

Highland Park Elementary Annual Plan (2023 - 2024)

Last Modified at Aug 29, 2023 08:31 AM CDT

**[G 1] Maintain Safe and Healthy Students**  
 For the 2023-24 SY students will have equal access to a safe and healthy learning environment and maximize instruction time for all students and student groups grades K-12.

**Performance Measure**  
 Close gaps in out of school suspensions for all students to reduce overall out of school suspensions and decrease missed instruction from 4.5 to 3%.

Data pulled from Student Information System will show an increase in RTI-B placement indicating the implementation of strategies used that promote restorative practices to increased in-class and out-of-class interventions pertaining to major behaviors requiring the school level disposition given by administration pertaining to out of school suspensions; additional data from RTI-B (Response to Intervention) meetings showing positive Tier movement across all grades and subgroups.

HPES:

- \* Reduce the number of Office Department Referrals by 20
- \* Continue to have 100% Tier 1, Tier 2, and Tier 3 fidelity of implementation
- \* Reduce the number of students completing a Behavior Support Plan or Functional Behavior Assessment by 10%
- \* Meet the goal of adequately addressing the needs of Tier II Support students set by TBSP. In 2022-2023, we had 19 out of 22 Tier 2 support students exit the program. We will strive to have 90% of T2 support students exit in 2023-2024.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p><b>[S 1.1] Behavioral Interventions and supports</b>                      The RTI2-B (Response to Intervention) Framework fits within a larger system of student supports. Researchers and practitioners call this a multi-tiered system of supports (MTSS), which is “the practice of providing high-quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals, and applying child response data to important educational decisions” (Batsche et. al 2005). Tennessee’s MTSS is a framework for seeing how all the practices, programs, and interventions fit together in order to meet students’ needs both within an individual classroom and across the school building.</p>	<p><b>[A 1.1.1] RTI-B</b>                      HPES will continue to implement our RTI2-B initiative. Behavioral data will be discussed monthly during our RTI2-B meetings. HPES will continue to use positive behavior supports and interventions to address individual student needs. Student supports and interventions will be fluid and updated/changed as determined necessary. The RTI2-B team will continue to monitor the number of internalizing and externalizing behaviors students in all subgroups.</p>	Kelly Myers, Karen Grice - School Counselor	01/10/2024		

<p>In an effort to reduce lost instructional time and/or disparate impact due to student discipline, the district has implemented a new discipline policy starting in the 22-23 SY. This new discipline policy is designed to include RTI2B practices and interventions.</p> <p>As part of this the district has started a renewed partnership with the Tennessee Tiered Supports Center via Vanderbilt University. As a result, the district has developed and implemented its Response to Instruction and Intervention for Academics and Behavior (RTI2 - A + RTI2 - B) Plan.</p> <p>Current year successes include the identification of a district leadership team to include both A &amp; B components.</p> <p>The inclusion of 7 school teams for initial Tier I training.</p> <p>This includes our targeted schools.</p> <p>Tier I Training will focus on the following:</p> <ul style="list-style-type: none"> <li>Developing school procedures and data</li> <li>Including all key collaborator groups</li> <li>Using screening data</li> <li>Identifying trends</li> <li>Reviewing how students are doing</li> </ul> <p>Tier II Training will focus on the following:</p> <ul style="list-style-type: none"> <li>Reviewing progress monitoring data</li> <li>Making decisions about interventions</li> </ul>					
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<p>Matching interventions to student needs</p> <p>Determining if more intensive support is needed</p> <p>Tier III Training will focus on the following:</p> <ul style="list-style-type: none"> <li>Review progress monitoring data</li> <li>Make decisions about intervention</li> <li>Match interventions to student need</li> <li>Determine if more intensive or individualized support is needed</li> </ul> <p>This training combined with the new discipline policy should allow opportunities for more behavioral interventions before suspending students out of school thus reducing lost instructional time.</p> <p>HPES:</p> <p>Highland Park is providing support through a collaboration with Tennessee Tiered Support Center at Vanderbilt University. School-wide positive support plans are implemented. Response to instruction and Intervention-Behavior (RTI2-B) is a Multi-Tiered System of Supports (MTSS) that offers an evidence based approach for meeting the behavioral and social needs of students. Having a school-wide discipline plan helps to decrease suspension/expulsion rates while improving the climate and culture of the school environment. School-based RTI2-B teams meet monthly to review student behavior and discipline data. The school team utilizes data from the Student Risk Screening Scale - Internalizing and Externalizing behaviors (SRSS-IE), as well as, office discipline referral forms and parent referrals. The SRSS-IE universal screener is completed by homeroom teachers to ensure all students in the school are</p>					
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<p>assessed for evidence of internalizing and externalizing behavior. Teachers complete the screener in three times a year. The screener helps to identify students who may be at risk for challenging behaviors. The screener also helps with identifying the appropriate supports for challenging student behaviors. Through the monthly meetings, the teams review the data to identify behavior trends to include information like the time, location, and grades of the behavior's occurrence.</p> <p><b>Benchmark Indicator</b> SIS reports that show the number of students placed in RTI-B (increase by 5%) and the number of students receiving out-of-school suspensions (decrease by 5%). The number of students receiving out-of-school suspensions should go down as more students are placed in RTI-B Tier II and Tier III. These reports will be ran monthly and shared with school level administrators after which administrators will share and discuss during school level PLC's.</p> <p>HPES:</p> <ul style="list-style-type: none"> <li>* Reduce the number of Office Department Referrals by 20</li> <li>* Continue to have 100% Tier 1, Tier 2, and Tier 3 fidelity of implementation</li> <li>* Reduce the number of students completing a Behavior Support Plan or Functional Behavior Assessment by 10%</li> <li>* Meet the goal of adequately addressing the needs of Tier II Support students set by TBSP. In 2022-2023, we had 19 out of 22 Tier 2 support students exit the program. We will strive to have 90% of T2 support students exit in 2023-2024.</li> </ul>					
	<p><b>[A 1.1.2] Professional Development and Educator Support</b> Support Goal 1: Safe and Healthy Students</p>	<p>Kelly Myers and Karen Grice - School Counselor</p>	<p>01/30/2024</p>		

	<ul style="list-style-type: none"> <li>* Support teachers/staff in understanding restorative practices in order to implement strategies with students exhibiting the most challenging behaviors. Matt Campbell, one of our Special Education Coordinators will be sharing strategies to help with reducing and managing challenging behaviors.</li> <li>* SCALI Conference - Support School Counselor with implementation of counseling services and social emotional learning of students. Our Assistant Principal will also attend to support SEL needs of students and our RTI2-B program.</li> <li>* PIE Conference - this conference has not taken place since COVID - however, if it were to continue, we would like to attend - Support School Counselor, Administration, Title I and SPED teachers with implementation of best practices for RTI2-B, Title I, Parent Engagement, and instruction.</li> </ul>				
<p><b>[S 1.2] Social Emotional Learning</b> The district will provide supports to address individualized Social Emotional Learning needs for identified students in the JDC and those assigned to the Alternative Learning Program.</p> <p>HPES classroom teachers will be using RethinkEd as their social emotional learning curriculum this school year. This program will help students develop important social and emotional learning skills like stress management, resilience, and empathy while learning to build a safe and affirming culture within our school community. Once students learn to apply the knowledge and skills needed to manage emotions, achieve goals, and develop health identities, they are better able to participate in thriving school communities that contribute to safe, healthy, and just societies.</p> <p><b>Benchmark Indicator</b> Juvenile Detention Center - reduction of students refusing to attend class by 5% . Alternative Learning Program and Juvenile Detention Center -</p>	<p><b>[A 1.2.1] Social Emotional Learning HPES:</b></p> <ul style="list-style-type: none"> <li>* We will provide students with social emotional learning supports using the ReThink Ed curriculum.</li> <li>* Center Stone and STARS partners with HPES to provide counseling services to students as needed.</li> <li>* The School Counselor will meet with individual students and small groups in order to address specific needs.</li> </ul>	<p>Kelly Myers and Karen Grice - School Counselor</p>	<p>01/30/2024</p>		

<p>reduction in disruptions in the learning environment and time out of the classroom by 5%</p> <p>HPES: Students will be given a self assessment from the RethinkEd curriculum on the following Casel Competencies: Awareness of Self and Others, Self-Management, Self-Care, Social Awareness and Social Skills. Students will increase their rate of improvement by 10% per each self-assessment given.</p>					
<p><b>[S 1.3] Mental Health Supports</b> Continue external partnerships and provide necessary student supports for identified mental health needs.</p> <p>HPES: We will continue to develop partnerships with mental health resources. These resources will be provided and shared with HPES families through a variety of outlets. Counseling services are provided to our students at school through STARS and Centerstone to address social and emotional barriers.</p> <p><b>Benchmark Indicator</b> Increase in RTI-B tier placement by 5 %. Increase partnerships with various mental health providers to not just include interventions but training as well.</p> <p>HPES: We will provide mental health supports/opportunities for 100% of those who indicate that need.</p>	<p><b>[A 1.3.1] Social Emotional Learning</b> HPES:</p> <ul style="list-style-type: none"> <li>* We will provide students with social emotional learning supports using the ReThink Ed curriculum.</li> <li>* Center Stone and STARS partners with HPES to provide counseling services to students as needed.</li> <li>* The School Counselor will meet with individual students and small groups in order to address specific needs.</li> </ul>	<p>Kelly Myers and Karen Grice - School Counselor</p>	<p>05/22/2024</p>		
<p><b>[S 1.4] Parent, Family and Community Engagement</b> HPES will distribute the parent, family, and community stakeholder needs assessment in August at the annual Title I Parent Orientation/Open House. A packet is sent home with students whose families did not attend. Assessment results determine the events, activities and community supports that HPES makes available to all parents, guardians and</p>	<p><b>[A 1.4.1] Parent, Family and Community Engagement</b> HPES:</p> <ul style="list-style-type: none"> <li>* Classroom teachers will send home weekly newsletters.</li> <li>* Title I will use SMORES to send home monthly newsletters.</li> <li>* We will continue to have a family resource room funded by donations.</li> </ul>	<p>Kelly Myers</p>	<p>03/29/2024</p>		

<p>stakeholders.</p> <p>HPES communicates through a variety of platforms: Remind, SeeSaw, Class Dojo, School Website, emails, SMORES newsletters, etc.</p> <p><b>Benchmark Indicator</b> Parent Engagement Activity Reports (attendance, survey of activities)</p> <p>* A mid-year needs assessment will be distributed to parents and families. The results will indicate that a minimum of 50% of needs are being met. * Surveys will be used to determine the effectiveness and quality of events. * HPES will submit reports that indicate the number in attendance and summarize all events.</p>	<p>* We will promote effective parent, family and community engagement in the planning, implementing, and evaluating of school improvement activities and overall school goals. * We will educate parents on the importance of student attendance. * Activities planned for this school year are: Back to School Bash, Parent Orientation/Open House, Math Night, Reading Night, Arts Night, Cowboy Up Stem Night, and Health and Safety Night.</p>				
	<p><b>[A 1.4.2] Transition to Middle School</b> HPES will coordinate with Middle Schools on the transition of upcoming 5th graders.</p> <p>We will develop a transitional plan that will include the following:</p> <p>* Tiger Camp Information * Middle School Counselor visit * 4th grade visit to Middle School * Parent night at Middle School * Summer Reading Requirements * Transitional materials will be provided to parents</p>	<p>Kelly Myers, Paula Belew- Title I Facilitator, Karen Grice- School Counselor</p>	<p>05/15/2024</p>		
	<p><b>[A 1.4.3] Transition to Kindergarten</b> HPES sends home an informative pamphlet, with text in English and Spanish, that explains the important changes that come with transitioning to Kindergarten and the key steps parents can take to ensure their child's readiness. Pamphlets also explain the different skills children will develop in school and the ways their parents can boost them through word and number games, storytelling, the expression of emotions and more. There packets are provided to our PreK parents at their annual</p>	<p>Kelly Myers, Paula Belew- Title I Facilitator</p>	<p>05/15/2024</p>		

	end of the year picnic. We also provide them to students registering for Kindergarten.				
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**[G 2] Increase Academic Achievement: Mathematics**

For the 2023-2024 school year, the district will improve the TNReady percentage of all students (K-12) and student groups who meet or exceed expectations across all grade bands.

HPES will continue implementing the research based Ready Math curriculum. We will continue to be a PLC and have collaborative team meetings weekly. Essential standards and SMART goals will be discussed and progress noted weekly.

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**Performance Measure**

#### \*\*Performance Measure\*\*

For grades K-2, increase the percentage of students above the 75th percentile in the national norms on the universal screener.

For grades 3-8 TNReady, increase the percentage of students who meet and exceed expectations from 25.7% to 35%.

For SWD 3- 8 TNReady, increase the percentage of students who meet and exceed expectations from from 6.2% to 18%.

For ED 3- 8 TNReady, increase the percentage of students who meet and exceed expectations from 11.9% to 23%.

For EL 3- 8 TNReady, increase the percentage of students who meet and exceed expectations from 9.2% to 20.6%.

For BHN 3- 8 TNReady, increase the percentage of students who meet and exceed expectations from 11.4% to 22.5%.

For EOC 9-12 HS Math, increase the percentage of students who meet and exceed expectations from 13.6% to 24.4%.

For BHN EOC 9-12 HS Math, increase the percentage of students who meet and exceed expectations from 4.6% to 16.5%.

For ED EOC 9-12 HS Math, increase the percentage of students who meet and exceed expectations from 6% to 17.8%.

For EL EOC 9-12 HS Math, increase the percentage from 1.3% to 13.64%.

For SWD EOC 9-12 Math, increase the percentage from 3.8% to 15.8%.

HPES:

For grades K-4 iReady Diagnostic, increase percentage of students to at least the 50% who are above or early on grade level.

For all 3-4 TNReady, increase percentage of students who meet or exceed expectations from 23% to 35%



For SWD 3-4 TNReady, increase percentage of students who meet or exceed expectations from 6% to 18%.

For ED 3-4 TNReady, increase percentage of students who meet or exceed expectations from 20% to 30%

For EL 3-4 TNReady, increase percentage of students who meet or exceed expectations from 14% to 24%.

For BHN 3-4 TNReady, increase percentage of students who meet or exceed expectations from 22% to 35%.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p><b>[S 2.1] Math Instruction on Grade Level</b>                      High-Quality Instructional Material Implementation: Maximizing Curriculum and Assessment Resources with fidelity.</p> <p>HPES will continue implementing Ready Math. Teachers will follow curriculum guides with the use of assessment data to inform instruction. We will continue to be a PLC and have collaborative team meetings weekly. Essential standards and SMART goals will be discussed and progress noted weekly.</p> <p><b>Benchmark Indicator</b>                      If the adopted curriculum is implemented with fidelity, then, Maury County expects to see standards-aligned lessons, questions and tasks 85% of the time during instructional walks conducted by building-level and district-level administrators which will impact student achievement.</p> <p>iReady Math Diagnostic data is reviewed 3 times each year.</p> <p>iReady Growth-monitoring data is reviewed monthly.</p> <p>CASE benchmark will be given one time in February.</p> <p>Quarterly data will be reviewed for ATSI (Additional</p>	<p><b>[A 2.1.1] High Quality Math Instruction</b>                      HPES teachers will use district purchased Ready Math curriculum. Our teachers will administer the IReady Math diagnostic as requested by the district. Teachers will follow Maury County's curriculum pacing guides. Nine week plans will be submitted and uploaded for coordination purposes. Common formative assessments will be aligned to grade level standards. Highland Park is a PLC school. Each collaborative team will use the rubric to determine essential standards and develop SMART goals. Essential standards and SMART goals will be shared across all grade levels.</p>	<p>Kelly Myers</p>	<p>10/31/2023</p>		

<p>Targeted Support and Improvement) and Priority schools.</p> <p>Math Walkthroughs monthly by the district team to determine the implementation of the curriculum.</p> <p>HPES:</p> <ul style="list-style-type: none"> <li>* TCAP: 10% gain of met expectations and exceeded expectations in all subgroups</li> <li>* IReady Math: 15% gain of mid above grade level and early on grade level</li> <li>* Progress and or mastery of essential standards</li> <li>* Meeting SMART goals</li> <li>* CASE benchmark data-tracking of students</li> </ul>					
<p><b>[S 2.2] Additional Student Support</b> The district will provide additional support through tutoring and summer school opportunities to close gaps and impact student achievement in math.</p> <p>Highland Park provides Response to Intervention daily and after school tutoring.</p> <p><b>Benchmark Indicator</b> Attendance reports will be reviewed monthly.</p> <p>iReady growth-monitoring data is reviewed monthly to track student growth and progress.</p> <p>HPES uses iReady Math diagnostics and Aimsweb Number Sense Fluency to determine placement in RTI groups. We look at 1-10% for Tier 3 and 11-25% for Tier 2.</p>	<p><b>[A 2.2.1] Response to Instruction and Intervention</b> HPES has a master schedule that allows time for T2/T3 instruction. Tier 2 students receive an extra 30 minutes of targeted intervention. Tier 3 students receive an extra 45 minutes of targeted intervention. HPES will use state approved intervention materials. Benchmark assessments will be given to all students in grades K-4. Survey level assessments will also be given to determine specific skill level needs. We will use a "Walk to Learn" model to ensure that students are receiving appropriate and targeted interventions. State and district approved intervention materials and programs will be used with fidelity. HPES will have quarterly RTI meetings to discuss current progress and/or concerns. RTI groups will be fluid as data points determine appropriate. Fidelity checks will be completed by school administration and school psychologist. Intervention logs will be completed for each student receiving T2/T3 interventions. Intervention progress reports will be sent home every 4.5 weeks.</p> <p>HPES also has a School-based Acceleration Coach that is responsible for supporting student achievement and growth within the framework of</p>	<p>Kelly Myers, Alice Hardison, Paula Belew- Title I Facilitator, Brittany Oliver- Acceleration Coach</p>	<p>05/08/2024</p>		

	response to intervention as well as enrichment for academic needs. They will also support successful RTI academic practices, including multiple tiered instructional supports, assessment tools, and data to guide acceleration.				
	<p><b>[A 2.2.2] Technology that Impacts Teaching and Learning</b></p> <p>Technology will be used to impact quality, content, and structure of teaching and learning that is focused on results. HPES will use a variety of digital tools to provide supplemental instructional resources. We will be one to one for the 2023-2024 school year. Additional upgrades to our interactive boards will be purchased.</p>	Kelly Myers and KC Brock - Technology Coach	05/22/2024	Title I [\$4500.00]	
	<p><b>[A 2.2.3] Tiger Camp (Tutoring)</b></p> <p>Tiger Camp will be offered to our at-risk students in grades 2-4 for remediation in math of grade level standards. Students will be selected based on math academic data and teacher recommendation. Student math data will be collected to note student progress.</p>	Kelly Myers and the Tiger Camp Coordinator (TBD)	05/01/2024	Title I [\$8400.00]	

**[G 3] Increase Academic Achievement: ELA**

For the 2023-2024 school year, the district will improve TCAP Reading and Language Arts percentage of all students (K-12) and student groups who meet or exceed expectations across all grade bands.

HPES will continue implementing the research based Wonders curriculum. We will continue to be a PLC and have collaborative team meetings weekly. Essential standards and SMART goals will be discussed and progress noted weekly.

**Performance Measure**

For grades K-2, increase the percentage of students above the 75th percentile in the national norms on the universal screener.

For grades 3-8 TN Ready, increase the percentage of students who meet and exceed expectations from 26.3% to 36%

For SWD 3- 8 TN Ready, increase the percentage of students who meet and exceed expectations from 3.4% to 16%

For ED 3- 8 TN Ready, increase the percentage of students who meet and exceed expectations from 13.7% to 25%

For EL 3- 8 TN Ready, increase the percentage of students who meet and exceed expectations from 2.9% to 15%

For BHN 3- 8 TN Ready, increase the percentage of students who meet and exceed expectations from 15.4% to 26%

For EOC English I, increase the percentage of on-track or mastered from 20.6% to 31%

For EOC English II, increase the percentage of on-track or mastered from 32.1% to 41%

For BHN EOC English I, increase the percentage of students who meet and exceed expectations from 9.4% to 21%

For BHN EOC English II, increase the percentage of students who meet and exceed expectations from 21.2% to 31%

For SWD EOC English I, increase the percentage of students who meet and exceed expectations from 3.6% to 16%

For SWD EOC English II, increase the percentage of students who meet and exceed expectations from 4.6% to 17%

For ED EOC English I, increase the percentage of students who meet and exceed expectations from 8.5% to 20%

For ED EOC English II, increase the percentage of students who meet and exceed expectations from 14.1% to 25%

EL had a small n count. The district will review data for adequate progress.

HPES:

For grades K-4 iReady Diagnostic, increase the percentage of students who score early on to above grade level from 51% to 60%.

For all 3-4 TN Ready, increase the percentage of students who meet or exceed expectations from 24% to 35%.

For SWD 3-4 TN Ready, increase the percentage of students who meet or exceed expectations from 6% to 10%.

For ED 3-4 TN Ready, increase the percentage of students who meet or exceed expectations from 17% to 25%.

For EL 3-4 TN Ready, increase the percentage of students who meet or exceed expectations from 14% to 20%.

For BHN 3-4 TN Ready, increase the percentage of students who meet or exceed expectations from 21% to 35%.

<b>Strategy</b>	<b>Action Step</b>	<b>Person Responsible</b>	<b>Estimated Completion Date</b>	<b>Funding Source</b>	<b>Notes</b>
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<p><b>[S 3.1] High Quality Instructional Material Implementation</b>  High-Quality Instructional Material Implementation: Maximizing Curriculum and Assessment Resources and implementing with fidelity.</p> <p>MCPS Vision for Learning: Using high-quality instructional materials, teachers will prepare learning experiences that include standards-aligned questions and tasks to create rigorous learning opportunities. Students build knowledge that is transferable to experiences outside the classroom through ownership of their reading, writing, thinking, problem solving and collaboration, with support as needed, to ensure access for all. Leadership will support these expectations through a reflective culture of improvement and accountability. In pursuing student mastery of new and prior content, sound assessment practices and the scaffolding of remediation are utilized to address standards gaps.</p> <p>HPES will continue implementing the Wonders curriculum. This school year, classroom teachers will begin implementing foundational skills through 95 Phonics Core Program daily. Teachers will follow curriculum mandated pacing guides. Assessment data will be used to inform instruction. We will continue to be a PLC and have collaborative team meetings weekly. Essential standards and SMART goals will be discussed and progress noted weekly.</p> <p><b>Benchmark Indicator</b>  **IPG Walkthrough Cycle.**</p> <p>If the adopted curriculum is implemented with fidelity, then, Maury County expects to see the following: standards-aligned lessons grounded in grade appropriate, complex texts, evidence of students lifting the cognitive load, intentional use of questions, and tasks 80% of the time during</p>	<p><b>[A 3.1.1] High Quality ELA Instruction</b>  HPES teachers will use district purchased Wonders curriculum. They will administer the Wonders assessment as requested by the district. Teachers will follow Maury County's curriculum pacing guides. Nine week plans will be submitted and uploaded for coordination purposes. Common formative assessments will be aligned to grade level standards. HPES is a PLC school. Each collaborative team will use the rubric to determine essential standards and develop SMART goals. Essential standards and SMART goals will be taught in all grade levels. Foundational skills will be taught in all grade levels using the 95 Phonics Core Program daily and a designated time will be noted in the master schedule.</p> <p>Our school-based instructional coaches will assist our teachers with professional development in the area of knowledge building, mathematics and foundational skills, which may include IPG.</p>	<p>Kelly Myers and Alice Hardison - Assistant Principal</p>	<p>05/22/2024</p>		
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<p>instructional walks conducted by building level and district level administrators which will impact the student achievement;</p> <p>Classroom level Curriculum Assessments; CASE benchmark data; Quarterly data will be reviewed for ATSI schools; ELA walkthroughs monthly (Core Actions 1-3: Standard Rigor, Questioning, and Student Engagement); Coaching logs from Content coaches.</p> <p><b>**District Data Review Cycle: **</b></p> <p>On a quarterly basis, the district team (TLA, Federal) will review and analyze data collected from monthly walkthroughs; these data are shared with district coaches and building administrators, who, then, share the results, prompting appropriate actions to support teacher prep.</p> <p>HPES:</p> <p>* TCAP: 10% gain on met expectations and exceeded expectations in all subgroups  * IReady: 28% gain on mid above grade level or early on grade level for grades K-4</p>					
<p><b>[S 3.2] Assessment Use and Purpose</b>  Maury County will administer three universal reading screening assessments in grades K-8 during the 2023-2024 school year in August, December, and May and benchmark assessment in grades 3-12 of a frequency to be determined by needs analysis and contract parameters. The results will be used for instruction decision-making and to plan for acceleration. Data analysis will include ALL subgroups including EL, ED, and SWD subgroups. Teachers will collaborate following each assessment administration.</p> <p>HPES will follow the districts calendar for administering diagnostic and benchmark assessments. We will also follow the pacing guides</p>	<p><b>[A 3.2.1] Assessments</b>  HPES will use the following assessments for the 2023-2024 school year:</p> <ul style="list-style-type: none"> <li>* iReady Math and Reading</li> <li>* Literacy Tasks</li> <li>* Aimsweb Plus</li> <li>* CASE</li> <li>* Ready Math</li> <li>* ESGI - Kindergarten</li> <li>* Common Formative Assessments</li> </ul>	<p>Classroom Teachers and Paula Belew - Assessment Coach</p>	<p>05/22/2024</p>		

<p>created by the district to administer Common Formative Assessments.</p> <p><b>Benchmark Indicator</b> District monitoring of universal reading screening and benchmark assessment completion rates across the district during the 2023-2024 school year to ensure all students participate.</p> <p>Standards analysis protocol will be utilized after each assessment administration to determine progress towards standards mastery and identify areas for targeted instruction.</p> <p>Report groups will be utilized to monitor subgroup progress after each assessment administration.</p> <p>HPES will use formative assessments to help teachers identify what students know and can do in different domains to support their students' learning. These assessments will help teachers determine what students understand in order to build on the students' strengths and address specific needs.</p> <p>The School-Based Assessment Coach will support teams with the practices and procedures for district level assessments. The Coach will also support PLC's in analyzing common formative assessments.</p>					
<p><b>[S 3.3] Professional Learning - Additional Support for ELA Implementation</b> Highland Park Elementary School will continue to support effective practices and provide assistance and training based on needs assessment, interest inventory, administrator feedback, and walk through trends.</p> <p><b>Benchmark Indicator</b> Needs assessment/ interest inventory from teachers will be collected annually.</p>	<p><b>[A 3.3.1] School-Level Professional Development</b> * Support teachers/staff in understanding restorative practices in order to implement RP strategies with students exhibiting the most challenging behaviors. Review of our RTI2-B plan, in particular Tler 2 and Tier 3. * Professional development on best practices of writing instruction throughout the school year. * Train teachers on the analysis of CASE and iReady Math/Reading diagnostic and growth measurement data to inform instruction and create</p>	<p>Kelly Myers, Alice Hardison - Assistant Principal, Paula Belew - Assessment Coach</p>	<p>05/22/2024</p>		

<p>Teachers will receive survey links to complete after confirming attendance in KickUp. Survey data will be analyzed by district team two times per year to determine training effectiveness and additional needs.</p> <p>Monthly walkthrough data and results from fidelity monitoring will be analyzed quarterly to determine trends, progress, and needs for additional support.</p>	<p>small groups.</p> <ul style="list-style-type: none"> <li>* Train teachers on the appropriate execution of Running Records and how the data collected can be used to inform instruction and create small groups.</li> <li>* Support teachers with implementing best instructional practices with differentiated instruction for small groups.</li> <li>* SCALI Conference - Support School Counselor with implementation of counseling services and social emotional learning of students. Assistant Principal will attend to support SEL needs of students and our RTI2-B program.</li> <li>* PIE Conference - Support School Counselor, Administration, Title I and SPED teachers with implementation of best practices for RTI2-B, Title I, Parent Engagement, and instruction.</li> <li>* LEAD Conference - Support Administration and Instructional Leadership training and</li> <li>* Our School-Based Assessment Coach will redeliver effective professional development for teams regarding assessment practices.</li> </ul>				
	<p><b>[A 3.3.2] PLC/Collaborative Team Meetings</b>  HPES is a PLC school. We will continue to follow the PLC model and meet weekly as collaborative teams. For each collaborative team meeting, we will have the following: Agenda, Sign-In Sheet, Norms, Data Analysis, as well as, discussions on Essential Standards and update SMART goals.</p>	<p>Kelly Myers,  Alice Hardison  - Assistant Principal,  Paula Belew - Title I Facilitator,  Classroom Teachers</p>	<p>05/16/2024</p>		
<p><b>[S 3.4] Additional Student Support</b>  The district will provide additional support through high dosage low ratio tutoring and summer learning opportunities to close gaps and accelerate student achievement in ELA. Coaching to support program site supervisors to maintain program fidelity through monitoring, staffing, and scheduling will be provided by the elementary and middle grades coordinators.</p>	<p><b>[A 3.4.1] Response to Instruction and Intervention</b>  HPES has a master schedule that allows time for T2/T3 instruction. Tier 2 students receive an extra 30 minutes of targeted intervention. Tier 3 students receive an extra 45 minutes of targeted intervention. We will use state approved intervention materials. Benchmark/Diagnostic assessments will be given to all students in grades K-4. Survey level assessments will also be given to</p>	<p>Alice Hardison  - Assistant Principal,  Paula Belew - Title I Facilitator,  Brittany Oliver - Acceleration Coach</p>	<p>03/29/2024</p>		



<p>The district will support schools in educating our students and families on the importance of regular school attendance, as well as the repercussions of truancy.</p> <p>Completion of the TN All Corps grant.</p> <p>Completion of the STAR Summer Program.</p> <p>Complete informational awareness campaign for families and stakeholders.</p> <p>Highland Park provides Response to Intervention daily and after school tutoring.</p> <p><b>Benchmark Indicator</b>  Conducting program walks (Monthly for TN All Corps and weekly for STAR Summer Program) for fidelity and needs assessments to determine that learning progress is taking place and assessing attendance.</p> <p>Progress monitoring cycle includes universal screening, growth monitoring, and benchmark data monthly on a school level and quarterly on a district level for program planning and shifts.</p> <p>Increase fidelity checks of the truancy protocols as monitored monthly via progressive attendance measure.</p> <p>HPES uses iReady ELA diagnostics, Aimsweb Oral Reading Fluency, Literacy Tasks, Aimsweb Survey Assessments and 95% Phonological Screeners to determine placement in RTI groups. We look at 1-10% for Tier 3 and 11-25% for Tier 2.</p>	<p>determine specific skill level needs. HPES will use a "Walk to Learn" model to ensure that students are receiving appropriate and targeted interventions. State and district approved intervention materials and programs will be used with fidelity. We will have quarterly RTI meetings to discuss current progress and/or concerns. RTI groups will be fluid as data points determine appropriate. Fidelity checks will be completed by school administration and school psychologist. Intervention logs will be completed for each student receiving T2/T3 interventions. Intervention progress reports will be sent home every 4.5 weeks.</p> <p>Our School-Based Acceleration Coach is responsible for supporting successful RTI academic practices, including multiple tiered instructional supports, assessment tools, and data to guide acceleration.</p>				
	<p><b>[A 3.4.2] Technology that Impacts Teaching and Learning</b>  Technology will be used to impact the quality, content, and structure of teaching and learning that is focused on results. HPES will use a variety of digital tools to provide supplemental instructional</p>	<p>Kelly Myers and KC Brock - Tech Coach</p>	<p>05/22/2024</p>	<p>Title I  [\$4500.00]</p>	

	resources. We will be one to one for the 2023-2024 school year. Upgraded interactive boards will be purchased, if needed.				
	<b>[A 3.4.3] TN All Corps</b> HPES will be have TN All Corps as an option to help support our students in academic areas. A site supervisor will be responsible for collaborating with the site principal to create a tutoring schedule that supports before or after school tutoring based on students who meet the criteria. The site supervisor will communicate with parents regarding registration, monthly student learning progress, tutoring attendance needs, and other related tutoring information. They will communicate with staff regarding program details, curriculum, supports, and any other necessary information.	Kelly Myers and the TN All Corps Supervisor (TBD)	03/04/2024		
	<b>[A 3.4.4] Tutoring</b> Tiger Camp will be offered to our at-risk students in grades 2-4 for remediation in math of grade level standards. Students will be selected based on math academic data and teacher recommendation. Student math data will be collected to note student progress.	Kelly Myers and the Tiger Camp Coordinator (TBD)	05/01/2024	Title [\$8400.00]	
<p><b>[G 4] College and Career Ready</b> For the 2023-2024 SY, MCPS will increase the percentage of students attaining "Ready Graduate" status from 32.1% to 40.6%.</p> <p><b>Performance Measure</b> Improve graduation rate from 86.5% to 88.1%</p> <p>Increase the percentage of students scoring the ACT Benchmark score of 21 from 29.9% % to 34.3%</p> <p>Increase the percentage of Ready Graduate students from 32.1% to 40.6%</p>					
<b>Strategy</b>	<b>Action Step</b>	<b>Person Responsible</b>	<b>Estimated Completion Date</b>	<b>Funding Source</b>	<b>Notes</b>
<b>[S 4.1] Increase the Percentage of MCPS Students Attaining "Ready Graduate" Status by May 2024</b> Increase the percentage of student attaining Ready	<b>[A 4.1.1] Early Education</b> HPES will do the following to help increase the number of students that will attain Ready Graduate status:	Kelly Myers	05/15/2024		

<p>Graduate status by offering support for ACT readiness, as well as increasing the number of Early Postsecondary Opportunities (EPSOs) available to the students of MCPS.</p> <p><b>Benchmark Indicator</b> Each semester, counselors and grad coaches will complete the following actions:</p> <ul style="list-style-type: none"> <li>* Track student ACT scores, beginning with** **Pre 8/9 ACT score through the senior retake, to determine progress toward meeting ACT composite benchmark</li> <li>* Track student EPSO attainment, including dual enrollment and attainment of industry credentials</li> <li>* Tracking student ASVAB scores</li> <li>* Tracking student credit attainment toward meeting graduation requirements</li> </ul>	<ul style="list-style-type: none"> <li>* Support deeper literacy instruction to ensure that students learn decoding within the context of broader comprehension.</li> <li>* Increase the ability to differentiate instruction in the early grades and to target students' academic and non-academic needs as early as possible.</li> <li>* Improve RTI2-A&amp;B implementation for students who need greater support.</li> <li>* Get better at getting better!</li> </ul>				
<p><b>[S 4.2] Increase the number of post-secondary opportunities for students</b> Assist students in making career choices by providing career interest inventories through various platforms.</p> <p><b>Benchmark Indicator</b> Track enrollment in WBL/practicum, dual enrollment, local dual credit, and statewide dual credit.</p>	<p><b>[A 4.2.1] College/Career</b> Our school counselor will provide the following opportunities to promote college and career readiness for our students at HPES:</p> <ul style="list-style-type: none"> <li>* Career Day</li> <li>* Career focused lessons in May</li> <li>* College/Career focused bulletin boards</li> <li>* Displaying teacher college logos outside each classroom</li> <li>* College trivia on morning announcements</li> <li>* College for TN posters displayed in hallway outside of counseling room with college pennant displayed</li> <li>* Student artwork displayed in hallway with drawings of what they want to be when they grow up</li> </ul>	Karen Grice - School Counselor	05/15/2024		
<p><b>[S 4.3] Increase Graduation Rate</b> The Tennessee Department of Education has raised standards and aligned graduation requirements to best prepare students for college and the workforce. The district will support schools to ensure students complete the required credits to</p>	<p><b>[A 4.3.1] Early Grades</b> HPES will do the following to help increase the number of students that will attain Ready Graduate status:</p> <ul style="list-style-type: none"> <li>* Support deeper literacy instruction to ensure that</li> </ul>	Kelly Myers	05/15/2024		

<p>graduate from high school.</p> <p><b>Benchmark Indicator</b> Tracking of credit attainment yearly by counselor and graduation coach.</p>	<p>students learn decoding within the context of broader comprehension.</p> <ul style="list-style-type: none"> <li>* Increase the ability to differentiate instruction in the early grades and to target students' academic and non-academic needs as early as possible.</li> <li>* Improve RTI2-A&amp;B implementation for students who need greater support.</li> <li>* Get better at getting better!</li> </ul>				
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**[G 5] Effective Personnel**  
School leadership impacts student achievement and outcomes. In order to build and sustain instructional capacity and excellence, we must identify, grow, and support future teachers and leaders to sustain an educational system of excellence.

With HPES being a Title I schoolwide school, all teachers and assistants are highly qualified. All teachers and assistants have access to high-quality professional development. If for any reason a teacher takes a leave of absence, we are required to replace them with a person with highly qualified status. If students are being taught by someone not highly qualified, the school is required to send a letter to parents/guardians to notify them of this situation.

Our School-Level Lead Mentor works with new teachers to identify ways to celebrate progress and successful completion of their first three years of teaching. The Lead Mentor is required to meet monthly with new teachers to discuss topics like goals, building procedures, classroom expectations, or classroom management, etc.

**Performance Measure**  
Maury County Schools will maintain teacher retention rate of 90 percent.

TEAM evaluations and Teachers' level of effectiveness scores are taken into account when placing low-income and minority students. TEAM evaluations, Teachers LOE's and administrative walkthroughs guide the placement of teachers to ensure equitable access to these highly effective teachers.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p><b>[S 5.1] Provide opportunities to build capacity</b> The district will create more opportunities to identify and develop leaders within our district through the aspiring administrators, mentoring, and Grow Your Own opportunities.</p> <p>HPES will identify, support and involve teacher-leaders and provide growth opportunities in alignment with the TN Teacher Leadership standards. We will communicate a clear leadership pathway for potential teacher-leaders.</p> <p><b>Benchmark Indicator</b></p>	<p><b>[A 5.1.1] Leadership</b> HPES will provide potential teacher-leaders with varied leadership opportunities.</p> <p>Our teachers have the opportunity to build capacity through:</p> <ul style="list-style-type: none"> <li>* Committee Chair</li> <li>* Grade Level Chair</li> <li>* School-based Instructional Coach in ELA and Math</li> <li>* School-based Acceleration Coach</li> <li>* School-based Assessment Coach</li> </ul>	<p>Kelly Myers and Alice Hardison - Assistant Principal</p>	<p>05/15/2024</p>		

<p>Participants in Aspiring Administrators meet monthly with district coordinators in targeted sessions involving district administrators to build leadership capacity for possible future administrator candidacy. Ongoing coaching support and mentoring to continue productive outcomes and leadership capacity as candidates enter the administrative profession.</p> <p>HPES will monitor teacher-leaders in a variety of settings and provide specific feedback to support their continued development.</p>	<ul style="list-style-type: none"> <li>* Lead Mentor</li> <li>* leading Professional Development activities</li> <li>* Site-based managers for before and after school tutoring</li> </ul>				
<p><b>[S 5.2] Recruitment/Retention</b>  Recruiting, hiring, and retaining high-quality personnel will positively impact school climate and culture which will lead to an improvement in student learning and achievement.</p> <p><b>Benchmark Indicator</b>  Analysis of exit interview data as collected by Recruitment/Retention Specialist to help guide supports to sustain instructional capacity. Data will be analyzed quarterly to be shared with Superintendent and district leadership team to shift supports and practices.</p> <p>Our School-Level Lead Mentor, through the Teacher Induction Program, provides support systems for new and early career teachers in order to increase their effectiveness and retention.</p>	<p><b>[A 5.2.1] Recruitment and Retention</b>  Our School-Level Lead Mentor will attend professional sessions focused on supporting new and early teachers in the following areas:</p> <ul style="list-style-type: none"> <li>* Understand and acclimate to a school's atmosphere and culture</li> <li>* build instructional, curricular, and assessment knowledge and skills</li> <li>* provide a pathway to greater professional satisfaction in the long term</li> </ul>	Kelly Myers and Jennifer Throneberry - Lead Mentor	12/15/2023		