

Highland Oaks Middle Annual Plan (2023 - 2024)

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[G 1] Reading/Language Arts

Highland Oaks Middle will increase ELA on-track and mastery proficiency rates of all students from 18.5% (2022) to 25% (2024) on the TCAP assessment.

Highland Oaks Middle will increase ELA on-track and mastery proficiency rates of all students from 41.3% (2023) to 45% (2024) on the Spring Mastery Connect benchmark assessment. This will exceed our double AMO goal of 27.1%

Performance Measure

- * 80% mastery of skills tested on bi-weekly CFAs
- * 75% on track and mastered on Mastery Connect Quarterly Benchmark Assessments
- * On Grade Level iReady Diagnostic Results
- * Growth on Students' RTI2 Progress Monitoring Reports
- * Exit Ticket Responses

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 1.1] Standard Aligned Core Instruction ELA teachers will 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 grade level on the iReady Diagnostic Spring Universal Screener and Benchmark which aligns with RTI2 student categorization of Tier 1, Tier 2, and Tier 3 students.</p> <p>Students should perform at or above 75% on Mastery Connect (Fall, Winter, Spring) which align with core instructional standards for the specific quarter.</p> <p>Students should perform at or above 80% on</p>	<p>[A 1.1.1] Improving Student Achievement - Collaborative Instructional Planning ELA Teachers will plan and deliver rigorous, engaging, standards-based learning experiences that build students' fluency and literacy skills in accordance with the curriculum maps. ELA teachers will engage in weekly deliberate practice and received instructional coaching on how to select and model the most appropriate engagement strategies. ELA teachers will receive coaching on how to engage students with using accountable talk stems to increase their application of higher order thinking skills. ELA teachers will receive professional development and coaching on how to effectively integrate technology into weekly instruction to access student mastery.</p>	<p>Monica Fleming (Principal), Ashley Jones (ILT Lead-ELA), Chabrandy Sutton (Instructional Advisor-ELA)</p>	<p>05/24/2024</p>		

<p>biweekly common formative assessments which align with core instructional standards for the specific unit and/or topic.</p> <p>Students should perform at or above 75% on daily exit tickets which align with core instructional standards for the specific lesson.</p> <p>Weekly/Biweekly classroom walkthroughs using the District Classroom Walkthrough Protocol and 6 Steps of Effective Feedback will provide school administration with data to determine trends in teachers' ability to effectively identify and embed appropriate scaffolds as outlined in their Collaborative Planning Document to support learning gaps and foundational skills needed for students to demonstrate mastery of grade level standards.</p>					
	<p>[A 1.1.2] Additional Resources for At-Risk Students</p> <p>Supplies, equipment and personnel will be acquired to aid in the implementation of high-quality instruction. Instructional items are inclusive of but not limited to the following: iReady workbooks, computer carts, Promethean Boards, Computer Lab Assistants, After School Tutoring</p>	<p>Monica Fleming (Principal), Kimberly Kelly (Assistant Principal), Deedra Clark-Van Buren (PLC Coach)</p>	<p>05/24/2024</p>		
<p>[S 1.2] Professional Development</p> <p>Provide professional development for teachers, administrators, and instructional leaders on how to articulate the instructional practice shifts that will improve teachers' pedagogy of the content, master of standard look fors, students' skill set, and students' proficient reading level of grade supported texts.</p> <p>Benchmark Indicator</p> <p>Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document will provide the District with data to</p>	<p>[A 1.2.1] Professional Learning Communities</p> <p>Professional Learning Community meetings will be facilitated by Instructional Leadership Team leads and teacher content leads. Meetings will be held to 1) analyze student work samples and performance data 2) identify best practice strategies to address student misconceptions, and 3) determine instructional shifts that need to be made within the curriculum during the planning stage of lessons.</p>	<p>Monica Fleming (Principal), Kimberly Kelly (Assistant Principal), Deedra Clark-Van Buren (PLC Coach), Ashley Jones (ILT Lead-ELA), Brenda</p>	<p>05/24/2024</p>		

<p>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 Microsoft Forms 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 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>Johnson (ILT Lead-Math), Sheri Rubin (ILT Lead-Science), Shalonda Bryant (ILT Lead-Social Studies)</p>			
	<p>[A 1.2.2] District Core Content, ESL, and SPED Advisor Walk-Through</p>	<p>Monica Fleming</p>	<p>05/24/2024</p>		

	<p>District Core Content and ESL Advisors will provide support for teachers by performing classroom walkthroughs to gauge the effectiveness of instructional practices within the building. The Core Content Advisors will provide specific strategies that the school's ILT Content Leads can utilize to coach teachers on how to support all students. The ESL Advisor will work one-on-one with the ELS teacher to determine which specific strategies to select to assist ESL students in the classroom. The SPED Advisor will work directly with SPED Co-teachers to determine which specific strategies to select to assist SWD in the general education classroom.</p>	<p>(Principal), Ashley Jones (ILT Lead-ELA), Sara Musashe (ESL Adviser), Martha Baker (SPED Advisor), Maxim Popov (ESL Teacher), Carmen Weiser (SPED Teacher), Alisha Clark (SPED Teachr), Shalonda Bryant (SPED Teacher)</p>			
<p>[S 1.3] Targeted Intervention and Personalized Learning Tier 2 and Tier 3 students will receive at least 45 minutes of individualized data driven instruction as described in their personalized educational learning plan designed to improve overall student achievement.</p> <p>Benchmark Indicator Universal Screener scores via iReady Spring Diagnostic to determine Tier 2 and Tier 3 students which includes their deficit and instructional level. Data point collection and analysis from bi-weekly progress monitoring via AimsWeb on their identified instructional level and skill deficit. Monthly data review of students' performance in targeted intervention to determine next steps of intervention support in an effort to get them to grade level. Data sources can include but are not limited to: AimsWeb, student work samples, i-Ready diagnostics, and teacher observations/anecdotal notes.</p>	<p>[A 1.3.1] Improve Student Achievement - Intervention RTI2 Interventionists will engage Tier 2 and Tier 3 students in specific learning opportunities within a small group setting that directly align to their academic deficient and instructional level.</p>	<p>Monica Fleming (Pricipal), Kimberly Kelly (Assistant Principal), Deedra Clark-Van Buren (PLC Coach), Tiereney Springfield (Interventionist), Shirley Blache (Interventionist), Kristen Simmon (Interventionist), Lauren Jack (Interventionist)</p>	<p>05/24/2024</p>		

[G 2] Mathematics

Highland Oaks Middle will increase Math on-track and mastery proficiency rates of all students from 11.3% (2022) to 18% (2024) on the TCAP assessment.

Highland Oaks Middle will increase Math on-track and mastery proficiency rates of all students from 30.2% (2023) to 35% (2023) on the Spring Mastery Connect benchmark assessment. This will exceed our double AMO goal of 21.8%.

Performance Measure

- * 80% mastery of skills tested on bi-weekly CFAs
- * 75% on track and mastered on Mastery Connect Quarterly Benchmark Assessments
- * On Grade Level iReady Diagnostic Results
- * Students' RTI2 Progress Monitoring Reports
- * Informal Feedback Documentation

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 2.1] Standard Aligned Core Instruction Teachers will plan and execute standard aligned lessons with intentionality and focus (data-informed instruction) to provide daily access to a rigorous math curriculum that will develop students' engagement in important content, build on prior knowledge (pre-requisite skills), and promote mastery of TN Standards to ensure students are career and college ready.</p> <p>Benchmark Indicator Students should perform at or above grade level on the iReady Spring Diagnostic Universal Screener and Benchmark which aligns with RTI2 student categorization of Tier 1, Tier 2, and Tier 3 students.</p> <p>Students should perform at or above 75% on Mastery Connect (Fall, Winter, Spring) which align with core instructional standards for the specific quarter.</p> <p>Students should perform at or above 80% on biweekly common formative assessments which align with core instructional standards for the specific unit and/or topic.</p>	<p>[A 2.1.1] Improving Student Achievement-Collaborative Instructional Planning Teachers will plan and deliver rigorous, engaging, standards-based learning experiences that strategically build fluency, computational, and problem-solving skills. Math teachers will engage in weekly deliberate practice and received instructional coaching on how to select and model the most appropriate engagement strategies. Math teachers will receive coaching on how to engage students using the district provided curriculum resources to increase their application of higher order thinking skills. Math teachers will receive professional development and coaching on how to effectively integrate technology into weekly instruction to access student mastery.</p>	Deedra Clark-Van Buren (PLC Coach), Brenda Johnson (ILT Lead-Math), Lawanda Longstreet (Instructional Advisor)	05/24/2024		

<p>Students should perform at or above 75% on daily exit tickets which align with core instructional standards for the specific lesson.</p> <p>Weekly classroom walkthroughs using the District Classroom Walkthrough Protocol and 6 Steps of Effective Feedback will provide school administration with data to determine trends in teachers' ability to effectively identify and embed appropriate scaffolds as outlined in their Collaborative Planning Document to support learning gaps and foundational skills needed for students to demonstrate mastery of grade level standards.</p>					
	<p>[A 2.1.2] Additional Resources for At-Risk Students</p> <p>Supplies, equipment and personnel will be acquired to aid in the implementation of high-quality instruction. Instructional items are inclusive of but not limited to the following: iReady workbooks, computer carts, Promethean Boards, Computer Lab Assistant, After School Tutoring</p>	<p>Monica Fleming (Principal), Kimberly Kelly (Assistant Principal), Deedra Clark-Van Buren (PLC Coach)</p>	<p>05/24/2024</p>		
<p>[S 2.2] Professional Development</p> <p>Teachers will be provided ongoing, high quality professional development that focuses on instructional shifts and strategies that result in improved student performance.</p> <p>Benchmark Indicator</p> <p>Instructional Leadership Team (ILT) meetings – Monthly at 100% attendance to ensure school leaders are attending and obtaining the knowledge shared during meetings. Zone meetings, and small-group ILT sessions - Monthly at 100% overall attendance rate. ILT Formative Classroom Walkthroughs, Weekly Common Planning, Monthly Department Meetings, PLZ Professional Development Transcripts</p>	<p>[A 2.2.1] Professional Learning Communities</p> <p>Professional Learning Community meetings will be facilitated by Instructional Leadership Team leads and teacher content leads. Meetings will be held to 1) analyze student work samples and performance data 2) identify best practice strategies to address student misconceptions, and 3) determine instructional shifts that need to be made within the curriculum during the planning stage of lessons.</p>	<p>Monica Fleming (Principal), Kimberly Kelly (Assistant Principal), Deedra Clark-Van Buren (PLC Coach), Brenda Johnson (ILT Lead-Math), Ashley Jones (ILT Lead-ELA),</p>	<p>05/24/2024</p>		

		Sheri Rubin (ILT Lead-Science), Shalonda Bryant (ILT Lead-Social Studies)			
	<p>[A 2.2.2] District Content Core and Special Education Advisor Walk-Through</p> <p>District Core Content and SPED Advisors will provide support for teachers by performing classroom walkthroughs to gauge the effectiveness of instructional practices within the building. The Core Content Advisors will provide specific strategies that the school's ILT Content Leads can utilize to coach teachers on how to support all students. The SPED Advisor will work directly with SPED Co-teachers to determine which specific strategies to select to assist SWD in the general education classroom.</p>	Deedra Clark-Van Buren (PLC Coach), Martha Baker (SPED Advisor), Carmen Weiser (SPED Teacher), Shalonda Bryant (SPED Teacher), Alisha Clark (SPED Teacher), Brenda Johnson	05/24/2024		
<p>[S 2.3] Targeted Interventions and Personalized Learning,</p> <p>Tier 2 and Tier 3 students will receive at least 45 minutes of individualized data driven instruction as described in their personalized educational learning plan designed to improve overall student achievement.</p> <p>** **</p> <p>Benchmark Indicator</p> <p>Universal screener scores via iReady Spring Diagnostic to determine Tier 2 and Tier 3 students which includes their deficit and instructional level. Data point collection and analysis from bi-weekly progress monitoring via AimsWeb on their identified</p>	<p>[A 2.3.1] Improve Student Achievement - Intervention</p> <p>RTI2 Interventionists will engage Tier 2 and Tier 3 students in specific learning opportunities within a small group setting that directly align to their academic deficient and instructional level.</p>	Monica Fleming (Principal), Kimberly Kelly (Assistant Principal), Deedra Clark-Van Buren (PLC Coach), Tierney Springfield (Interventionist), Shirley Blache (Interventionist)	05/24/2024		

<p>instructional level and skill deficit. Monthly data review of students' performance in targeted intervention to determine next steps of intervention support in an effort to get them to grade level. Data sources can include but are not limited to: student work samples, i-Ready diagnostics, and teacher observations/anecdotal notes.</p>		<p>), Kristen Simmons (Interventionist), Lauren Jack (Interventionist)</p>			
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[G 3] Safe and Healthy Students

Highland Oaks Middle will increase school-level interventions and supports to reduce the percentage of chronically absent students from 4.3% (2023) to 3% (2024).

Highland Oaks Middle will increase school-level interventions and supports to reduce the percentage of progressive disciplinary infractions from 7.8% (2023) to 5% (2024).

Performance Measure

* Interventions and supports will be measured using the following: PowerSchool Data, PowerBI Data, Monthly Grade Level Disciplinary Report, 20 Day Attendance Report, SART Document of at-risk students.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 3.1] Attendance and Behavior Interventions and Supports Highland Oaks Middle will implement school-wide targeted interventions, initiatives and support programs that address chronic absenteeism and behavioral needs for all students.</p> <p>Benchmark Indicator Monitor 20 day reports for behavior outputs, effectiveness of behavioral interventions and supports aimed at reducing student discipline incidents. Monitor 20 day reports to identify students at risk of high chronic absenteeism. Monitor 20 day reports to assess the impact of suspensions on daily attendance. Monitor students every 20 days who have been identified as needing additional support (i.e. homeless, foster care, student involved in RTIB programs)</p>	<p>[A 3.1.1] Behavioral Interventions and Supports Our RTI2-B Committee will monitor and/or revise the implementation of the school-wide RTI2-B Manual. Training will be provided for faculty and staff throughout the school year by our counselors to assist with supporting student social and emotional learning and minimizing student conflict that impacts the learning environment.</p>	<p>Pia Stewart (Counselor), Deandra Calvin (Counselor), Racheal Brownlee (Behavior Specialist)</p>	<p>05/24/2024</p>		
	<p>[A 3.1.2] Attendance Interventions and Supports Our Counselors, Behavior Specialist, and Attendance Secretary will monitor chronic</p>	<p>Pia Stewart (Counselor), Deandra Calvin</p>	<p>05/24/2024</p>		

	absenteeism rates of all students. Throughout the school year, parent trainings will be provided by our counselors to assist with increasing student attendance rates.	(Counselor), Racheal Brownlee (Behavior Specialist), Joyce Catron (Attendance Secretary)			
<p>[S 3.2] Professional Development Faculty and staff will receive ongoing, high-quality professional development that focuses on classroom/behavior management and social-emotional learning to improve student behavior and attendance.</p> <p>Benchmark Indicator Monitor the number of student referrals to the reset room, ISS, OSS quarterly Monitor behavior plans per semester to determine the implementation and effectiveness of the strategies; Safe School Trainings Completion Report; Counselor's Trainings; Attendance Reports</p>	<p>[A 3.2.1] Safe Schools Platform and Counselor Trainings All faculty and staff will be required to complete Safe School trainings and attend all counselor trainings to ensure that all students have an increased opportunity of learning in a safe and healthy environment. All members are expected to follow all procedures presented in the training.</p>	Monica Fleming (Principal), Kimberly Kelly (Assistant Principal), Pia Stewart (Counselor), Deandra Calvin (Counselor)	05/24/2024		
<p>[S 3.3] Parent, Family, and Community Engagement Highland Oaks Middle will promote effective parent, family, and community engagement activities that support safe schools which will improve student attendance and behavior.</p> <p>Benchmark Indicator Review 20-day student attendance and discipline reports to determine the impact of professional development within the classroom</p> <p>Parent notifications regarding progressive disciplinary infractions</p> <p>Parent notifications regarding student chronic absenteeism infractions</p>	<p>[A 3.3.1] Parent, Family and Community Engagement Our school will host an Open House Meet and Greet, 2 Parent Conference Nights, Title I meetings, and Curriculum Nights for parents and the community. Our school will use online platforms such as the school website, Facebook, and Instagram to post school/district events and school improvement initiatives. In addition, our counselors and administrators will provide daily support to parents of students who have difficulty meeting the behavior and attendance expectations of our school.</p>	Monica Fleming (Principal), Kimberly Kelly (Assistant Principal), Deedra Clark-Van Buren (PLC Coach), Pia Stewart (Counselor), Deandra Calvin (Counselor), Racheal Brownlee (Behavior Specialist)	05/24/2024		

Parent Meetings soliciting stakeholder participation in the education of their children					
	<p>[A 3.3.2] Additional Resources for At-Risk Families Supplies, equipment, and trainings will be acquired to aid in the implementation of effective and interactive parental engagement. Parental engagement resources are inclusive of but not limited to the following: student agenda books, school handbooks, curriculum resource training supplies (workbooks, calculators, etc.)</p>	<p>Monica Fleming (Principal), Kimberly Kelly (Assistant Principal), Deedra Clark-Van (PLC Coach), Pia Stewart (Counselor), Deandra Calvin (Counselor)</p>	05/24/2024		

[G 4] Educators

Highland Oaks Middle will increase school-based interventions and professional development supports to increase the spring Insight Survey index of overall satisfaction from 8.9 (2023) to 9.2 (2024).

Performance Measure

Fall Insight Survey Results, Professional Development Feedback Forms, Instructional Walkthrough Trends, TEM Observation Scores

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 4.1] Collaborative Planning Highland Oaks Middle will promote a culture of educator feedback and implement reflective practice strategies to provide input on the most effective strategies that increase educator effectiveness and overall satisfaction.</p> <p>Benchmark Indicator Review professional development feedback evaluation forms.</p> <p>Monthly Department Meetings</p> <p>Instructional Walkthrough Trends</p>	<p>[A 4.1.1] Instructional Coaching Teachers will receive weekly or bi-weekly instructional coaching based upon their needs (observed from deliberate practice or observations) during weekly collaborative plannings or after-school from their content administrator or department chair.</p> <p>Teachers will receive weekly feedback on their collaborative planning documents which consists of student data analysis and lesson plans from their content administrator or department chair.</p>	<p>Monica Fleming (Principal), Kimberly Kelly (Assistant Principal), Deedra Clark-Van Buren (PLC Coach), Ashley Jones (ILT Lead-ELA), Brenda Johnson (ILT Lead-Math),</p>	05/24/2024		

TEM Observational Feedback		Sheri Rubin (ILT Lead-Science), Shalonda Bryant (ILT Lead-Social Studies),			
	<p>[A 4.1.2] Additional Resources for Educator Development</p> <p>Supplies, equipment, and trainings will be acquired to aid in the implementation of effective and high-quality instruction. Educator resources are inclusive of but not limited to the following: intervention and assessment software trainings, TCAP Practice Workbooks, Promethean Board Training, technology integration software trainings.</p>	Monica Fleming (Principal), Kimberly Kelly (Assistant Principal), Deedra Clark-Van Buren (PLC Coach)	05/24/2024		
	<p>[A 4.1.3] Professional Development</p> <p>School-based professional development will be designed to address differentiated teacher deficit areas based on trends observed during via informal observations, instructional walkthroughs and TEM observations. Monthly department meetings will occur to address educator concerns and provide clarity on expectations. Teachers will attend zone and district provided professional development to implement additional learning strategies that will increase student achievement.</p>	Monica Fleming (Principal), Kimberly Kelly (Assitant Principal), Deedra Clark-Van Buren (PLC Coach), Ashley Jones (ILT), Brenda Johnson (ILT), Sheri Rubin (ILT), Chabrandy Sutton (Advisor), Lawanda Longstreet (Advisor), Lashaundra Cox (Advisor)	05/24/2024		