

East Hickman Intermediate School Annual Plan (2023 - 2024)

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[G 1] Academic Instruction K-12: Mathematics

High-quality instruction and engaging curriculum will positively impact student learning and achievement in math. During the 2023-2024 school year, the district will focus on effectively implementing newly adopted math materials and providing effective and quality math instructional strategies during Tier I instruction, and student growth. HCSS will increase numeracy achievement and TVAAS growth across all grades.

Performance Measure

Hickman County will show improvement in the math Success Rate for grades 3-5 from 35.1% in 2021-22 to 40.1% by Spring of 2024, for grades 6-8 from 17.3% to 22.3%, and for grades 9-12 from 8.0% to 19.4% as measured on the State achievement assessment. In addition, each school grade band with grades 3-12 will show student growth at a TVAAS level of 3 or higher. And, achievement on the grade 2 State achievement test for math will continue to show higher than state average (HCSS success rate 2022 was ??? vs. state success rate of ???).

All subgroups will improve the percentage of students scoring on-track or mastered on the math state assessment on the Spring 2024 State assessment.

Classroom documented walk-throughs will show that by March, 2024, 80% of K-10 grade classes will be implementing new math adoption materials and math Instructional Focus Documents with fidelity, with walk-through documentation used for Tier I instructional planning purposes.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 1.1] High Quality Instructional Materials The district will adopt new math materials and begin implementation in the Fall of 2023-2024. HCSS will purchase math materials including manipulatives for teachers to have resources available at their ready to effectively use lessons to their fullest.</p> <p>The district will work with a vendor during the 2023-2024 school year to implement newly adopted math materials in grades K-12, to ensure that all teachers and students have access to the resources and instructional practices they need to improve achievement and growth on grade level. Materials will be aligned to the new TN Math Standards that will begin being implement in the 2023-2024 school year.</p> <p>Benchmark Indicator</p>	<p>[A 1.1.1] Instructional Materials Our school will purchase standards-aligned instructional materials that will support and enhance the high quality curriculum. Needed materials to support the new text adoption will be a focus. Hands on manipulatives and tools to model with mathematics is needed for all learners. These purchases will be made as soon as federal funds become available for this current school year.</p>	Grade chairs: Sarah Booker, Jennifer Lange, Sandra Schumann	02/23/2024	Consolidated , Title I-A [\$6000.00]	

<p>Leader Preparation: Principal/Academic Coaches/Math Coaches will feel comfortable providing teachers feedback on math Instructional Planning Guides. District instructional supervisors will also observe walk-throughs and discuss feedback at least twice per semester with principal to monitor leader support of materials and adjust training needs.</p> <p>Positive teacher perceptions of high quality materials and of implementation support (collected from surveys completed in November and February). Surveys will include category for educators to indicate their feelings of materials and the support provided to implement new materials. Survey results will be collected by the district supervisor of PD and will be reviewed with district and building administrators to determine district as well as building level supports that are necessary.</p> <p>Schools will have a plan to meet twice per month in PLCs to collaboratively plan and discuss walk-throughs. Administrators will monitor implementation to those plans for consistency and quality of PLC meetings. District instructional supervisors will monitor implementation of these meeting plans for consistency and quality.</p>					
	<p>[A 1.1.2] Technology Provide technology and online resources to enhance student learning and support teachers. Purchase supplemental resources and online platforms to ensure differentiated instruction, engaging activities, and targeted skills practice in an online environment that will support and enhance the student curriculum. These purchases will be made as soon as federal funds become available for this current school year.</p>	<p>Elizabeth Odom, Technology Ambassador</p>	<p>01/19/2024</p>	<p>Consolidated , Title I-A [\$5000.00]</p>	
<p>[S 1.2] School Support The district will work with a vendor during the 2023-2024 school year to implement newly adopted math materials in grades K-12, to ensure</p>	<p>[A 1.2.1] Professional Development All teachers and staff will receive targeted and specific professional development during our school system's PD calendar days once per</p>	<p>Marcy Tidwell, principal & Dillon Shelby,</p>	<p>05/17/2024</p>	<p>Consolidated , Title I-A [\$1000.00]</p>	

<p>that all teachers and students have access to the resources and instructional practices they need to improve achievement and growth on grade level. Materials will be aligned to the new TN Math Standards that will begin being implement in the 2023-2024 school year.</p> <p>Benchmark Indicator Increased number of students performing On-Track or Mastered on TNReady with data discussions occurring at the district level, then with building principals in June. Student subgroups will show an improvement in TVAAS each year at each grade level. Building administrators will monitor Aimsweb Benchmarks in the Fall, Winter and Spring, and use this measure to predict students performing below On-Track, and discuss these groups of students with teachers during PLC meetings.</p> <p>Data tracker sheets will be maintained at the school level for benchmark assessments (Fall, Winter, Spring) and local formative assessments, and updated throughout the year. Building administrators will report information to district supervisors during monthly staff meetings.</p> <p>Stakeholder surveys completed in October and February, and will be reviewed by the district leadership team, with results shared with building administrators to plan for teacher PD.</p> <p>District supervisors and administrators will collaborate to complete teacher evaluations for all teachers. Collaboration will occur each semester in August and January, to ensure that every teacher has the required number of observations completed. Schedules for observations will be shared with district supervisors in order to schedule dates that do not conflict with school events or activities.</p>	<p>semester. Additional professional development opportunities will be provided throughout the year as needs are determined. Professional development will be determined based on the results of TEAM evaluations, teacher mentor suggestions, and by request. Professional development opportunities will be focused around best practices in increasing student achievement, closing gaps, support for our students with disabilities population, and standards alignment. Trainings will provide classroom strategies and teaching techniques that impact student achievement. Teachers receiving certain types of professional development that may benefit all will be expected to reproduce training for small or whole groups of educators. Teachers will return from trainings and train colleagues, which include teachers with students with disabilities and ESL students</p>	<p>PD Coordinator</p>			
<p>[S 1.3] Strengthen Teacher Capacity in the Content</p>	<p>[A 1.3.1] Teacher Mentors First year EHIS teachers will be assigned an</p>	<p>Marcy Tidwell, principal, and</p>	<p>05/17/2024</p>		

<p>The district and schools will focus on training and developing math teachers' professional capacity. PD will be embedded and provided for math teachers to learn about their new materials, to improve instructional rigor and knowledge of the new standards. Training will also be planned for improving the application of effective instructional practices, especially to support educators on successful math strategies to impact student achievement gaps and improve results for: racial and ethnic groups, limited English proficient students, students with disabilities, and economically disadvantaged students.</p> <p>Benchmark Indicator Hickman County expects to see standards-aligned lessons, questions and tasks 60% of the time during the first round of instructional walks conducted by district-level administrators and will discuss feedback at least twice each semester with each principal to monitor leader support of instruction and adjust planning needs.</p> <p>Building level principals review of lesson plans weekly providing feedback to teachers on alignment of instruction to state standards. During monthly meetings between district supervisors and building administrators, lesson plan feedback information will be shared with the group and discussion of what principals are seeing in lessons, what appears to be working, and areas for support. This information will be used to determine areas for district supervisors to support schools.</p> <p>Improved TVAAS growth data on state assessments</p> <p>Improved scores on standardized benchmark assessments in comparison to prior year.</p> <p>Digitally recorded walk throughs will be completed two times each semester that will show that by</p>	<p>experienced teacher mentor. Highly effective teachers will mentor new or identified teachers to improve the effectiveness of these teachers. Mentors will meet with their assigned teacher at least once per month to observe mentees and give advice and guidance to improve the effectiveness of lesson plans, instruction, classroom management, etc. Mentees will be given the opportunity to observe highly effective teachers across curriculum and grades. In addition, new teachers will meet as a group with system level supervisors once per month. Novice teachers with 3 or less years of experience meet regularly as part of our school system's new teacher induction program.</p>	<p>Mollie Chessor, AP</p>			
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<p>March, 2024, 80% of K-12 classrooms are implementing math Instructional Focus Documents with fidelity for planning purposes during Tier I Instruction. Digital records will be kept by district instructional supervisors to monitor and adjust training needs.</p>					
<p>[S 1.4] Student Instructional Support Services High quality services will be provided to students. Students should receive daily Tier I core instructions along with a continuum of support. The district will provide math tutoring and interventions to improve achievement and close gaps in mathematics; and will work to ensure that practices meet the instructional needs of all students particularly students receiving interventions, students with disabilities, ESL students and students receiving other related services. TN All Corps grant will provide high-dosage, low ratio tutoring that creates high-impact learning experiences, focus on reteaching missed or unlearned content, and connects missed learning to grade level content. Tutoring will be provided by teaching staff and paraprofessionals, with adequate training included for all tutors in the TN All Corps tutoring program.</p> <p>Benchmark Indicator TN ALL Corps tutoring will provide tutoring to 15% of HC students, at least 3 days per week for 30 minutes per session. District student support services coordinator will monitor timesheets and student enrollment each month to ensure that students are on track to receive at least 60 hours of additional math support between August and May.</p> <p>Decrease the percentage of students receiving Tier II and Tier III instruction</p> <p>Increase composite results on AimswebPlus benchmark assessments and Zearn progress monitoring checks by students showing positive Rate of Improvement in progress monitoring data.</p>	<p>[A 1.4.1] Response to Intervention Highly effective interventionists will be hired to work with students focusing on at risk students. Most of the work but not all will be in small groups within the Response to Intervention program. RTI interventionists will analyze data twice within each grading period to determine student placement within tiers and within small groups.</p>	<p>Marcy Tidwell, principal</p>	<p>05/21/2024</p>	<p>Consolidated , Title I-A [\$140000.00]</p>	

<p>School data team meetings for students in RTI and TN All Corps tutoring 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 supervisor for TN All Corps will monitor school schedules and student tutoring data each month to ensure that high-dosage low ratio tutoring is occurring at each school. Additionally, school schedules will be evaluated to determine if tutoring schedules reflect the needs of the students, parents and tutors, with adjustments made as needed (adjustments may be made as needed monthly).</p> <p>Perception survey data about TN All Corps tutoring will be collected each December and May, from parents and tutors to determine if growth and confidence in math is occurring. Students will be asked to complete verbal survey with their teachers, to obtain data to accompany the parent/tutor feedback. District supervisors will use feedback to support tutors with PD or other supports as needed.</p>					
	<p>[A 1.4.2] High Quality Tutoring Program We will implement a high quality math tutoring program for students who need extra support in math. Tutors will be paid to work with groups of three students at a time to zero in on standards gaps and remediate as needed. Students in this program will receive the extra help at least three times per week.</p>	<p>Marcy Tidwell, Principal</p>	<p>04/30/2024</p>	<p>Consolidated , Title I-A [\$10000.00]</p>	
	<p>[A 1.4.3] Summer School Summer school will be provided for at risk students. Students will be identified through various methods such as academic data, teacher recommendation, IEP or S-Team meetings, and</p>	<p>Mollie Chessor, Assistant Principal</p>	<p>06/28/2024</p>	<p>ESSER [\$6000.00]</p>	

	<p>retention risks. Summer school will focus on student areas of academic growth and learning loss. Summer school will be taught in concentration for up to four weeks during the month of June. Summer school will be paid for with ESSER funds.</p>				
<p>[S 1.5] Building Content Knowledge for Administrators, Supervisors and Teacher Leaders PD will be provided to building administrators and district supervisors to support implementation of new math materials and strong math instruction. Support will be provided by SchoolKit and textbook vendors that focus on assisting these leaders in identifying observation evidence of high quality instruction and providing feedback that results in actions to improve instruction. It is important for this district to build and sustain instructional capacity and high expectations by growing and supporting current and future leaders, as well as teachers, in order to reinforce an environment of continuous growth.</p> <p>Benchmark Indicator Utilizing the IPG, the district will see positive shifts in classroom walkthroughs as completed two times per semester with district instructional supervisor observing walk-throughs at each school. IPGs will indicate that teachers are using high quality curriculum and the students are engaged and learning what is being taught. Gap between school administrator walk-throughs and district administrator scoring should reflect consistency in ratings in at least 90% of the number of walks completed at each school. Data will be reviewed each semester in district staff meetings with district supervisors and building principals for consistency in scoring to monitor leader support of materials and adjust training needs.</p> <p>IPG data collected will be utilized for personalized "coaching" conversations, PD and PLCs as needed. Data will be reviewed in October, January</p>	<p>[A 1.5.1] Leadership Opportunities Teachers will be given opportunities to gain training and experience to make them leaders in our school and school system. Teachers are given an opportunity to apply for the leadership team each year, represent their grade or department as grade chairs, lead PLCs and collaborative planning, lead school events, apply for roles within the school such as technology ambassador and school webmaster, participate on teams such as the Healthy School Team or our School Safety Team, participate on professional development and calendar committees, represent our school on textbook and other school committees, and various other roles within the school and district. EHIS teachers are asked to participate in various system-wide committees and are given a voice with decisions that affect the entire school system community. Teachers who desire to further their career opportunities through school administration are encouraged to participate in the county principal pipeline.</p>	<p>Mollie Chessor</p>	<p>05/01/2024</p>	<p>Consolidated , Title I-A [\$1000.00]</p>	

and May by district supervisors.					
District monitoring of universal screening given three times a year to ensure growth is occurring and gaps are being filled for all students.					
ZEARN data will be reviewed every 4.5 weeks by building level administrators and district student support services coordinator. Monitoring will guide changes needed in implementation to ensure progress of students.					

[G 2] Academic Instruction K-12 : Literacy

High-quality instruction and engaging curriculum will positively impact student learning and achievement in literacy. During the 2023-2024 school year, the district will focus on effective literacy instructional strategies during Tier I instruction, effective interventions performed with fidelity in Tier II and III, using quality curriculum aligned to grade level expectations of rigor, student growth on standardized and local assessments. HCSS will increase literacy achievement and TVAAS growth across all grades.

Performance Measure

Hickman County will show improvement in ELA Success Rate for grades 3-5 from 30.4% in 2021-22 to 35.4% by Spring of 2024, for grades 6-8 from 22.1% to 27.1%, and for grades 9-12 from 36.2% to 41.2% as measured on the State achievement assessment. In addition, each school grade band with grades 3-12 will show student growth at a TVAAS level of 3 or higher. And, achievement on the grade 2 State achievement test for math will continue to show higher than state average (HCSS success rate 2022 was ??? vs. state success rate of ???).

All subgroups will improve the percentage of students scoring on-track or mastered on the ELA state assessment on the Spring 2024 State assessment.

Classroom documented walk-throughs will show that by March, 2024, 80% of K-12 grade classes will be implementing grade level content materials and IPG to plan lessons for Tier I instruction.

80% of students in grades K-8 Tier II and Tier III will have a positive Rate of Improvement by the April universal screening window.

At least 50% of 3rd grade students will achieve the benchmark for promotion by achieving a passing score on the ELA TCAP.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 2.1] Utilizing Approved LEA Curriculum All ELA teachers, K-12, will use the LEA approved curriculum in order to provide all students with access to a guaranteed and viable curriculum and instruction aligned to standards that include developmentally appropriate strategies.</p>	<p>[A 2.1.1] Instructional Practice Classroom walk-throughs to observe class reading lessons will be conducted at least three times per semester. Teachers identified as needing extra support in questions and tasks during walk throughs will be provided the opportunity to observe expert teachers in these areas. Teachers</p>	<p>Marcy Tidwell, principal and Mollie Chessor, assistant principal</p>	<p>04/01/2024</p>	<p>Consolidated , Title I-A [\$1000.00]</p>	

<p>Benchmark Indicator By Spring, 2024, the district expects to see 85% of all ELA teachers using LEA adopted curriculum and materials being used in classrooms, as evidenced by data collected during classroom walks by district supervisors and school leaders in the aforementioned walk throughs. District supervisors will monitor the data of Fall and Spring walk throughs to determine if the number of teachers using the LEA curriculum is increasing to at least 95% by the spring of 2024. Data collected will be used to adjust teacher training and PLC collaborations.</p> <p>Record data from benchmark assessments from the Fall and the Spring; district reading specialist will work with school administrators and academic facilitators in identifying differences between teachers who use the LEA curriculum. Data digs will be completed during PLC meetings in October, January and March to identify deficits in curriculum standards, with the district reading specialist reviewing agendas of PLCs for consistency and quality of curriculum planning.</p>	<p>identified as needing additional help with new curriculum materials will receive additional professional training.</p>				
<p>[S 2.2] Rigorous Tier I Instruction HCSS will provide rigorous instruction to ELA students. Rigor will come from the use of complex texts, higher-order questioning, explicit and purposeful instruction in comprehension strategies, explicit instruction in the foundational reading skills in elementary grades, and instruction with more sophisticated texts and skills in secondary grades. Teachers will differentiate instruction with LEA adopted materials to increase student reading fluency and comprehension, using the adopted materials to scaffold the understanding of the complex text both for all subgroups of students (i.e., SWD, ELL, Gifted, etc.).</p> <p>Benchmark Indicator Benchmark assessments: student performance on end of module tasks from Wit and Wisdom and</p>	<p>[A 2.2.1] Differentiation In addition to literacy walks and benchmark assessments, EHIS teachers will be trained on appropriate methods for use within tier 1 instruction. There will be a specific focus on small group differentiation of instruction designed to meet the needs of all students. The rigor of tier 1 literacy instruction will increase with the use of high-interest complex text chosen to integrate ELA and social studies standards. This training will occur during one of our system-wide beginning-of-the-year professional development days by our interventionist teachers.</p>	<p>Debbie Gross, Gifted Instructor</p>	<p>09/05/2023</p>	<p>Consolidated , Title I-A [\$3000.00]</p>	

<p>Learn Zillion curriculum. Grade levels will collect data at the end of module. Based on this information, school level teams will target the gap in student learning and create a plan for reteaching during each nine-weeks grading period. District instructional supervisors will meet with building administrators in monthly staff meetings to review these benchmark results in combination with other instructional data collected, to determine PD offerings and instructional support to provide in the classroom.</p> <p>Using the Core Office literacy walk-through tools, administration and grade-level teachers will analyze digital data for student/teacher engagement, rigor, questioning, and work samples from what students were able to show. The Instruction Practice Guide walk-through tool for 3-12 and the Foundational Skills IPG for K-2, will be used by district administrator and building administrators to gather data as well as strengthen teacher practices at least two times per semester for each teacher of ELA/Literacy.</p>					
	<p>[A 2.2.2] Instructional Walks Lesson plans will be reviewed weekly to check for standards based alignment, high quality questioning, and appropriately complex texts and tasks. Informal walk-throughs to observe class reading and math lessons will be conducted regularly. In partnership with district supervisors and our literacy coach, formal literacy and math walks will be conducted at least once each quarter by administrators and supervisors. Student work samples, will be collected, reviewed and analyzed during informal and formal walk-throughs as well as official TEAM observations. Teachers identified as needing extra support in questions and tasks during walk throughs will be provided the opportunity to observe expert teachers and/or professional development in these areas.</p>	<p>Marcy Tidwell, principal, and Mollie Chessor, assistant principal</p>	<p>12/19/2023</p>	<p>Consolidated , Title I-A [\$1000.00]</p>	

<p>[S 2.3] Job Embedded Professional Learning Job-embedded professional development will occur in principal/supervisor observation and feedback sessions with teachers, PLCs, faculty meetings, and coaching opportunities from NIET. Specific TEAM refinement areas will also be addressed during these opportunities by principals. The IPG will help identify snapshots of action steps to guide improvement practice and rigor.</p> <p>Benchmark Indicator Feedback from a Professional Development survey completed by teachers in the Fall of 2022, indicated that teachers would like to receive PD on curriculum planning and integrating technology in the classroom. Teachers express the desire to gain new ideas of how to increase rigor, differentiated instruction, and motivating students. Teacher attendance at PD offerings, teacher implementation of new ideas, and student performance on benchmark assessments will be measured to determine effectiveness of PD.</p> <p>PLC meetings will be utilized by 100% of the schools in the district on a twice monthly basis; the district reading specialist will attend PLC meetings at each school to support schools and determine which teachers/grades/schools are in need of support and what supports are requested. Agendas, discussions and lesson plans developed will be monitored for consistency and information to inform PD needs. The district reading specialist and school academic facilitators will meet every 2 weeks to discuss supports/needs of each grade level as evidenced from the PLC information gathered.</p>	<p>[A 2.3.1] Professional Development All teachers and staff will receive targeted and specific professional development during our school system's PD calendar days once per semester. Additional professional development opportunities will be provided throughout the year as needs are determined. Professional development will be determined based on the results of TEAM evaluations, teacher mentor suggestions, and by request. Professional development opportunities will be focused around best practices in increasing student achievement, closing gaps, support for our students with disabilities population, and standards alignment. Trainings will provide classroom strategies and teaching techniques that impact student achievement. Teachers receiving certain types of professional development that may benefit all will be expected to reproduce training for small or whole groups of educators. Teachers will return from trainings and train colleagues, which include teachers with students with disabilities and ESL students.</p>	<p>Marcy Tidwell, principal & Dillon Shelby, PD Coordinator</p>	<p>04/19/2024</p>	<p>Consolidated , Title I-A [\$1000.00]</p>	
	<p>[A 2.3.2] Professional Learning Communities Content area and grade level teachers will meet regularly along with special education teachers in professional learning communities (PLCs) to collaborate on curriculum, teaching strategies,</p>	<p>Marcy Tidwell, principal and Mollie Chessor, AP</p>	<p>05/10/2024</p>		

	<p>lesson planning, analyze and discuss data. Weekly PLCs will happen among grade levels and content area teachers during grade level planning times.</p>				
<p>[S 2.4] Strengthen Standards Alignment Training will also be provided to improve the knowledge base and application of effective instructional practices to support educators (including Special Education and EL teachers) on successful literacy and ELA strategies to impact student achievement gaps and improve results for: racial and ethnic groups, limited English proficient students, students with disabilities, and economically disadvantaged students.</p> <p>Benchmark Indicator Hickman County expects to see standards-aligned lessons, questions and tasks 80% of the time during the first round of instructional walks conducted by building-level and/or district-level administrators that will be completed two times per semester, and data reviewed by district supervisors and school administrators at January and May staff meetings, to be used to plan for principal PD that supports coaching conversations with teachers.</p> <p>Observations of PLCs by principals, academic facilitators, district reading specialist and district instructional supervisors will be used to assess the quality of the use of IPG in supporting implementation of the materials. District facilitator and supervisors will provide feedback at least once quarterly, to teacher leaders to strengthen the planning of lessons.</p> <p>Building principals will review and provide weekly feedback on lesson plans regarding alignment of instruction to state standards. Concerns with a teacher or grade level planning that trends will be communicated to district instructional supervisors and the reading specialist on a monthly basis, in order for the district to assign and/or provide school support to intervene with that teacher or teachers.</p>	<p>[A 2.4.1] Benchmark Assessments Standards aligned benchmark assessments will be administered at EHIS periodically throughout the year to gauge standards mastery and monitor and adjust instruction. As a grade level/content area team, data from these benchmark assessments as well as AimsWebPlus data will be reviewed. Educators will be provided time at least a half day (utilizing substitutes) each nine weeks to analyze assessment data. Grade level and content area teachers will meet together on data teams during these data days.</p>	<p>Marcy Tidwell, principal</p>	<p>03/01/2024</p>	<p>Consolidated , Title I-A [\$1000.00]</p>	

<p>Improved TVAAS data on state assessments.</p> <p>Improved scores on standardized benchmark assessments as comparison from Fall to Spring.</p> <p>Student work produced in the classroom will meet the expectations of the grade-level standards 80% of the time based on the results of the first instructional walk through conducted in October 2023 by building administrators and district supervisors. Student work will be collected by district instructional supervisors and used to provide each principal with feedback on the teachers' implementation of IFD at least two times each semester.</p>					
	<p>[A 2.4.2] Data Analysis Opportunities are given for data analysis and implementation during school-wide planning days each semester. Data is analyzed by administration, interventionists, and teachers with a focus on planning for implementation of data driven lessons and intervention. All available data from benchmark assessments, TN Ready, TVAAS, AimsWebPlus, attendance and classroom assessments will be reviewed during RTI meetings which occurs once every 4.5 weeks in addition to the expectations for data analysis to occur during planning days once per semester.</p>	<p>Nick Simmons, Interventionist</p>	<p>04/26/2024</p>		

[G 3] Culture of High Expectations

During the 2023-2024 school year, HCSS will reduce the percentage of students experiencing chronic absenteeism, provide early opportunities for students to experience success at the post secondary levels, and provide opportunities to build new teachers capacity, develop teacher leaders at all levels, and build instructional leadership capacity.

Performance Measure

HCSS will lower the Chronically Absent from School rate to 12% or less, as measured on the 2024 Climate and Access Data in InformTN. This target is an average of the previous plan's goal of 21% and the % earned in 2022 data (18.9%). HCSS 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. HCSS's district truancy supervisors will monitor attendance through a district tracking document and by holding truancy meetings 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.

The Ready Graduate Indicator from the TN State Report Card will improve to a rate of at least 40%. The district's grant manager will develop a student tracker document to share with high school principals, guidance counselors and the district instructional supervisor and CTE director, to use as a method for tracking students that meet ACT, EPSOs, ASVAB milestones as part of the Ready Graduate requirement. District personnel will review this tracker each quarter, and meet with the high school principal and guidance counselor to review or develop strategies for students to earn this designation.

Opportunities to build the capacity of new teachers, teacher leaders and instructional leadership will be offered throughout the year in the form of PD, building observations of other leaders and opportunities to lead PD sessions in an area of their expertise. Feedback surveys will be completed at the end of each PD offering for the district supervisors to review and plan future learning opportunities. New teachers will complete end of the year feedback surveys and monthly reflection summaries regarding areas of training that was effective, areas to improve, and areas where additional support is needed as part of the teacher mentoring program. This feedback will be used to plan for the future cohorts. HCSS has set a goal of maintaining a teacher retention rate of 95% or higher, with new teacher (teachers with three years or less experience) to equal or surpass this same rate of retention.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 3.1] Ready Graduate High schools will work to expand opportunities for all students to access CTE and EPSO opportunities that prepare students with the skills, knowledge and experiences to be well on their way to have several requirements already fulfilled for their post-secondary path. K-8 schools will begin exposure to CTE, EPSOs, careers, etc., by providing students with information regarding what opportunities are students have at each high school. Also, during the 2023-2024 school year, the CTE Department Director will be submit a grant that will generate funds for purchase of materials to promote the CTE fields of study in the HCSS district.</p> <p>Benchmark Indicator Ready Graduate Indicator rate of at least 45% at each high school by May, 2023.</p> <p>College and Career Fairs offered at each K-12 school.</p>	<p>[A 3.1.1] Career Day EHIS will schedule and host a career day for all students on March 22, 2024. We will invite various professionals in a wide variety of careers to speak with our students. The importance of graduating high school will be stressed and college attendance requirements in each field will be discussed. In conjunction with career day and throughout the school year, high school and college students will be invited to speak to classrooms virtually about their experiences, the opportunities available to Hickman County students, and to offer advice. A career unit of study will be included within guidance curriculum.</p>	Michelle Lambert, guidance counselor	03/22/2024	Consolidated , Title I-A [\$800.00]	
	<p>[A 3.1.2] STEM Instruction Materials and activities that align with instruction and introduction to the fields of science, technology, engineering and math will be</p>	Deana Graham, STEM teacher	05/08/2024	Consolidated , Title I-A [\$3000.00]	

	<p>purchased. Hands-on activities will be chosen as a fun way to introduce our students to future career options in these areas.</p>				
<p>[S 3.2] Attendance Initiatives and Support HCSS's policy will be followed requiring Tier meetings and attendance plans being developed for all students who accumulate absences that may indicate the student is in danger of being identified as chronically absent. Additionally, the social-emotional piece and its importance to a student's well being will be one area that is initially considered when examining student absences. Each school staff has received training on the practices that can reduce student absenteeism, and school administrators may as for additional training as needed.</p> <p>Benchmark Indicator The district instructional supervisor and building administrators will review attendance at the end of each funding period. District supervisors will use information to monitor for anomalies among schools and provide support to building administrators on strategies to improve as needed.</p> <p>The Spring 2024, TN Educator Survey will show indication that students feel emotionally ready to learn and safe at school. Project AWARE District Coordinator asks that teachers for all grades complete surveys to get a pulse on the social emotional needs of students, and how to best support. Teachers will complete this feedback survey on the effectiveness of the Restorative Practices training and complete a checklist of how HC teachers are using strategies in their classrooms. Survey information will be collected in November and April and used for planning services and programs throughout the school year.</p> <p>Attendance sign-in sheets to support training of new teachers.</p>	<p>[A 3.2.1] Attendance Incentives Our school will incentivize good attendance by recognizing students who have perfect attendance each week. Students will be entered in a drawing for prizes at least weekly. Homeroom classes who have perfect attendance all week will earn extra prizes and recognition. Hickman County Schools attendance tiers will be shared with parents and followed carefully. Plans will be developed between school administration, parents, and students to identify and address chronic absenteeism. Our school will strive to increase our attendance rate over this past school year.</p>	<p>Crissy Goodwin, Attendance</p>	<p>05/06/2024</p>		

	<p>[A 3.2.2] Family Engagement Through effective communication with parents and families, we will support student attendance at school. We will create parent and family resources to engage and support parents in their child's learning. We will develop, communicate, and consistently review expectations and ideas with families and members of the community to help improve student achievement. We will help families establish supportive home environments by providing information and ideas of how to help students with homework and other curriculum related material. Student representation and parent attendance numbers will be documented and compared throughout the year. We will invite and engage parents, families, and community members in committees and event planning within the school. We will encourage family and community participation in events held at or by the school. Family engagement opportunities will occur throughout the fall and spring semester with at least two planned family events per quarter.</p>	Dereck Hale, Family Engagement Committee Chair	05/21/2024	05/19/2023 [\$1200.00]	
<p>[S 3.3] Building Instructional Leadership, Administrator Capacity and Developing Teacher Leaders HCSS will provide PD to building and district administrators that is job embedded to focus on the areas of supporting classroom instruction by recognizing observation evidence of high quality instruction and providing feedback that will be effective and beneficial for teacher and students. This is important for this district to build and sustain instructional capacity and culture of high expectations through identifying, growing and supporting administrators and teachers. Mentoring PLCs will be held for school administrators and new teachers with 2 years or less experience.</p> <p>Benchmark Indicator District supervisors will provide evaluative feedback to building administrators twice annually (January</p>	<p>[A 3.3.1] Leadership Opportunities Teachers will be given opportunities to gain training and experience to make them leaders in our school and school system. Teachers are given an opportunity to apply for the leadership team each year, represent their grade or department as grade chairs, lead PLCs and collaborative planning, lead school events, apply for roles within the school such as technology ambassador and school webmaster, participate on teams such as the Healthy School Team or our School Safety Team, participate on professional development and calendar committees, represent our school on textbook and other school committees, and various other roles within the school and district. EHIS teachers are asked to participate in various system-wide committees and are given a voice with decisions that affect the entire school system community. Teachers who desire to further their</p>	Marcy Tidwell, principal	04/11/2024	Consolidated , Title I-A [\$1000.00]	

<p>and June). Administrators will be required to participate monthly in providing training on a PD topic, and be supervised by the Director of Schools. Additionally, the Director of Schools will monitor building principals involvement in the mentoring of enrollees in the Aspiring Principal's Academy, that will require principals to allow building observations and interviews to teachers who are enrolled in the academy. An evaluative feedback from academy participants will be completed in May of each year, for the Director of Schools to use in the June feedback conversations and for future planning of the academy.</p> <p>Utilizing the IPG, the district will see positive shifts in classroom walk throughs. Data will indicate that teachers are using high quality curriculum and the students are engaged and learning what is being taught. Data points will be collected through administrative walk throughs at least two times per semester. Gap between school administrator walk-throughs and district administrative trends should be no larger than 10% by December, and reviewed once again in May.</p> <p>A 50% increase from Fall to Winter in "Does Not Meet/Partially Meets" to "Mostly Meets/Fully Meets" and a 75% increase from Fall to Spring. The data collected will be utilized for personalized "coaching" conversations, PD and PLCs as needed.</p> <p>District monitoring of universal screening given three times a year to ensure growth is occurring and gaps are being filled for all students.</p> <p>ZEARN and Achieve 3000 data will be reviewed every 4.5 weeks by building level administrators and district coordinators. Monitoring will guide changes needed in implementation to ensure progress of students.</p>	<p>career opportunities through school administration are encouraged to participate in the county principal pipeline. Leadership opportunities via the leadership team and school committees occur at least once per month. Leadership of PLCs occur weekly. Leadership of school events occur twice quarterly.</p>				
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