

East Hickman Intermediate School Annual Plan (2024 - 2025)

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[G 1] Academic Instruction K-12 : Mathematics

EHIS will specifically focus on increasing math scores for all grade bands. Math scores will be measured using 24-25 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 school will aim to achieve measurable improvements in math scores by the end of the academic year.

Performance Measure

EHIS's 2024-2025 math AMO's, which will be utilized as performance measures, are

3rd: 51%

4th: 50%

5th: 39.93%.

EHIS educators will utilize PLC's to develop strategies and adjust instruction following quarterly benchmarks. These strategies will be reflected in weekly lesson plans.

EHIS educators will plan and use formative assessments effectively, as evidenced by educational walks and classroom data analysis.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 1.1] Collection and Using Data Analysis</p> <p>The District will analyze the current Math Success Rates for each grade band to identify specific areas of weakness and prioritize focus areas for improvement. Ongoing analysis will provide the District with current information on areas to focus support and provide interventions for teachers to enhance instruction.</p> <p>Benchmark Indicator</p> <p>Data tracker sheets will be maintained at the school level for benchmark assessments (Fall, Winter, Spring) and other formative assessments, and updated throughout the year. Building administrators will report information to district supervisors during monthly check-in meetings.</p>	<p>[A 1.1.1] Professional Learning Communities</p> <p>EHIS will meet regularly during professional development (PD) days and in professional learning communities (PLC's) to analyze data from all benchmarks 1-2 times per grading period. Educators will reflect on the impact of their instruction and discuss observations with grade level teams. From these discussions, educators will identify gaps and plan strategies to adjust instruction.</p>	Jennifer Lange, Mollie Chessor	05/01/2025		

<p>Decrease the percentage of students receiving Tier II and Tier III instruction.</p> <p>Increase composite results on AimswebPlus benchmark assessments and on RTI students individual student progress monitoring checks (showing positive Rate of Improvement in progress monitoring data). School data team meetings for students in RTI will be held in conjunction every 4.5 weeks. The district RTI coordinator will attend all school level meetings. The district RTI Team will meet two times per year, and review school and grade level data to determine areas for teacher PD and/or support or revisions to district level procedures/scheduling/other needs.</p> <p>District monitoring of universal screening instruments and benchmark assessment given three times a year to ensure growth is occurring and gaps are being filled for all students.</p>					
	<p>[A 1.1.2] Data Collection and Student Ownership EHIs educators will utilize data folders to track student progress toward mastery of goals following each of the three benchmarks during PLC's. Following data PLC's, educators will conduct data talks with individual students to ensure student knowledge of their strengths and areas of improvement. Additionally, educators will work with students to set goals for learning. These students talks will happen three times a year during small group instruction time.</p>	<p>Chenille Bonin, Tiffany Semore, Lori Isbell</p>	<p>04/01/2025</p>		
<p>[S 1.2] Walkthroughs EHIS administrators, in conjunction with district leadership, will conduct regular, consistent, and purposeful walkthroughs in the classroom to ensure comprehensive monitoring and guidance throughout math instruction. By completing the walks with fidelity, EHIS will expect to see instructional strategies, student engagement and classroom environment focuses that will facilitate</p>	<p>[A 1.2.1] Instructional Walks EHIS administrators will conduct educational walks once per 9 weeks, completing district documentation as required. Teachers will receive feedback from these walk throughs. Administration will look for trends to address, adding PD's, incorporating topics during PLC's, or private coaching sessions.</p>	<p>Jennifer Lange, Molly Chessor, Belinda Anderson</p>	<p>05/23/2025</p>		

<p>positive growth across grade levels and throughout the school.</p> <p>Benchmark Indicator EHIS administrators will conduct walk throughs two times per semester, expecting to see positive shifts as a result. Administrators will confirm the usage of HQIM, as well as student engagement and learning.</p> <p>EHIS administrators will work collaboratively with district instructional supervisor to ensure consistency in walk through ratings.</p> <p>Data collected through walk throughs will be utilized for PD's, PLC's, and coaching conversations with teachers as needed.</p>					
<p>[G 2] Academic Instruction K-12 : ELA East Hickman Intermediate School will specifically focus on increasing ELA scores for all grade bands within the district. ELA scores will be measured using 24-25 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 school will aim to achieve measurable improvements in ELA scores by the end of the academic year or semester.</p> <p>Performance Measure East Hickman Intermediate School will strive to achieve the following goals on state assessments:</p> <p>3rd: 34.66%</p> <p>4th: 48.93%</p> <p>5th: 25.89%</p> <p>These measures will be analyzed using TCAP.</p>					
Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes

<p>[S 2.1] Collection and Data Analysis EHIS will analyze the current ELA Success Rates for each grade band to identify specific areas of weakness and prioritize focus areas for improvement. Ongoing analysis will provide the school with current information on areas to focus support and provide interventions for teachers to enhance instruction.</p> <p>Benchmark Indicator EHIS administration and educators will record data from benchmark assessments from the Fall and the Spring; EHIS administrators will work with the district reading coach and school academic coaches in identifying differences between teachers who use the LEA adopted curriculum. Data digs will be completed during PLC meetings in October, January and March to identify deficits in curriculum standards.</p> <p>EHIS educators and administration will review benchmark data at least quarterly during PLC's, working collaboratively to identify gaps and plan for future instruction. EHIS will utilize district reading coach as a resource to support teachers as needed.</p> <p>EHIS educators will create and submit standards-aligned lessons weekly, being cognizant of benchmark data and identified gaps as discussed in PLC's. EHIS admin will review lesson plans weekly and provide feedback regarding</p> <p>EHIS administration will conduct instructional walks two times per semester, review data, and plan supports for teachers based on observations gathered.</p>	<p>[A 2.1.1] Lesson Planning To refine and focus Tier 1 instruction, educators will submit weekly lesson plans in accordance with district perimeters and the TEAM evaluation rubric, with a focus on formative assessments. EHIS administration will review and provide weekly feedback on lesson plans to assist educators in planning rigorous Tier 1 instruction.</p>	<p>Jennifer Lange, Mollie Chessor</p>	<p>12/01/2024</p>		
	<p>[A 2.1.2] Benchmark Data Educators will participate in quarterly professional learning communities (PLC's) to analyze benchmark data. Educators will utilize productive</p>	<p>Jennifer Lange</p>	<p>05/01/2025</p>		

	dialogue to discuss areas of improvement and implement new strategies aimed at improving student mastery of standards.				
<p>[S 2.2] Walkthroughs EHIS's school leadership, in conjunction with district leadership, will conduct regular, consistent, and purposeful walkthroughs in the classroom to ensure comprehensive monitoring and guidance throughout ELA instruction. By completing the walks with fidelity, the district will expect to see instructional strategies, student engagement and classroom environment focuses that will facilitate positive growth across grade levels and throughout the district.</p> <p>Benchmark Indicator All staff will submit lesson plans in accordance with district guidance weekly.</p> <p>EHIS will utilize PLC meetings monthly to discuss trends observed during instructional walks and develop plans to improve any concerns.</p> <p>EHIS expects to see improved scores on standardized benchmark assessments from Fall 2024 to Spring 2025.</p>	<p>[A 2.2.1] Educational Walks EHIS administration will conduct educational walks once every 9 weeks, utilizing district metrics to ensure HQIM, student engagement, and standards alignment.</p> <p>EHIS administration will communicate the results of these walks with teachers.</p>	Jennifer Lange, Molly Chessor	05/23/2025		
	<p>[A 2.2.2] PLC's Administrators will create opportunities for educators to analyze data, reflect on instruction, and develop new strategies to address gaps observed by providing protected PLC time once a grading period. EHIS administrators will observe the data collected in walk throughs for trends to be addressed in PLC's if necessary.</p>	Jennifer Lange, Molly Chessor	04/01/2025		
<p>[G 3] Chronic Absenteeism During the 2024-2025 school year, EHIS will reduce the percentage of students experiencing chronic absenteeism by meeting its double AMO target of 13.56%.</p> <p>Performance Measure EHIS will lower chronic absenteeism by meeting its double AMO of 13.56%. EHIS will challenge its schools to a higher expectation due to research that clearly supports student attendance as a major factor in a student's success in school. EHIS's district truancy supervisor, administrators, and database secretaries will monitor attendance</p>					

through a district tracking document. Truancy meetings will be held for students who exceed 5 unexcused absences, in order to gather information for why a student is absent, identifying barriers for attending school, monitoring grades and developing an improvement plan with the student's support team.

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<p>[S 3.1] Identification of Students Chronically Absent EHIS will follow state and HC policy regarding identifying students in danger of becoming or those with Chronic Absenteeism during the 2024-2025 school year and provide procedures for schools to intervene in order to reduce student absenteeism.</p> <p>Benchmark Indicator Truancy meetings will be held for students who exceed 5 unexcused absences, in order to gather information for why a student is absent, identifying barriers for attending school, monitoring grades and developing an improvement plan with the student's support team.</p> <p>EHIS will strive to double AMO of chronically absent students.</p>	<p>[A 3.1.1] Weekly Identification It is vital for students to attend school regularly in order to be successful. Excessive absences hinder consistent education. EHIS administration and attendance secretary (DBA) will run a 3 day attendance report weekly. Administration will send a push notification (Skylert) to the parents of students who appear on the 3 day attendance report.</p>	Lauren Johnson	05/23/2025		
	<p>[A 3.1.2] Tier 1 and 2 Chronically Absent Consistent attendance at school is vital to student success. In order to promote attendance and deter excessive absences, school administration will review attendance daily and conduct Tier 1 attendance meetings consistently as needed. Tier 2 students will be referred to HCSS Attendance Coordinator Becky Malugin when they have accrued 5 unexcused absences, and subsequently scheduled for a Tier 2 attendance meeting.</p>	Jennifer Lange, Mollie Chessor, Rebecca Malugin	05/23/2025		