and January, with PLC's dedicated to providing professional learning opportunities during each quarter (at a minimum). Data analysis will be led by building administrators and/or District Instructional Supervisors and Coaches.</p>	John Mullins, Dr. Belinda Anderson and Angie Manor	05/15/2026	General Purpose [\$50000.00]	
	<p><b>[A 2.1.2] Differentiation Strategy Implementation</b> The District will provide support and resources to train teachers on how to incorporate effective differentiation strategies (small group instruction, creation/implementation of targeted intervention</p>	School Administrators, Dr. Belinda Anderson and Angie Manor	05/08/2026		

	plans, implementing flexible math group differentiated instruction, and targeting struggling students) into Tier I instruction. Needs will be identified from class walkthroughs, teacher reflection documentation, and/or benchmark/assessment data results that will be reviewed quarterly during District Instructional Leadership team meetings.				
	<p><b>[A 2.1.3] Using Data Monitoring to Show Improvement</b></p> <p>The District will provide support and resources to teachers as needed in the form of Professional Development offerings by teaching teachers to interpret and use tracking of data to fill-in the learning gaps that students experience at each grade level. Data types and tracking purposes will be identified during PLC meetings held at the school level at least quarterly, with District Instructional Supervisors and Coaches providing the information to the District Leadership team following school level PLC meetings.</p>	Angie Manor, Dr. Belinda Anderson, Jennifer Hudgins and Shannon Britt	04/24/2026	<p>Title I [\$8000.00]</p> <p>Title II [\$3000.00]</p>	
	<p><b>[A 2.1.4] Learning Walks and Observations</b></p> <p>District Instructional Coaches and School Administrators will conduct learning walks and/or classroom observations to observe/support teachers in their implementation of use of data driven strategies effectively. Classroom observation methods will be conducted twice each quarter and reviewed by building administrators and district instructional supervisors for effectiveness or revised instructional support recommendations.</p>	Christy McManus, Jennifer Hudgins, Shannon Britt, Dr. Belinda Anderson and Angie Manor	05/15/2026		
	<p><b>[A 2.1.5] Building/Strengthening Special Education and RTI Services</b></p> <p>The district will support programs at each school to ensure compliance with IDEA and RTI by providing training on IEP development, effective RTI protocols, progress monitoring, data-driven decision making (to ensure services/interventions are tailored to student needs), by offering job-embedded coaching and collaborative planning sessions for special education teachers and also</p>	Dr. Ashley Totty and Dawn Mayberry	04/03/2026		

	for RTI teachers/interventionists, to implement evidence based instructional strategies at least quarterly in the first semester and once in the second semester during planned PLC meetings.				
	<b>[A 2.1.6] Student Support Strategies</b> The district will provide opportunities for integrating co-teaching and inclusion strategies for Special Education Teachers and instructional differentiation strategies for strengthening Tier 2 and Tier 3 interventions by incorporating research based instructional strategies appropriate for each service provided in reading, math and behavior. This will be provided quarterly in Q1, Q2 and Q3 during scheduled PLC meetings at each school by building administrators and/or district supervisors.	Dr. Ashley Totty and Dawn Mayberry	04/03/2026		
<b>[S 2.2] Learning Walks</b> The District and School Leadership will conduct frequent, structured Learning Walks to monitor instructional effectiveness and provide targeted support. Observing classroom instruction to identify trends in instruction and areas for improvement will provide the basis for offering real time feedback and coaching to teachers in order to strengthen instructional practices as well as data to drive professional development and ensure alignment with District math goals.  <b>Benchmark Indicator</b> District and school leadership will use a standard district approved rubric to collect classroom observation data/walkthrough data reflecting implementation of strategies and instructional practices. By completing the observation/walkthrough data with a standard tool two times per semester, the district and building leadership will see documentation that supports productive shifts in presentation of content and high level instruction in math in at least 80% of classes.	<b>[A 2.2.1] Follow-up to Learning Walks</b> Classroom observers will look for students discussing texts and demonstrating comprehension through oral and written responses, students who are having text-dependent discussions and how students justify answers using textual evidence, student text analysis and construction of arguments in writing and/or applications of real-world literacy applications during classroom visits with at least 90% of observed lessons containing one of these high level thinking skills during observations completed each quarter by May, 2026.	Dr. Belinda Anderson and Angie Manor	05/15/2026		
	<b>[A 2.2.2] Monitoring Small-Group Instruction and Differentiation</b>	Angie Manor, Dr. Belinda	05/15/2026		



	<p>* Classroom observers will monitor and document use elements of a lesson of how teachers conducted small-group literacy instruction, teacher differentiating instruction based on student needs identified in assessments, observe lessons that are adjusted based on formative assessment results for student needs, and/or teachers supporting struggling students while challenging high-performing learners during classroom walks that are completed each quarter, with the expectation that differentiation will be observed in 90% of all classes observed each quarter by May, 2026.</p>	Anderson, Christy McManus, Jennifer Hudgins and Shannon Britt			
	<p><b>[A 2.2.3] Actionable Feedback</b> Teachers will be offered actionable feedback and suggestions in implementing structured writing responses based on texts, writing across disciplines to enhance comprehension, refining comprehension strategies such as annotation and summarization, and/or in students engaging in rigorous, evidence based writing and discussions, in order to enhance their instructional practices within three days of the classroom observations as completed each quarter.</p>	School Administrators, Dr. Belinda Anderson, and Angie Manor	05/15/2026		
	<p><b>[A 2.2.4] Collecting and Tracking Data</b> Learning Walk data will be collected and tracked by District Instructional Leadership and Coaches of observations completed at all grade levels each semester during District Leadership Meetings, in order to identify patterns/trends that will guide future training needs and instructional support for instructional improvement.</p>	School Administrators, Angie Manor, Dr. Belinda Anderson, Jennifer Hudgins, Christy McManus and Shannon Britt	05/01/2026		
	<p><b>[A 2.2.5] Feedback to Special Education Teachers and RTI Interventionists</b> Hickman County School District will monitor systems identified through regular audits of IEPs and RTI data tracker usefulness, and provide follow-up on review of these during planned PLC meetings held quarterly in first semester and once</p>	Dr. Ashley Totty and Dawn Mayberry	04/03/2026		

	in the second semester to ensure that appropriate services and interventions are in place for students.				
<p><b>[G 3] Promoting High Quality Positive Learning Environment</b></p> <p>Hickman County School System will support all schools in strengthening behavior interventions and addressing chronic absenteeism. This will be achieved by providing targeted professional development, ongoing coaching, and data-driven support. Success will be measured by an increase in the implementation fidelity of behavior intervention plans and lower percentage of students identified as chronically absent, as evidenced by walk-through data, student progress monitoring, and feedback from attendance monitoring protocols used at each school.</p> <p><b>Performance Measure</b></p> <p>HCSS will show a decrease in the number of Level 1 and Level 2 disciplinary referrals at each school; as well as lowering the percentage of chronically out of school students from 2024-25 to 2025-26.</p> <p>The chronically absent target for 2025-26 will be 13%. That is an expectation that exceeds the target for 2024-2025 of 18.99%</p> <p>Behavior intervention target for 2025-26 will be to reduce the disciplinary incidents overall and in the subgroups of out of school suspension, in-school suspension and remanded, by 15% from 2023-24 (disciplined 11.9 reduced to 10.0; in-school suspension 10.1 reduced to 8.6; out-of-school suspension 1.1 reduced to 0.9; and remanded 2.7 reduced to 2.3).</p> <p>HCSS will challenge its schools to a higher expectation that positive student behavior and attendance will result in improvement in student achievement, based on a number of research studies and documentation. Behavior and attendance trackers will be utilized in each school in the district and personnel (Attendance Secretaries and Assistant Principals) will maintain documentation that may be accessed and reviewed by building principals and district supervisors.</p>					
Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p><b>[S 3.1] District Support of Existing Systems for Behavior Intervention</b></p> <p>The District will support administrators and teachers in maintaining and/or improving systems behavior interventions at the school level in order to promote the high quality positive learning environment ensuring efforts that support the expectation that all students will show growth.</p> <p><b>Benchmark Indicator</b></p> <p>Tracking of grade band specific behavior programs at each school, that is monitored by District Supervisors: i.e. K-2: classroom behavior plans, SEL program implementation, walk-through data on classroom management practices; Grades 3-5: student participation logs in mentoring programs,</p>	<p><b>[A 3.1.1] Review and Monitoring of Behavior Intervention Frameworks</b></p> <p>School administrators will review and monitor existing behavior intervention frameworks or develop a clear, school-specific process that is effectively communicated to students, parents, and the community (if needed). Upon reviewing, 100% of administrators will provide quarterly feedback to District Instructional Supervisors using District developed rubric of results to identify discrepancies between teachers, grade levels, students, etc. which will be used by District and School Administration to target areas of improvement.</p>	John Mullins, Dr. Belinda Anderson, Angie Manor and Becky Malugin	05/15/2026		

teacher documentation of class meetings and discussions; Grades 6-8: documentation of restorative practice interventions; Grades 9-12: documentation of assignment of school based mentors to build positive relationships, student-led initiatives to improve school climate. Tracking of this information will occur once each semester.					
	<b>[A 3.1.2] Professional Development for Behavior Intervention</b> The District will provide professional development for educators and support staff on de-escalation techniques and classroom management strategies during In-Service in July, 2025. All faculty and staff will be required to attend, and surveys will be completed following the training in July, with follow-up surveys in January, that will measure the perceived benefits, number of times used by educators, and to gather overall input on the effectiveness. The District Leadership team will review all survey data to make decisions for follow-up support and/or future training.	Dr. Belinda Anderson, Julia Thomasson and Kara Hobbs	08/29/2025	Title II [\$3000.00]	
	<b>[A 3.1.3] Analyzing Data</b> School Administrators will utilize data from discipline referrals and behavior tracking tools every 3 weeks to identify trends and adjust interventions accordingly. District Instructional Supervisors will monitor the data reviews for their schools at the end of each nine week period to determine if practices are showing improvement.	Dr. Belinda Anderson, Angie Manor, Julia Thomasson, Becky Malugin, Dr. Ashley Totty	05/15/2026		
	<b>[A 3.1.4] Analyzing Data</b> School Administrators will utilize data from discipline referrals and behavior tracking tools every 3 weeks to identify trends and adjust interventions accordingly. District Instructional Supervisors will monitor the data reviews for their schools at the end of each nine week period to determine if practices are showing improvement.	Dr. Belinda Anderson, Angie Manor, Julia Thomasson, Becky Malugin, Dr. Ashley Totty	05/15/2026		
	<b>[A 3.1.5] School Level Behavior Intervention Teams</b> At the start of the school year, the District will	John Mullins, Dr. Belinda Anderson,	05/15/2026		

	provide guidance to each school regarding establishing behavior intervention teams in each school to support teachers with behavior management plans and student intervention strategies. Behavior Intervention School Teams will meet at least bi-weekly and provide updated data to building administrators, with the District following up with monitoring of agenda and notes from these meetings at least once quarterly, in order to provide redirection or guidance in needed areas.	Angie Manor and Becky Malugin			
<p><b>[S 3.2] District Support of Existing Systems for Decreasing Chronic Absenteeism</b></p> <p>The District will support administrators and teachers in maintaining and/or improving systems of attendance within the schools to promote access to the high quality positive learning environment, ensuring efforts that support the expectation that all students will show growth.</p> <p><b>Benchmark Indicator</b></p> <p>Tracking of grade band specific programs at each school, that is monitored by District Supervisors: i.e. K-2: attendance tracking reports and family outreach logs; Grades 3-5: attendance data and intervention records; Grades 6-8: identification of students at-risk for chronic absenteeism and develop individualized attendance plans; Grades 9-12: grade level tracking credits earned tracking sheets with documentation of offering credit recovery options for students with attendance challenges. Tracking of attendance information will be done at least twice each quarter.</p>	<p><b>[A 3.2.1] Attendance Monitoring Systems</b></p> <p>Each school will address chronic absenteeism by implementing attendance monitoring systems, engaging families through outreach programs, and providing targeted support to students at risk of falling behind due to attendance issues. An attendance tracking system will be created by District Supervisors for all schools to use bi-weekly to document these supports that may be provided for an identified student. These reports will have shared access to District Supervisors to monitor weekly.</p>	Becky Malugin, Angie Manor and Dr. Belinda Anderson	05/15/2026		
	<p><b>[A 3.2.2] Student Attendance Intervention Plans</b></p> <p>District Supervisors will collaborate with school counselors and community partners to develop intervention plans for students with excessive absences. The shared attendance tracking document will be used to monitor collaborative activities and comprehensive feedback will be provided to the District Leadership team each month for review.</p>	Becky Malugin, Angie Manor, Dr. Belinda Anderson	05/15/2026		

