

Hollis F. Price Middle College Annual Plan (2023 - 2024)

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[G 1] Reading/Language Arts

Hollis F. Price will increase ELA on-track and mastery proficiency rates in grades 9 - 12 from 39% in 2023 to 42.9% in 2024 on TN Ready Assessment.

Memphis-Shelby County Schools will increase ELA meeting or exceeding expectations proficiency rates in all grades from 22.0% in 2022 to 31.8% in 2024; 3-5 from 23.4% in 2022 to 32.9% in 2024; 6-8 from 18.7% in 2022 to 28.9% in 2024 and 9-12 from 24.9% in 2022 to 34.3% in 2024.

Performance Measure

Performance will be measured using the following tools:

TNReady Assessment

District Formative Assessment using Mastery Connect

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>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</p>	<p>[A 1.1.1] Weekly Professional Learning Communities Sessions Teachers will be provided professional learning opportunities to support collaboration, reviewing data, sharing best practices and aligning standards. Teachers will develop plans for implementing critical reading and focused note-taking strategies in their lesson planning and instructional practices.</p>	<p>Shonkilah Malone-Monroe, Amber Speight-Cole</p>	<p>05/15/2024</p>		

<p>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>Review of TEM observation data to monitor educators' delivery of standard aligned lessons to the TN Standards.</p>					
	<p>[A 1.1.2] Instructional Program and Educational Materials</p> <p>Curriculum aligned instructional supplies will be provided and academic programs will be implemented to increase student performance, support good first teaching and supplement instructional delivery.</p>	<p>Shonkilah Malone-Monroe, Amber Speight-Cole</p>	<p>05/15/2024</p>		
<p>[S 1.2] Professional Development</p> <p>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</p> <p>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>Instructional Leadership Team (ILT) meetings are conducted once each month to ensure district and school leaders are gaining and sharing knowledge of content, obtaining content support and resources</p>	<p>[A 1.2.1] Provide Professional Development</p> <p>School level administrators will provide ongoing quality professional development at the site for teachers and other instructional staff to focus on improving practices that result in increased student achievement.</p> <p>Teachers will participate in professional development sessions with Middle College educators from across the country (Middle College National Consortium) to enhance instructional strategies that help students succeed in dual enrollment settings and increase college readiness skills</p>	<p>Amber Speight-Cole, Shonkilah Malone-Monroe</p>	<p>05/15/2024</p>		

<p>through collaboration, and effectively communicating new information with school-level educators.</p> <p>New teachers are paired with highly effective school-level instructors to increase productivity and achievement levels for their students.</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 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 (i-Ready) to determine next steps of intervention support in an effort to get them to grade level.</p>	<p>[A 1.3.1] Provide Resources for Struggling Learners Students will be provided with additional resources as a result of RTI. Staff will track and monitor academic progress of students. Students requiring intervention will be determined by utilizing data from formative assessments including TN Pulse. Students will be provided with additional resources as the usage of RTI2 increases. Dates for benchmarking and setting developmental levels should be communicated in a timely manner as staff are trained. Corrective Action Plans will be implemented for small group intervention during weekly tutorial sessions. Students will participate in after-school tutorials and Thursday study sessions. Continued implementation of district benchmark assessments will be used in an effort to increase students' ability to use a variety of problem-solving strategies.</p>	<p>Chandra Boddie, Andrew Taylor, Amber Speight-Cole, Shonkilah Malone-Monroe</p>	<p>05/15/2024</p>		
	<p>[A 1.3.2] Implement Extended Learning for Struggling Learners Provide after school tutoring to respond to the unique needs of students and maximize their potential.</p> <p>Implement the MSCS Tutoring Program</p>	<p>Amber Speight-Cole</p>	<p>05/15/2024</p>		
	<p>[A 1.3.3] Integrate Technology in Classrooms Provide updated technology to support both teaching and learning. Provide classrooms with digital learning tools, such as computers, SmartBoards, Promethean Boards, and hand held devices to expand course offerings, experiences, and learning materials; build 21st century skills; increase student engagement and motivation.</p>	<p>Amber Speight-Cole, Nikki Hardy</p>	<p>05/15/2024</p>		

	[A 1.3.4] Provide Supplemental Materials Purchase student manipulatives and high interest rigorous texts to assist with standards mastery.	Sandra Barnes, Nikki Hardy, Amber Speight-Cole, Shonkilah Malone-Monroe	05/15/2024		
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[G 2] Mathematics

Hollis F. Price will increase Math on-track and mastery proficiency rates in grades 9 - 12 from 11.1% in 2023 to 20.2% in 2024 on TN Ready Assessment.

Memphis-Shelby County Schools will improve meeting or exceeding expectation percentages in all grades from 13.6% in 2022 to 24.4% in 2024; 3-5 from 18.2% (2022) to 28.4% (2024); 6-8 from 13.1% (2022) to 23.9% (2024); and 9-12 from 8.8% (2022) to 20.2% (2024).

Performance Measure

Performance will be measured using the following tools:

TNReady Assessment

District Formative Assessment using Mastery Connect

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 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter.</p> <p>Classroom observations using the District Classroom Walkthrough Protocol and Debriefing</p>	<p>[A 2.1.1] Provide Instructional Program and Educational Materials Curriculum aligned instructional supplies and academic programs will be purchased to increase student performance, support good first teaching, and supplement instructional delivery.</p>	Sandra Barnes, Amber Speight-Cole	03/08/2024		

<p>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>Review of TEM observation data to monitor educators delivery of standard aligned lessons to the TN Standards.</p>					
<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 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>Instructional Leadership Team (ILT) meetings are conducted once each month 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>New teachers are paired with highly effective school-level instructors to increase productivity and achievement levels for their students.</p>	<p>[A 2.2.1] Provide Professional Development Administration, PLC Coach, and Math Department Chair will provide professional development to assist teachers in planning and delivering engaging learning experiences that strategically build fluency and problem solving skills.</p> <p>Teachers will participate in professional development sessions with Middle College educators from across the country (Middle College National Consortium) to enhance instructional strategies that help students succeed in dual enrollment settings and increase college readiness skills.</p>	<p>Sandra Barnes, Amber Speight-Cole</p>	<p>05/15/2024</p>		
	<p>[A 2.2.2] Provide Weekly Professional Collaboration Teachers will engage in professional learning</p>	<p>Sandra Barnes, Amber Speight-Cole</p>	<p>07/29/2024</p>		

	<p>opportunities where they collaborate, review data, share best practices and align standards.</p> <p>Teachers will participate in professional development sessions with Middle College educators from across the country (Middle College National Consortium) to enhance instructional strategies that help students succeed in dual enrollment settings and increase college readiness skills.</p>				
	<p>[A 2.2.3] Provide Parent Professional Development</p> <p>Provide ongoing professional development for parents. Resources will help teachers build skills and strategies critical to sustain parent partnerships and involvement in student success.</p>	Chandra Boddie	05/15/2024		
<p>[S 2.3] Targeted Interventions and Personalized Learning,</p> <p>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</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>The data team will review of students' performance in targeted intervention (i-Ready) to determine next steps of intervention support in an effort to get them to grade level.</p>	<p>[A 2.3.1] Additional Resources for Struggling Learners</p> <p>**[A 2.3.1] Additional Resources for Struggling Learners**</p> <p>Students will be provided with additional resources as a result of RTI. Students requiring intervention will be determined by utilizing data from formative assessments including:</p> <ul style="list-style-type: none"> * TN Pulse * Mastery Connect * After-School Tutorials * Thursday Study Sessions * District Benchmark Assessments * Corrective Action Plans * Grade Results * iReady 	Chandra Boddie, Andrew Taylor, Shonkilah Malone-Monroe, Amber Speight-Cole	03/15/2024		

	<p>[A 2.3.2] Extended Learning for Struggling Students To identify student non-mastery of mastery, the following resources will be utilized:</p> <ul style="list-style-type: none"> * CFA/Mastery Connect * After-school tutorials * Targeted instruction and remediation * Differentiated instruction 	Amber Speight-Cole	05/15/2024		
	<p>[A 2.3.3] Integrate Technology in the Classroom The following platforms are used to integrate technology into the classroom:</p> <ul style="list-style-type: none"> * iReady * TEAMS * Clever * Mastery Connect * Grade Results * Naviance * Nearpod 	Andrew Taylor, Amber Speight-Cole	05/15/2024		

[G 3] College and Career Readiness

Hollis F. Price Middle College will increase the percent of Ready Graduates from 89.3% in 2021-22 to 96% for 2023-2024 and maintain the graduation rate at 100% for the 2023-2024 academic school year.

Memphis-Shelby County Schools will increase the percentage of ready graduates from 20.7% (2021*) to 34% (2024*) and increase the graduation rate from 77.7% (2021) to 80.5% (2024).

*accountability lag year

Performance Measure Performance effectiveness will be measure by the following: * Early Post Secondary Opportunities being offered * ACT composite score (21 or higher) * Earnings of Industry Certifications * ASVAB Scores * Graduation Rate					
Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 3.1] ACT Preparation Provide targeted content and test taking skills support to students in the 16-20 ACT composite cohort to undergird content area deficits, improve testing stamina and address school-wide areas for concern in achieving a composite score of 21.</p> <p>Benchmark Indicator Quarterly review of student's report card data to monitor success rates in ACT supported courses.</p> <p>Quarterly** ***attendance roster reviews of ACT workshops will demonstrate student exposure and opportunity for skill building for test mastery.</p>	<p>[A 3.1.1] Provide ACT Training Staff will engage in professional development sessions to assist in:</p> <ul style="list-style-type: none"> * student needs progress * identifying strategies to prepare students for the ACT <p>Parenting workshops will be conducted to update parents regarding:</p> <ul style="list-style-type: none"> * college readiness standards * college application process * test-taking strategies 	Chandra Boddie, Shonkilah Malone-Monroe, Amber Speight-Cole	05/15/2024		
	<p>[A 3.1.2] Conduct ACT Workshops Students will engage in structured ACT workshops to:</p> <ul style="list-style-type: none"> * support student needs * monitor student progress * identify strategies to increase student composite scores 	Shonkilah Malone-Monroe	05/15/2024		

	<p>[A 3.1.3] Provide College Readiness Workshops for Parents Parenting workshops will be conducted to update parents regarding:</p> <ul style="list-style-type: none"> * college readiness standards * college application process * test-taking strategies 	Chandra Boddie	02/29/2024		
<p>[S 3.2] Early Post-Secondary Opportunities Develop and expand opportunities for students to access multiple early post-secondary opportunities (EPSO) and advance academic courses while enrolled in high school in order to increase students' college and career readiness.</p> <p>Benchmark Indicator Semester review of the number of Advanced Academics courses offered per year in comparison to the previous year will demonstrate an increase in advance course offerings.</p> <p>Semester review of students enrolled in each EPSO bearing course and grade distribution.</p>	<p>[A 3.2.1] Improve Student Achievement Hollis F. Price Middle College will maintain its partnership with LeMoyne-Owen College under the governing of Memphis Shelby County Schools to support student participation in dual enrollment.</p> <p>Teachers will participate in professional development sessions with Middle College educators from across the country (Middle College National Consortium) to enhance instructional strategies that help students succeed in dual enrollment settings and increase college readiness skills.</p>	Sandra Barnes, Chandra Boddie	07/31/2024		
<p>[S 3.3] Career Exploration and Work-Based Learning Opportunities Assist students in early high school grades with identifying interests and career expectations as well as opportunities for internships, apprenticeships, etc.</p> <p>Benchmark Indicator Semester review of student career interest inventories to support high school course planning.</p> <p>Naviance grade-level curriculum</p>	<p>[A 3.3.1] Provide College Readiness Counseling Provide students with college and career planning opportunities that will assist in identifying interests and career-expectations.</p>	Chandra Boddie	05/15/2024		
<p>[S 3.4] Effective Transitions (Middle to High School to Post-Secondary) ****Provide programs and initiatives designed to</p>	<p>[A 3.4.1] Implement Family Workshops Hollis F. Price Middle College will continue to offer a summer transition program along with parent</p>	Sandra Barnes, Chandra	07/31/2024		

<p>prepare students, parents, and teachers for a smooth and positive transition between specific grade levels and educational placements.</p> <p>Benchmark Indicator Annual review of parent and student survey data will determine the effectiveness of the transition program</p> <p>Review 4-year student academic and transition plans each semester to ensure course offerings and opportunities for educational placement</p> <p>Review semi-annually student individualized plans (e.g., BIPs, 504 Service Plans, Functional Behavior Assessments, PSAPs, SART, or alternative school transition plans) to ensure students are on track</p> <p>Teachers will participate in professional development sessions with Middle College educators from across the country (Middle College National Consortium) to enhance instructional strategies that help students succeed in dual enrollment settings and increase college readiness skills.</p>	<p>support meetings to aid students during their middle college experience. Assistance will be provided in the completion of:</p> <ul style="list-style-type: none"> * FAFSA * college applications * college admission process <p>Teachers will participate in professional development sessions with Middle College educators from across the country (Middle College National Consortium) to enhance instructional strategies that help students succeed in dual enrollment settings and increase college readiness skills.</p>	Boddie			
	<p>[A 3.4.2] Provide Parent Conferences Provide comprehensive transcript evaluations for every student in grades 9-12</p>	Chandra Boddie, Andrew Taylor	05/15/2024		

[G 4] Safe and Healthy Students

Hollis F. Price Middle College will reduce the percentage of chronically absent students from 16.7% in 2022-2023 to 13% in 2023-2024.

MSCS will maintain a 60% progressive discipline rate (i.e., supports and interventions) among our overall disciplinary incidents (i.e., office referrals/other documented supports).

Performance Measure

Interventions and supports will be measured using the following:

* PowerSchool Data

* PowerBI Data * Share Point					
Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 4.1] 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 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>[A 4.1.1] Provide Extra-Curricular Activities Hollis F. Price will offer and promote engagement in extra-curricular activities as a means to improve attendance, increase student engagement, and incentivize positive behaviors.</p> <p>Extracurricular activities will be provided as a channel for:</p> <ul style="list-style-type: none"> * reinforcing lessons * opportunity to apply academic skills in a real-world context <p>Academic advising, clubs, and schoolwide programs promote common goals and address individual needs which lead to a positive school community.</p> <p>The professional school counselor provides the following services:</p> <ul style="list-style-type: none"> * anti-bullying programs * social-emotional learning * Student Congress <p>The Student Government Association (SGA) sponsors schoolwide activities throughout the year.</p>	Chandra Boddie, Amber Speight-Cole, Andrew Taylor	05/15/2024		
<p>[S 4.2] 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 4.2.1] Implement Campus Safety Practices A campus safety plan will be established in collaboration with LeMoyne-Owen College, our host site. This plan will be shared, rehearsed and modified (when needed) to equip and empower a</p>	Andrew Taylor	05/15/2024		

<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>Monitor the number of student referrals quarterly.</p> <p>Monitor behavior plans per semester to determine its effectiveness.</p>	<p>healthy and safe campus and community.</p> <p>Other practices include:</p> <ul style="list-style-type: none"> * Student and parent ambassadors * Safeschool training for students and staff * Emergency management drills * Campus maps and evacuation plans posted and reviewed * Remind App for parents and community partners * GroupMe App for staff * Grade level advisory sessions * Virtual meetings and counseling sessions * Video messaging * Community support (Knowledge Quest, Wellchild, Universal Parenting Place, Juice Plus Boys and Girls Club of Greater Memphis Technical Training Center, River City (TN) Chapter, Youth Court, Bridges, REACH Memphis, and Memphis Challenge) 				
<p>[S 4.3] 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 and discipline reports each semester to determine the impact on attendance rates.</p> <p>Conduct parent surveys to gauge participation in</p>	<p>[A 4.3.1] Establish School Wide Positive Behavior Support Team School administrators will establish a RTI2B which includes teachers, students and school mental health team. The duties are as follows:</p> <ul style="list-style-type: none"> * Faculty involvement and interaction regarding school's discipline plan * Schedule and facilitate discipline committee meetings * Review previous year objectives and assess 	<p>Chandra Boddie, Andrew Taylor</p>	<p>05/15/2024</p>		

<p>decisions relating to their child's education.</p> <p>Conduct a semi-annual adopter surveys to monitor impact on student success.</p>	<p>effectiveness</p> <ul style="list-style-type: none">* Summarize existing school discipline data* Schedule planning sessions to develop/establish/implement strategies for the rewards, orientation, and involvement of stakeholders				
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