

[G 1] Reading/Language Arts

Hickory Ridge Middle School's ELA goal is for 29.1% (239 students) all students in grades 6-8 to achieve on-track/mastery.

Performance Measure

Performance will be measured using the following tools:

TNReady Assessment

Iready

Mastery Connect

School-based assessments

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[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.</p> <p>Benchmark Indicator **Benchmark Indicator**</p> <p>Students should perform at or above the 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter.</p> <p>Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document will provide the District with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined</p>	<p>[A 1.1.1] ELA PLCs and Collaborative Planning Provide teachers with PLCs and collaborative planning time that occurs weekly. The planning sessions will be held twice a week - 55 minutes for each session. Teachers will unpack the standards taught in upcoming lessons, anticipate students' misconceptions and strategies to address them. Teachers will also dig into state standards, pertinent tier 2 and tier 3 vocabulary, and align daily lessons to school, district, and state expectations for academic growth and student achievement. Also, teachers will participate in deliberate practice and receive feedback in real time using the teacher consultancy protocol. Teachers will practice strategies and scaffolds for focus groups (blacks/African Americans, ESL, and economically disadvantaged) who require additional support.</p>	<p>Chiresse Letbetter, PLC Coach and ELA Admin Lead</p>	<p>06/02/2023</p>		

<p>in the rubric and gauge the implementation of standard aligned instruction.</p> <p>District Walkthrough data will be monitored through the district's PD management system (Professional Learning Zone/PLZ) for 80% standard aligned core instructional implementation with fidelity at 2 per teacher per semester.</p> <p>Quarterly review of TEM observation data to monitor educators delivery of standard aligned lessons to the TN Standards.</p>					
	<p>[A 1.1.2] Hickory Ridge Middle Support Den The Hickory Ridge Middle Support Den will supply teachers with the necessary supplies, materials, equipment, and support for classroom instruction. Supply list: copy paper (white and color), dry erase markers, sharpies, pens, pencils, chart paper, presentation clickers, document cameras, staplers, staples, paper clips, masking tape, pencil sharpeners, binders, post-it-notes, binder clips, color and manila folders, sheet protectors, ink cartridges for the copy machine, ink cartridges for classroom printers, and updated technology (computers and Smartboards).</p>	<p>Chiresse Letbetter, PLC Coach</p>	<p>05/12/2023</p>		
	<p>[A 1.1.3] Conduct ELA Observation and Feedback The ELA Content Lead, ELA Admin Lead/PLC Coach, and the District Level Coach all participate in regular class visits at least twice per week. These visits will ensure that teachers are implementing the district's ELA curriculum with fidelity and integrity. The HRMS Instructional Leadership Team (ILT) will use the Instructional Practice Guide (IPG) and the HRMS Forms informal walkthrough document to monitor the fidelity of Tier 1 ELA instruction. Teachers will be receive feedback in writing with glows, grows, and next steps. Someone from the admin or ILT team will follow-up with teachers to ensure that they have made the necessary instructional</p>	<p>Chiresse Letbetter, PLC Coach and ELA Admin Lead</p>	<p>05/05/2023</p>		

	<p>adjustments. This personalized feedback will lead into monthly "See It, Name It, Do It" sessions where teachers receive one-on-one coaching from their administrative lead on instructional areas that may need refinement based on the classroom visits. Teacher's growth in specified areas will be supported and monitored by the administrative leads. The classroom visits will also uncover trends within the ELA department to be addressed with strategies in monthly content meetings and PLC meetings.</p>				
<p>[S 1.2] Professional Development Provide professional development for teachers, administrators, instructional leaders and district advisors on how to articulate the instructional practice shifts that will improve teachers' pedagogy of the content, master of standard look fors, students' skill set, and students' proficient reading level of grade supported texts.</p> <p>Benchmark Indicator Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document will 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 in order to plan professional development support.</p> <p>District Walkthrough data will be monitored through the district's PD management system (Professional Learning Zone/PLZ) and Zoho for 80% standard aligned core instructional implementation with fidelity at 2 per teacher per semester in order to provide individualized professional learning support.</p> <p>Instructional Leadership Team (ILT) meetings are conducted twice each month at 85% attendance to ensure district and school leaders are gaining and sharing knowledge of content, obtaining content</p>	<p>[A 1.2.1] Professional Development to Improve Student Achievement The Hickory Ridge Middle School administrative team will conduct differentiated job embedded professional development to meet the needs of the instructional staff, as identified by TEM 4.0, teacher evaluations, CFA and Universal Screener assessment results, and informal observation data. District ELA staff will provide professional development to assist teachers in planning and delivering engaging learning experiences that strategically build fluency and comprehension using the District approved My Perspectives curriculum. Individual regular weekly feedback (in-person and electronic). Monthly "See It, Name It, Do It" sessions will be facilitated by Administrative Lead-Monitored and supported progress on areas of refinement for each teacher.</p>	<p>James Gordon, Principal Tameka Ellzey, Assistant Principal Chiresse Letbetter, PLC Coach</p>	<p>05/05/2023</p>		

<p>support and resources through collaboration, and effectively communicating new information with school-level educators.</p> <p>Zone meetings and small-group ILT sessions are facilitated monthly by Instructional Leadership Directors at 85% attendance to support content lead teachers, PLC Coaches, and administrators with feedback and targeted training that should result in more effective daily instructional practices that should be observed during district walk throughs.</p> <p>Quarterly district-level PD sessions for volunteers and parents to learn effective strategies to help students reach the district's ELA goal.</p> <p>New teacher professional learning supports are offered at various times throughout each semester for new hires. Mentor rosters are submitted at the beginning of each semester to ensure collegial support is assigned to each new hire.</p>					
	<p>[A 1.2.2] New Teacher Professional Support/Development To ensure new educator success and retention, Hickory Ridge Middle School will empower our colleagues new to education as they become great teachers. New teachers will be assigned a new teacher mentor. They will receive additional support/training after school on the first and third Tuesday of each month on specific subjects such as classroom management, research-based instructional strategies, TEM observations, using the Power School gradebook, etc. Mentors will use a district-provided log to document all mentoring sessions.</p>	<p>James Gordon, Principal Tameka Ellzey, Assistant Principal Chiresse Letbetter, PLC Coach</p>	<p>05/05/2023</p>		
<p>[S 1.3] Targeted Intervention and Personalized Learning Provide academic interventions, personalized learning activities, an individualized learning pace, and various instructional approaches designed to</p>	<p>[A 1.3.1] After School Tutoring to Support Student Achievement and Growth Hickory Ridge Middle School will offer an ESSER funded after school tutoring program targeting below and approaching students as well as ESL</p>	<p>Chiresse Letbetter, PLC Coach</p>	<p>04/14/2023</p>		

<p>meet the needs of specific learners to improve student achievement.</p> <p>Benchmark Indicator Students should perform at or above 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter.</p> <p>Monthly progress monitoring data review of students' performance in targeted intervention (Illuminate Fastbridge) to determine next steps of intervention support in an effort to get them to grade level.</p> <p>Weekly review of grade reports for students enrolled in summer learning opportunities to monitor and adjust the effectiveness of the learning opportunity and the impact on student learning and content delivery.</p>	<p>students based on the 2021-22 TCAP data. Tutoring will begin the week of September 6th and end the week of April 14th. Students will receive additional support in ELA and math. These students will be provided with an additional 1.5 session twice a week for a unique learning experience to improve academic performance.</p>				
	<p>[A 1.3.2] RTI and SPED Provide RTI and/or SPED support to students who require additional individualized instructional resources in ELA with a focus on reading comprehension and fluency. Students will be provided interventions designed to meet their specific needs. Student progress will be monitored weekly or every other week to measure changes in each student's individual skills. Target groups (economically disadvantaged, blacks/African-American, ESL) have been identified for additional targeted support with one-on-one and/or small group settings.</p>	<p>Tameka Ellzey, RTI Lead Adrienne Hill, RTI Co-Lead</p>	<p>05/05/2023</p>		
	<p>[A 1.3.3] Self-Contained Classes Students in self-contained classes will receive direct instruction on their ability levels and the teachers and assistants will collect data on students' progress. This process will be tracked weekly. This intervention will include all subgroups: white, Hispanic/Latino, blacks/African-Americans, and economically disadvantaged students.</p>	<p>Adrienne Hill, PLC Coach Chiresse Letbetter, PLC Coach</p>	<p>05/05/2023</p>		

	<p>[A 1.3.4] Intervention Support - Special Education</p> <p>During the SPED intervention class, instruction is provided to the students by their SPED teacher based on their ability levels. This intervention class will include all subgroups: white, Hispanic/Latino, blacks/African-Americans, and economically disadvantaged students.</p>	<p>Chiresse Letbetter, PLC Coach Adrienne Hill, PLC Coach</p>	05/05/2023		
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[G 2] Mathematics
Hickory Ridge Middle School's math goal is for 22.9% (188 students) all students in grades 6-8 to achieve on-track/mastery.

Performance Measure
Performance will be measured using the following tools:

TNReady Assessment

Iready

Mastery Connect

School-based assessments

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 2.1] Standard Aligned Core Instruction</p> <p>Teachers will plan and execute standard aligned lessons with intentionality and focus (data-informed instruction) to provide daily access to a rigorous math curriculum that will develop students' engagement in important content, build on prior knowledge (pre-requisite skills), and promote mastery of TN Standards to ensure students are career and college ready.</p> <p>Benchmark Indicator</p> <p>Students should perform at or above 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter.</p>	<p>[A 2.1.1] Math PLCs and Collaborative Planning</p> <p>Provide teachers with PLCs and collaborative planning time that occurs weekly. The planning sessions will be held twice a week - 55 minutes for each session. Teachers will unpack the standards taught in upcoming lessons, anticipate students' misconceptions and strategies to address them. Teachers will also dig into state standards, pertinent tier 2 and tier 3 vocabulary, and align daily lessons to school, district, and state expectations for academic growth and student achievement. Also, teachers will participate in deliberate practice and receive feedback in real time using the teacher consultancy protocol. Teachers will practice strategies and scaffolds for focus groups (blacks/African Americans, ESL, and</p>	<p>James Gordon, Principal Tameka Ellzey, Assistant Principal Chiresse Letbetter, PLC Coach</p>	05/05/2023		

<p>Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document will 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.</p> <p>District Walkthrough data will be monitored through the district's management system (Professional Learning Zone/PLZ). Data will be collected and analyzed to determine trends and implementation of the instructional practices using Zoho. Data should show teachers implementing the practices at or above 80% per visit.</p> <p>Quarterly review of TEM observation data to monitor educators delivery of standard aligned lessons to the TN Standards.</p>	<p>economically disadvantaged) who require additional support.</p>				
	<p>[A 2.1.2] Hickory Ridge Middle Support Den The Hickory Ridge Middle Support Den will supply teachers with the necessary supplies, materials, equipment, and support for classroom instruction. Supply list: copy paper (white and color), dry erase markers, sharpies, pens, pencils, chart paper, presentation clickers, document cameras, staplers, staples, paper clips, masking tape, pencil sharpeners, binders, post-it-notes, binder clips, color and manila folders, sheet protectors, ink cartridges for the copy machine, ink cartridges for classroom printers, and updated technology (computers and Smartboards).</p>	<p>Chiresse Letbetter, PLC Coach</p>	<p>05/05/2023</p>		
	<p>[A 2.1.3] Conduct Math Observations and Feedback The Math Content Lead, Math Admin Lead/Principal, and the District Level Coach will all participate in regular class visits at least twice per week. These visits will ensure that teachers are implementing the district's ELA curriculum with fidelity and integrity. The HRMS Instructional Leadership Team (ILT) will use the Instructional</p>	<p>James Gordon, Principal Tameka Ellzey, Assistant Principal Chiresse Letbetter, PLC</p>	<p>05/05/2023</p>		

	<p>Practice Guide (IPG) and the HRMS Forms informal walkthrough document to monitor the fidelity of Tier 1 math instruction. Teachers will be receive feedback in writing with glows, grows, and next steps. Someone from the admin or ILT team will follow-up with teachers to ensure that they have made the necessary instructional adjustments. This personalized feedback will lead into monthly "See It, Name It, Do It" sessions where teachers receive one-on-one coaching from their administrative lead on instructional areas that may need refinement based on the classroom visits. Teacher's growth in specified areas will be supported and monitored by the administrative leads. The classroom visits will also uncover trends within the math department to be addressed with strategies in monthly content meetings and PLC meetings.</p>	Coach			
<p>[S 2.2] Professional Development Provide ongoing, high quality professional development at the District and school level for school leaders, teachers, and other instructional staff that focuses on instructional shifts and strategies that result in improved student performance.</p> <p>Benchmark Indicator Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document will 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 in order to plan professional development support.</p> <p>District Walkthrough data will be monitored weekly through the district's PD management system (Professional Learning Zone/PLZ) and Zoho for 80% standard aligned core instructional implementation with fidelity in order to provide individualized professional learning support.</p>	<p>[A 2.2.1] Professional Development to Improve Student Achievement The Hickory Ridge Middle School administrative team will conduct job embedded professional development to meet the needs of the instructional staff, as identified by TEM 4.0, teacher evaluations, CFA and Universal Screener assessment results, and informal observation data. District math staff will provide professional development to assist teachers in planning and delivering engaging learning experiences that strategically build fluency and comprehension using the District approved My Perspectives curriculum. Individual regular weekly feedback (in-person and electronic). Monthly "See It, Name It, Do It" sessions will be facilitated by Administrative Lead-Monitored and supported progress on areas of refinement for each teacher.</p>	James Gordon, Principal Tameka Ellzey, Assistant Principal Chiresse Letbetter, PLC Coach	05/05/2023		

<p>Instructional Leadership Team (ILT) meetings are conducted twice each month at 85% attendance to ensure district and school leaders are gaining and sharing knowledge of content, obtaining content support and resources through collaboration, and effectively communicating new information with school-level educators.</p> <p>Zone meetings and small-group ILT sessions are facilitated monthly by Instructional Leadership Directors at 85% attendance to support content lead teachers, PLC Coaches, and administrators with feedback and targeted training that should result in more effective daily instructional practices that should be observed during district walk throughs.</p> <p>Quarterly district-level PD sessions for volunteers and parents to learn effective strategies to help students reach the district's mathematics goal.</p> <p>New teacher professional learning supports are offered at various times throughout each semester for new hires. Mentor rosters are submitted at the beginning of each semester to ensure collegial support is assigned to each new hire.</p>					
	<p>[A 2.2.2] New Teacher Support and Development</p> <p>To ensure new educator success and retention, Hickory Ridge Middle School will empower our colleagues new to education as they become great teachers. New teachers will be assigned a new teacher mentor. They will receive additional support/training after school on the first and third Tuesday of each month on specific subjects such as classroom management, research-based instructional strategies, TEM observations, using the Power School gradebook, etc. Mentors will use a district-provided log to document all mentoring sessions.</p>	<p>James Gordon, Principal Tameka Ellzey, Assistant Principal Chiresse Letbetter, PLC Coach</p>	<p>05/05/2023</p>		

<p>[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.</p> <p>** **</p> <p>** **</p> <p>Benchmark Indicator Students should perform at or above 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter.</p> <p>Monthly progress monitoring data review of students' performance in targeted intervention (Illuminate Fastbridge) to determine next steps of intervention support in an effort to get them to grade level.</p> <p>Weekly review of grade reports for students enrolled in summer learning opportunities to monitor and adjust the effectiveness of the learning opportunity and the impact on student learning and content delivery.</p>	<p>[A 2.3.1] After School Tutoring to Support Student Achievement and Growth Hickory Ridge Middle School will offer an ESSER funded after school tutoring program targeting below and approaching students as well as ESL students based on the 2021-22 TCAP data. Tutoring will begin the week of September 6th and end the week of April 14th. Students will receive additional support in math. These students will be provided with an additional 1.5 session twice a week for a unique learning experience to improve academic performance.</p>	<p>Chiresse Letbetter, PLC Coach</p>	<p>04/14/2023</p>		
	<p>[A 2.3.2] RTI and SPED Provide RTI and/or SPED support to students who require additional individualized instructional resources in math with a focus on basic math skills such as: multiplication facts, division, GCF, graphing, and fractions. Students will be provided interventions designed to meet their specific needs. Student progress will be monitored weekly or every other week to measure changes in each student's individual skills. Target groups (economically disadvantaged, blacks/African-American, ESL) have been identified for additional targeted support</p>	<p>Tameka Ellzey, Assistant Principal Chiresse Letbetter, PLC Coach</p>	<p>05/05/2023</p>		

	with one-on-one and/or small group settings.				
	<p>[A 2.3.3] Self-Contained Classes Students in self-contained classes will receive direct instruction on their ability levels and the teachers and assistants will collect data on students' progress. This process will be tracked weekly. This intervention will include all subgroups: white, Hispanic/Latino, blacks/African-Americans, and economically disadvantaged students.</p>	Chioresse Letbetter, PLC Coach Adrienne Hill, PLC Coach	05/05/2023		
	<p>[A 2.3.4] Intervention Support – Special Education During the SPED intervention class, instruction is provided to the students by their SPED teacher based on their ability levels. This intervention class will include all subgroups: white, Hispanic/Latino, blacks/African-Americans, and economically disadvantaged students.</p>	Chioresse Letbetter, PLC Coach Adrienne Hill, PLC Coach	05/05/2023		

[G 3] Safe and Healthy Students

Hickory Ridge Middle School will foster a safe, respectful, and orderly learning environment for all students. HRMS will decrease chronic absenteeism to 15.9%, meet or exceed the 8.5 insight culture index, and decrease the suspension rate to 10%.

Performance Measure

Interventions and supports will be measured using the following:

- * Reset Assistant
- * Behavioral Specialist
- * Counselor Interventions (check-ins, small group and whole group counseling)
- * Utilizing community partners such as Heel the Hood and Agape Services.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[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.</p> <p>Benchmark Indicator</p>	<p>[A 3.1.1] Implement Schoolwide Progressive Discipline Plan Progressive discipline uses incremental interventions to address inappropriate behavior. Hickory Ridge Middle School will utilize a schoolwide progressive discipline program that is aimed at reducing the number of office referrals and suspensions. Teachers will follow a behavior</p>	All teachers, Principal Gordon, AP Tameka Ellzey, AP Christopher Newson, PSC Latresse Noel,	05/05/2023		

<p>In order to look at attendance rates and factors that cause students to be absent from school the benchmark indicators are:</p> <p>Student discipline reports - 20 day reporting period will assist in monitoring students behavior and effectiveness behavioral interventions and supports measures aimed at reducing student discipline incidents.</p> <p>Attendance and suspension data - 20 day reporting period, will assist in monitoring students' attendance and the effectiveness of behavioral interventions and supports measures aimed at improved student attendance.</p> <p>Monitoring students who have been identified as needing additional support (i.e. homeless, foster care, student involved in RTIB programs, Truancy Supports and progressive discipline supports).</p>	<p>flow chart that utilizes tally marks. Each teacher will have a blue clipboard that they carry with them in the classroom, as they transition in the halls, in the cafeteria and exploratory. The first four tally marks are dealt with primarily by the teacher. Once students receive the fifth tally mark, students will receive a phone call home and isolation in the classroom and/cafeteria. The sixth tally mark will require a letter to be sent home. The seventh tally mark will require a guidance referral and the counselor will follow up with a phone call to the parents. The eighth tally mark will require a phone call home and a mandatory parent conference. The ninth tally mark will result in a discipline referral, parent/student conference. The tenth tally mark will result in an office referral to Principal Gordon or a suspension. Extreme behaviors such as the following will override this process: fighting, threatening/hitting, weapons, bullying, profanity, theft, throwing chairs/objects, yelling at teacher, and inappropriate touching. Students with no more than two tally marks will be incentivized by being able to participate in the "E-party" at the end of each 20-day period. Also, as an alternative to in-school and out-of-school suspension, HRMS will create a "reset room," a place to go for students who are feeling wound up, angry or stressed out. This room is only designated for specified students who are identified in BrightBytes.</p>	<p>Audrey Worles, Eric Garner</p>			
	<p>[A 3.1.2] Attendance Implement targeted interventions, support programs, and initiatives that address identified attendance needs and provide appropriate student supports. We plan to use incremental interventions to address chronic absenteeism. Hickory Ridge Middle's intervention strategies to circumvent chronic absenteeism are: Truancy Records, SART Team Meetings, Guidance Referrals, Parent Contact Logs, and Parent Teacher Conference logs.</p>	<p>Angela Ceazer, Attendance Secretary</p>	<p>05/05/2023</p>		
	<p>[A 3.1.3] Reducing School Suspensions</p>	<p>James</p>	<p>05/05/2023</p>		

	<p>Hickory Ridge Middle will reduce exclusionary events as well as the suspension rate by 10%. Hickory Ridge Middle will utilize the district's Social Emotional Learning curriculum with all students throughout the school year. Teachers, parents, students, and administrators will be apart of creating behavioral plans in an effort to isolate root causes for inappropriate behaviors. The RTI-B plan will address the school-wide rules and expectations.</p>	<p>Gordon, Principal Tameka Ellzey, Assistant Principal Christopher Newson, Assistant Principal Professional School Counselors: Eric Garner, Latrease Notel, and Audrey Worles</p>			
	<p>[A 3.1.4] Functional Behavior Assessments The functional behavior assessment is a plan that is put in place for students with disabilities. After the 5th suspension, SPED teachers will request a meeting with the parent to receive consent to conduct an FBA. The FBA assessment if a process for identifying problem behaviors and developing interventions to improve or eliminate those behaviors. The FBA consists of information gathering procedures that ultimately result in a hypothesis about the function(s) that the behavior is serving for the student. The process also results in the identifying of environmental antecedents and consequences that are maintaining the behavior. The information gathered is used to develop an effective and efficient behavior plan. The team should consist of the school psychologist, teachers, administrators, the student, the student's parent/guardian, and all other service providers.</p>	<p>Terrence Walker, SPED Department Chair Tijuana Owens, DEC Darlene Walker, DEC</p>	05/05/2023		
<p>[S 3.2] Professional Development Provide ongoing, high quality professional development at the District-level and school site for school leaders, teachers, and other instructional staff to focus on changing instructional practices</p>	<p>[A 3.2.1] Professional Learning In an effort to ensure Hickory Ridge Middle continues to provide a safe and healthy learning environment for both teachers and students, various professional development opportunities will</p>	<p>James Gordon, Principal Tameks Ellzey, Assistant</p>	05/05/2023		

<p>that result in improved student attendance and behavior positively impacting student achievement.</p> <p>Benchmark Indicator Student discipline and attendance reports 20-day reporting cycle will be used to measure impact of changed practices as a result of professional development.</p> <p>Fidelity checks of student data entry will be conducted during the 20-day reporting cycle to monitor the incidents of data entry errors and erroneous reporting.</p> <p>Quarterly Reports will be shared district-wide.</p>	<p>be available for teachers and staff to continually expand their knowledge and skills to implement the best practices. HRMS will offer professional development sessions on classroom management as well as training on Social Emotional Learning/ACEs.</p>	<p>Principal Christopher Newson, Assistant Principal, Chiresse Letbetter, PLC Coach</p>			
<p>[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.</p> <p>Benchmark Indicator Review 20-day student attendance reports at the end of each semester to determine the impact after engagement events.</p> <p>At the end of each semester, review the attendance and discipline 20 day report for schools that have a trained parent ambassador to determine the impact on their attendance rates.</p> <p>Evidence of parent participation in decisions relating to the education of their children and collaboration efforts on district level topics through monthly parent surveys.</p> <p>Conduct a semi-annual adopter surveys to monitor their impact on students' success by way of their contributions of resources and time.</p>	<p>[A 3.3.1] Family Engagement Support Activities Hickory Ridge Middle is committed to providing a welcoming and inclusive environment for our parents. Parents who take the time to engage and support their children's education not only assist their children in succeeding but can also reduce danger for their children as well by being present and aware. Parent and community involvement activities include but is not limited to: Muffins for Moms Doughnuts for Dad, AGAPE Child & Family Services (school based/in-house) - consists of a team of dedicated connectors who work one-on-one with children and their families to provide diverse support and services to keep kids in school and ready to learn. Curriculum Nights (1 per semester), Open House, Parent-Teacher Conferences, Teacher Hickory Ridge Success Initiative/ Community Partners, Parent Meetings and Training Sessions. Communication with parents is continuous and consistent through various modes: monthly event calendars, SCS Blackboard Messenger, weekly Smore newsletters, social media platforms, and the school's website.</p>	<p>James Gordon, Principal Chiresse Letbetter, PLC Coach</p>	<p>05/05/2023</p>		
	<p>[A 3.3.2] Parent Resource Center</p>	<p>James</p>	<p>05/05/2023</p>		

	<p>Hickory Ridge Middle's goal is to bridge the gap between parent, school, and community. We strive to improve relationships between home and school by empowering families to become proactive in their children's education on a continuous basis. Strengthening families' abilities to support academic and life successes of all children ultimately strengthens the school and the community. Hickory Ridge Middle will secure supplies, materials, equipment (computers), and literature to help support our families.</p>	<p>Gordon, Principal Chiresse Letbetter, PLC Coach</p>			
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