

CHECK HERE IF NOT APPLICABLE (HIGH SCHOOLS)

**Elementary/Middle School Subjects**

3-8 Reading/Language Arts - Data Tables

3-8 Reading/Language Arts – % Proficient / Advanced	2013-14	Improvement	2014-15	Improvement	2015-16
<b>All Students</b>	<b>86.3</b>	<b>-5.4</b>	<b>80.9</b>		
- Asian	90.9	-0.4	90.5		
- Black or African American	79.1		65.1		
- Hispanic or Latino	72.8		73.3		
- Native American / Alaskan Native					
- Native Hawaiian / Pacific Islander					
- White	88.6		85.1		
- Black/African American, Hispanic, Native American	77.8		67.2		
<b>Economically Disadvantaged</b>	<b>66.1</b>	<b>-3.6</b>	<b>62.5</b>		
<b>Students with Disabilities</b>	<b>62.6</b>		<b>25</b>		
<b>English Learners</b>					

After analyzing data for all students, provide a summary of the progress and challenges, identify underlying causes for each. Cite specific examples and address racial/ethnic subgroups where relevant. (Include all local data analyzed as part of the comprehensive needs assessment.)

After analyzing the most current State assessment data, there is a significant gap between the proficiency levels of African American, Hispanic and white students. Third grade students' proficiency scores were 33% African America, 58% Hispanic, 71% White. Fourth grade students' proficiency scores were 52% African American compared to 75% for white students. Fifth grade African American students were 58% proficient compared to 81% proficiency for white students.

In the fall of 2016, 3<sup>rd</sup>- 5<sup>th</sup> grade students were administered the easyCBM universal screener. The easyCBM is a nationally-normed assessment measuring reading comprehension and fluency of students. It should also be noted that students in the middle school grades 6th - 8th did not participate in this assessment. The easyCBM does not desegregate by subgroups.

**Progress**

Students in grades 6th - 8th scored 100% proficient on 2015 State Assessment. Students receiving tier II and tier III interventions during the past three years (2014- 2016) has decreased resulting in more students receiving tier I reading interventions. The percentage of students qualifying for tier II and tier III interventions in grades K - 2nd (K - 15%, 1st - 12%, 2nd - 17%) grade is lower than students qualifying in grades 3rd - 5th grade (3rd - 21%, 4th - 21% and 5th - 24%). These results show the strategies being used in Tier II and Tier III intervention time have been effective in increasing student's performance in early literacy.

**Challenges**

The easyCBM universal screener taken in the fall of 2016 indicated Kindergarten and 4th grade students scoring below the 10<sup>th</sup> percentile was greater than 5% (K - 9% and 4th - 6%). This assessment was taken the first week of school and did not include students from any of our magnet middle school grades 6th -8th. The percentage in these grade levels is higher than the 5% that would be expected to need tier III services in reading.

It is a challenge for our one interventionist to serve all students needing tier III reading interventions. A second interventionist would increase the number of students and time available for tier III intervention.

**Rationale**

Thurman Francis has been proactive during the last three years by training and educating teachers on the Tennessee State Standards for ELA. Teachers were encouraged to attend the training "Unpacking the Standards" with Lisa Kegler and other State Standard trainings provided by the county. Our instructional coach provides a Weekly Tip to assist teachers with strategies to assist with reading strategies. Orton Gillingham training, Empowering Writers, Read to be Ready, along with other research based training during in-service days and faculty meetings. Our emphasis on PLC's ensures collaboration around best practices and data analysis.

Discuss the progress and challenges of students who are economically disadvantaged, students with disabilities, and English Learners. Cite specific examples and include local data analyzed as part of the comprehensive needs assessment.

After analyzing the most current State assessment data, Economically Disadvantaged students scored below 49% proficient in third grade, 50% in fourth grade and 63% in fifth grade.

The easyCBM data can be disaggregated at the school level. Our Instructional Coach will monitor subgroup performance and will report progress and challenges after the winter and spring bench-marking periods.

**Challenges**

Early literacy continues to be a struggle for subgroups. Thurman Francis will implement Read to be Ready beginning this year and continuing for three years. The program is aligned with the State's goal to move third grade reading proficiency to 75% of students proficient by 2025. This coordinated approach addresses classroom instruction, teacher preparation, adult literacy rates and school community parent partnerships for after school and summer programs. The Read to be Ready will assist teachers in our building with best practices for early literacy. The District will continue to provide support for our special education teacher, EL teacher, interventionist and classroom teachers who work with students in these subgroups.

**3-8 Mathematics - Data Tables**

<b>3-8 Mathematics – % Proficient / Advanced</b>	<b>2013-14</b>	<b>Improvement</b>	<b>2014-15</b>	<b>Improvement</b>	<b>2015-16</b>
<b>All Students</b>	<b>83.7</b>	<b>0.3</b>	<b>84</b>		
- Asian	<b>86.3</b>		<b>100</b>		
- Black or African American	<b>70.5</b>		<b>66.7</b>		
- Hispanic or Latino	<b>75</b>		<b>79.3</b>		
- Native American / Alaskan Native					
- Native Hawaiian / Pacific Islander					
- White	<b>87.2</b>		<b>88.2</b>		
- Black/African American, Hispanic, Native American	<b>71.4</b>		<b>69.9</b>		
<b>Economically Disadvantaged</b>	<b>62.5</b>	<b>2.4</b>	<b>64.9</b>		
<b>Students with Disabilities</b>	<b>43.8</b>		<b>25</b>		
<b>English Learners</b>					

After analyzing data for all students, provide a summary of the progress and challenges, identify underlying causes for each. Cite specific examples and address racial/ethnic subgroups where relevant. (Include all local data analyzed as part of the comprehensive needs assessment.)

After analyzing the most current State assessment data, there was a significant gap in proficiency levels of African American and Hispanic students compared to white students. Third grade African American students scored 43% proficient, Hispanic students 67% proficient compared to 91% of white students scoring proficient. In fourth grade, 43% of African American students scored proficient compared to 72% of white students. The gap was less in fifth grade with 75% of African American students scoring proficiency compared to 86% of white students. There was no gap noted in grades 6th - 8th.

In the fall of 2016, 3<sup>rd</sup> – 5<sup>th</sup> grade students were administered the easyCBM universal screener. The easyCBM is a nationally-normed assessment measuring math abilities of students. It should also be noted that students in the middle school grades 6th - 8th did not participate in this assessment. easyCBM does not desegregate by subgroups.

**Progress**

Students in grades 6th -8th grades were 100% proficient.

Students receiving tier III is within the expected range of 5% or less of the student population. In all grade levels except first grade, the number of students proficient in mathematics is greater than the number of students proficient in reading. First grade students are 84% proficient in mathematics compared to 88% in reading. Mathematics is a strength at Thurman Francis based on past TCAP scores as well AimsWeb and easyCBM assessments. Current easyCBM data shows 92% of second grade, 85% of third grade, 88% of fourth grade and 87% of fifth grade students are proficient in mathematics.

**Challenges**

This assessment was taken the first week of school and did not include students from any of our magnet middle school grades 6th -8th. The number of students not proficient was inflated due to the challenge of students being assessed in mathematics on a computer. Many students were reassessed using paper and pencil. The student's scores increased when the testing method was changed. It is a challenge for our one interventionist to serve all students needing Tier III interventions. A second interventionist would increase the number of students and time available for Tier III intervention.

**Rationale**

Thurman Francis has been proactive during the last three years by training and educating teachers on the Tennessee State Standards for mathematics. Teachers were required to attend trainings on iReady textbook and technology. Susan Loveless provided training and modeling on math talks. Teachers are encouraged to attend trainings on our State Standards provided by the county. Our instructional coach provides a Weekly Tip to assist teachers with strategies to assist with math, Singapore math strategies, along with other research based training during in-service days and faculty meetings. Our emphasis on PLC's ensures collaboration around best practices and data analysis.

Discuss the progress and challenges of students who are economically disadvantaged, students with disabilities, and English Learners. Cite specific examples and include local data analyzed as part of the comprehensive needs assessment.

Our school's commitment to the PLC process and RTI<sup>2</sup> have helped address the large number of at-risk students working below grade level. Based on our easyCBM the number of students performing below the 25th% in grades 2 - 5 is less than the number of students performing below the 25% for the same grade levels in reading.

**Challenges**

The easyCBM data can be disaggregated at the school level. Our Instructional Coach will monitor subgroup performance and will report progress and challenges after the winter and spring bench-marking periods.

3-8 Science - Data Tables

3-8 Science – % Proficient / Advanced	2013-14	Improvement	2014-15	Improvement	2015-16
<b>All Students</b>	<b>89.2</b>		<b>89.2</b>		
- Asian	86.4	8.9	95.3		
- Black or African American	86.1	-8.6	77.5		
- Hispanic or Latino	72.8		80		
- Native American / Alaskan Native					
- Native Hawaiian / Pacific Islander					
- White	91.2	1.4	92.6		
- Black/African American, Hispanic, Native American	83.4		78.2		
<b>Economically Disadvantaged</b>	<b>73</b>		<b>74.2</b>		
<b>Students with Disabilities</b>	<b>50.1</b>		<b>41.7</b>		
<b>English Learners</b>					

After analyzing data for all students, provide a summary of the progress and challenges, identify underlying causes for each. Cite specific examples and address racial/ethnic subgroups where relevant. (Include all local data analyzed as part of the comprehensive needs assessment.)

**Progress**

Based on the most current TVAAS data, Thurman Francis showed improvement in Science gains in 5th grade (3.0), 6th grade (6.5) and 8th grade (3.50). In grades 6th - 8th TCAP 100% of students were proficient.

**Challenges**

Thurman Francis showed a gap in Science proficiency levels in Economically Disadvantaged and Racial/Ethnic subgroups. In third grade 76% of ED students were proficient, 54% in fourth grade and 72% in fifth grade. The achievement gap for the Racial/Ethnic subgroup was significant. 67% of black students and 75% of Hispanic students scored proficient compared to 92% of white students in third grade. In fourth grade, 52% of black students were proficient compares to 82% of white students. Fifth grade students had the smallest gap with 75% of black students proficient compared to 89% of white students.

Other subgroups did not have enough students to identify gaps.

**Rationale**

The consistency of the science standards and assessments provided clarity and focus to our teachers regarding instructional practices and curriculum.

Discuss the progress and challenges of students who are economically disadvantaged, students with disabilities, and English Learners. Cite specific examples and include local data analyzed as part of the comprehensive needs assessment.

**Progress**

Thurman Francis showed improvement in fifth grade for Economically Disadvantaged students (72%) proficient.

**Challenges**

Thurman Francis has fewer than thirty students in the Students with Disabilities (SWD) and ELL tested subgroups.

**Rationale**

There is concern regarding some students receiving less direct science instruction due to schedules for reading and math intervention.

Other K-8 Data – (K-2 Assessments, benchmark data, etc.) – Analyze any additional data and provide a summary of progress and challenges, identifying underlying reasons for each. Cite specific examples where possible. You may insert other data points as needed.

**Challenges**

Our most recent SAT 10 assessment showed a decrease in all three areas (mathematics, language and reading). Students scored a -3.8 in mathematics, -0.9 in language and a -4.4 in reading. The students are currently in fourth grade. The easyCBM data results indicate 12% of students need tier II and tier III intervention in mathematics, and 21% of these students currently need tier II and tier III interventions in reading.

The SAT 10 assessment is designed to assess national standards, not Tennessee State Standards. Teachers are encouraged to follow the aligned scope and sequence for the current year. Students in 2nd grade will take a test more closely aligned with the Tennessee State Standards in the Spring of 2017.

**Rutherford County (750) Public District - FY 2017 - Thurman Francis Arts Academy/Magnet School for the Arts (750-0105) Public School - School Plan - Rev 0**

N/A

ACT - Data Tables

<b>ACT Scores</b>	<b>Report as</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>
<b>Composite</b>	<b>(Score)</b>			
<b>English</b>	<b>(Score)</b>			
<b>Math</b>	<b>(Score)</b>			
<b>Reading</b>	<b>(Score)</b>			
<b>Science</b>	<b>(Score)</b>			

**Explore/Plan/ACT – Analyze your data and provide a summary of progress and challenges, identifying underlying reasons for each.**

**Progress:**

Thurman Francis continues to score above the national average on the Explore. Thurman Francis for 2014-15 had a composite score of 15.5. During the 2015 – 2016, the composite score was 19.5. This is a 4.0 gain. While most scores in the State increased by tenths of a point, Thurman Francis increased significantly with a 4-point gain last year. TN no longer uses the Explore Test.

**Challenges:**

Students will take an Explore assessment online using Schmoops program to determine placement in high school classes for the 2017 – 2018 academic year.

**Rationale:**

A greater emphasis has been placed on the ACT assessment as provided by the state. Students are using the online program Schmoops to help improve ACT scores. The PLC process provides teachers opportunities to discuss student’s needs, share strategies and plan formative assessments.

**Graduation Rate - Data Tables**

<b>Graduation Rate</b>	<b>2013-14</b>	<b>Improvement</b>	<b>2014-15</b>	<b>Improvement</b>	<b>2015-16</b>
<b>All Students</b>					
- Asian					
- Black or African American					
- Hispanic or Latino					
- Native American / Alaskan Native					
- Native Hawaiian / Pacific Islander					
- White					
- Black/African American, Hispanic, Native American					

<b>Economically Disadvantaged</b>					
<b>Students with Disabilities</b>					
<b>English Learners</b>					

**Graduation Rate – Analyze the data and provide a summary of progress and challenges, identifying underlying reasons for each.**

**Other College/Career Readiness Data – (AP, dual enrollment, dual credit, etc.). Analyze the data and provide a summary of progress and challenges, identifying underlying reasons for each.**

**Rutherford County (750) Public District - FY 2017 - Thurman Francis Arts Academy/Magnet School for the Arts (750-0105) Public School - School Plan - Rev 0**

**Student Enrollment - (represents student enrollment on October 1)**

	2013-14		2014-15		2015-16	
	#	%	#	%	#	%
<b>All Students</b>	<b>800</b>		<b>773</b>			
- Asian	42	5.3	39	5		
- Black or African American	152	19	149	19.3		
- Hispanic or Latino	39	4.9	48	6.2		
- Native American / Alaskan Native	1		1	0.1		
- Native Hawaiian / Pacific Islander			1	0.1		
- White	566	70.8	535	69.2		
- Black / African American, Hispanic, Native American						
<b>Economically Disadvantaged</b>	<b>227</b>	<b>28.4</b>	<b>205</b>	<b>26.5</b>		
<b>Students with Disabilities</b>	<b>45</b>	<b>5.6</b>	<b>35</b>	<b>4.5</b>		
<b>English Learners</b>	<b>13</b>	<b>1.6</b>	<b>19</b>	<b>2.5</b>		

**Student Attendance**

**Student Attendance - Elementary and Middle Grades**

	2013-14		2014-15		2015-16	
	#	%	#	%	#	%
<b>All Students</b>				<b>96.3</b>		
- Asian				<b>96.1</b>		

- Black or African American				96.9		
- Hispanic or Latino				97.7		
- Native American / Alaskan Native				100		
- Native Hawaiian / Pacific Islander				97		
- White				96.1		
- Black / African American, Hispanic, Native American						
<b>Economically Disadvantaged</b>				95.8		
<b>Students with Disabilities</b>				95.4		
<b>English Learners</b>				95.5		

**Student Attendance - High School**

	2013-14		2014-15		2015-16	
	#	%	#	%	#	%
<b>All Students</b>				97.7		
- Asian						
- Black or African American						
- Hispanic or Latino						
- Native American / Alaskan Native						
- Native Hawaiian / Pacific Islander						
- White				97.7		
- Black / African American, Hispanic, Native American						
<b>Economically Disadvantaged</b>				98.8		
<b>Students with Disabilities</b>						
<b>English Learners</b>						



**Chronic Absenteeism - Data Tables**

**Students Who Were Chronically Absent (by subgroup)**

	2013-14				2014-15				2015-16			
	10% or More		20% or More		10% or More		20% or More		10% or More		20% or More	
	#	%	#	%	#	%	#	%	#	%	#	%
<b>All Students</b>		5.2		0.5		3.7		0.1		4.4		0.5
- Asians												
- Black or African American												
- Hispanic or Latino												
- Native American / Alaskan Native												
- Native Hawaiian / Pacific Islander												
- White												
- Black / African American, Hispanic, Native American												
<b>Economically Disadvantaged</b>												
<b>Students with Disabilities</b>												
<b>English Learners</b>												

**Students Who Were Chronically Absent (by grade level)**

	2013-14				2014-15				2015-16			
	10% or More		20% or More		10% or More		20% or More		10% or More		20% or More	
	#	%	#	%	#	%	#	%	#	%	#	%
<b>All Students</b>		5.2		0.5		3.7		0.1		4.4		0.5
<b>Kindergarten</b>		8		0		4.1		0		12		2.4
<b>Grade 1</b>		3.8		1		1.1		0		2.1		0

<b>Grade 2</b>		<b>5.8</b>		<b>0</b>		<b>3.8</b>		<b>0</b>		<b>3.3</b>		<b>0</b>
<b>Grade 3</b>		<b>7.4</b>		<b>1.1</b>		<b>6.6</b>		<b>0.9</b>		<b>3.7</b>		<b>0</b>
<b>Grade 4</b>		<b>2.2</b>		<b>1.1</b>		<b>4.1</b>		<b>0</b>		<b>2.7</b>		<b>0.9</b>
<b>Grade 5</b>		<b>7.3</b>		<b>0.9</b>		<b>4.1</b>		<b>0</b>		<b>9.7</b>		<b>1.1</b>
<b>Grade 6</b>		<b>7.5</b>		<b>0</b>		<b>1.6</b>		<b>0</b>		<b>1.5</b>		<b>0</b>
<b>Grade 7</b>		<b>2.9</b>		<b>0</b>		<b>4.8</b>		<b>0</b>		<b>1.7</b>		<b>0</b>
<b>Grade 8</b>		<b>0</b>		<b>0</b>		<b>1.5</b>		<b>0</b>		<b>1.6</b>		<b>0</b>
<b>Grade 9</b>						<b>*</b>		<b>*</b>				
<b>Grade 10</b>												
<b>Grade 11</b>												
<b>Grade 12</b>												

**Student Discipline - Suspensions (by subgroup) - Percentages are calculated using all students enrolled at any point during the school year as the denominator and will differ from the report card percentages.**

	<b>2013-14</b>		<b>2014-15</b>		<b>2015-16</b>	
	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>
<b>All Students (students suspended; not incidents)</b>		<b>0.8</b>	<b>33</b>	<b>3.9</b>		
- Asian		<b>2.4</b>		<b>0</b>		
- Black or African American		<b>1.8</b>	<b>14</b>	<b>8.3</b>		
- Hispanic or Latino		<b>0</b>		<b>1.9</b>		
- Native American / Alaskan Native						
- Native Hawaiian / Pacific Islander						
- White		<b>0.5</b>	<b>18</b>	<b>3.1</b>		
- Black / African American, Hispanic, Native American						
<b>Economically Disadvantaged</b>		<b>1.8</b>		<b>4.2</b>		

<b>Students with Disabilities</b>		<b>5.8</b>		<b>10.4</b>		
<b>English Learners</b>		<b>7.7</b>		<b>0</b>		

**Student Discipline - Suspensions (by grade level) - Percentages are calculated using all students enrolled at any point during the school year as the denominator and will differ from the report card percentages.**

	2013-14		2014-15		2015-16	
	#	%	#	%	#	%
<b>All Students</b>						
<b>Kindergarten</b>						
<b>Grade 1</b>						
<b>Grade 2</b>						
<b>Grade 3</b>						
<b>Grade 4</b>						
<b>Grade 5</b>						
<b>Grade 6</b>						
<b>Grade 7</b>						
<b>Grade 8</b>						
<b>Grade 9</b>						
<b>Grade 10</b>						
<b>Grade 11</b>						
<b>Grade 12</b>						

**Student Discipline - Expulsions (by subgroup) - Percentages are calculated using all students enrolled at any point during the school year as the denominator and will differ from the report card percentages.**

	2013-14	2014-15	2015-16
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	#	%	#	%	#	%
<b>All Students (students expelled; not incidents)</b>		0		0		
- Asian		0		0		
- Black or African American		0		0		
- Hispanic or Latino		0		0		
- Native American / Alaskan Native						
- Native Hawaiian / Pacific Islander						
- White		0		0		
- Black / African American, Hispanic, Native American						
<b>Economically Disadvantaged</b>		0		0		
<b>Students with Disabilities</b>		0		0		
<b>English Learners</b>		0		0		

**Student Discipline - Expulsions (by grade level) - Percentages are calculated using all students enrolled at any point during the school year as the denominator and will differ from the report card percentages.**

	2013-14		2014-15		2015-16	
	#	%	#	%	#	%
<b>All Students</b>						
<b>Kindergarten</b>						
<b>Grade 1</b>						
<b>Grade 2</b>						
<b>Grade 3</b>						
<b>Grade 4</b>						
<b>Grade 5</b>						
<b>Grade 6</b>						

Grade 7						
Grade 8						
Grade 9						
Grade 10						
Grade 11						
Grade 12						

**Review student attendance and chronic absenteeism data. If chronic absenteeism rates exceed 10% (overall or by school, grade level, or subgroup), identify strategies that will be implemented.**

We do not have students with chronic absenteeism that exceeds 10% overall. The administration is committed to decreasing the number of students tardy to school in the morning. Administrators require parents to walk students into the office each morning as part of the sign in procedures. Students tardy more than ten times will be assigned after school detention. Phone calls and/or letters will be mailed to parents expressing concern for numerous tardies. Conferences with magnet school parents will be held in the event the student has chronic absences or tardies. Due to being a choice school, parents will need to consider their commitment to provide transportation for students to school or go to their zoned school where transportation by bus is available.

**Review discipline data. If suspension and/or expulsion rates – either overall or by subgroup - exceed state average by 25% (i.e., out-of-school suspension rates above 7.75% or expulsion rates above .25 %), describe strategies school will adopt in order to reduce lost instructional time and/or disparate impact. Note: 2014-15 statewide suspension rate was 6.2% and the statewide expulsion rate was 0.2%.**

Thurman Francis had an overall increase in suspension rate during the 2015 – 2016 academic year. At this point in the year, 2016 – 2017 has shown a decline in student suspensions compared to the previous year. There have been no expulsions in the school during the last three years. The school attributes the lower rate of discipline problems to increased teacher/parent communication through phone calls or conferences. Teachers are expected to contact parents a minimum of three times prior to referring a student to the office for a level one or two discipline concerns. In addition, our school wide advocacy program offers student support as well as classroom behavior management plans. Students in fifth through eighth grades attend Thursday detention after school 2:30 – 3:30 if they receive marks in their agenda for missing assignments and/or behavior issues. Student agendas are used as a daily form of communication with parents. School counselors offer support for students struggling with discipline and/or management of assignments. Some students are placed on Behavior Intervention Plans to improve daily performance. The Special Education teacher and guidance counselor work with elementary students using social stories to improve behavior.

**Rutherford County (750) Public District - FY 2017 - Thurman Francis Arts Academy/Magnet School for the Arts (750-0105) Public School - School Plan - Rev 0**

STAFF Characteristics - Data Tables - (Please enter data in the fields provided.)

STAFF Characteristics	2013-14		2014-15		2015-16	
	#	%	#	%	#	%
Principal – Years in position	3		4		1	
Teaching Staff (Certified) – Number of Teachers	55		55		55	
1 to 3 years	7	12	7	12	8	16
4 to 10 years	14	25	13	23	14	26
11 to 20 years	29	52	31	56	30	56
21 + years	5	10	4	1	3	1
Level 1 Teachers	0	0	0	0	0	0
Level 2 Teachers	0	0	0	0	0	0
Level 3 Teachers	21	38	22	40	19	35
Level 4 Teachers	24	44	24	44	22	40
Level 5 Teachers	10	18	9	16	10	25
Teacher attendance rate		89		90		83

School Plan - Additional Areas

**Rutherford County (750) Public District - FY 2017 - Thurman Francis Arts Academy/Magnet School for the Arts (750-0105) Public School - School Plan - Rev 0**

School Data - Data Tables - (Please enter data in the fields provided.)

School	Report as	2013-14	2014-15	2015-16
Length of school year – Instructional days	(#)			
Length of school day – Instructional minutes	(#)			

**Additional Areas**

**RTI2**

Describe your progress in implementing RTI across all grades. Identify areas of strength and weakness evidenced and discuss the root causes for each.

Thurman Francis Arts Academy implements a strategic Response to Intervention and Instruction (RTI<sup>2</sup>) plan lead by our school district and State's RTI<sup>2</sup> framework. Our school has one RTI<sup>2</sup> Coach and one interventionist. The District provides training for our RTI<sup>2</sup> Coach as well as for our interventionist. The Data Team meets monthly to analyze progress monitoring data from the easyCBM assessments for students in tier II and tier III. These students in tier II and tier III are progress monitored bi-weekly to collect data points to determine the effectiveness of the interventions being used. The Data Team reviews data points collected on each student to determine whether the student continues in a tier or moves to another tier. If a student is not making adequate progress over a significant period of time, the team will recommend a Student Assisted Team (SAT) meeting with the student's parents.

Grade level teachers serve tier II students in groups of five students or less using research –based interventions. Students receiving tier III services work with the interventionist daily in a pull out setting and focus on specific skill level deficits. Students in tier I interventions receive instruction by classroom teachers to meet their needs of standards based interventions or enrichment. Each grade level is provided time in their daily schedule for RTI<sup>2</sup> interventions and enrichment. The majority of our students receive tier I interventions during our RTI<sup>2</sup> time.

**Technology Access and Use**

Discuss the level of access that students have to technology as part of the instructional program and how well staff integrate technology into the instructional program. Identify areas of strength and weakness and discuss the root causes of each.

Students at Thurman Francis are given adequate access to technology. All classrooms are provided with projectors, teacher computers, and student computers. Document cameras, classroom printers, and interactive tablets (Mobis) are purchased with individual teacher account money. The school-provided technology is integrated, daily, into the classroom curriculum. Two computer labs, two laptop labs and two iPad labs are available for reservation and utilization for instruction. A computer class is part of an integrated arts rotation which ensures students receive direct instruction about computer processing for a 6-week period.

Technology is integrated via multimedia daily and in almost every lesson at Thurman Francis. Classrooms in grades 5-8 implement BYOD (Bring Your Own Device) and students bring their own device to participate in interactive, digital lessons as well as research on their own devices.

Faculty needs are assessed bi-annually via a Technology Needs Assessment Survey. This survey compiles the technology needs and wants of teachers and is analyzed by the Technology Coach. Professional Development is offered monthly and reflects the needs identified in the survey. Model lessons, co-teaching opportunities, day-trainings on software and instructional technology, data analysis needs, and technology integration ideas are provided by the Technology Coach, who serves the school part-time. A weekly, one-minute video offers a Technology tip or tool to help them stay current on technology tools and concepts.

The school webpage offers student, parent, and teacher resources that allow student, parent, and teachers, alike, access to websites, tools, and resources to help with instruction, learning, and active participation in student achievement. It is current with needed information, dates, and events.

## Professional Development

### 1. Describe the prior year professional development activities and how effectively they addressed teacher needs connected to student learning.

Professional development (PD) opportunities during the 2015 - 2016 academic year included Singapore Math training for teachers in grades K - 5, Rigor in the Middle Grades for teachers in 6th - 8th grade, TEAM training, RTI and writing training. Teachers were encouraged to attend the county's two day training in July focusing on RTI, Professional Learning Communities, and best practices in reading and mathematics to improve student's value added scores as well as close gaps with subgroups.

Rutherford County Schools mandates five in-service days for teachers each year with a focus requirement in their content area. Teachers earn two days of credit in summer or after school sessions of their choosing. The other three days are planned by building level administrators based on a specific school area of need to improve growth. These areas have been identified with the support of the school leadership team. Individual instructional needs are identified by building level administrators through the analysis of TEAM evaluation. Teachers are encouraged to observe other teachers in the building that have an identified strength in their targeted area for refinement.

Our Instructional Coach and special education teacher presented and will continue to present to our staff on ways to make modifications in the general education classroom to meet the needs of our students with special needs. Behavior Specialist presented best practices for teaching students with Autism.

In addition teachers in grades K - 5 attended training on Singapore math while middle school teachers worked with Barbara Powers on strategies to improve rigor in the classroom. The goal of PD is to address researched based interventions as a priority for our teachers.

All teachers hired are highly qualified for the area they are hired to teach at Thurman Francis. New teacher PD are offered by the school system as well as in our school building for new teachers. Two days of PD are provided by District for all new teachers on instructional technology tools, online textbook resources, assessment programs, and promoting internet safety.



Along with the administration, our instructional coach offers support to our teaching staff by providing high quality professional development to address their identified needs on TEAM evaluations. Our Instructional Coach is available support/assist teachers as they plan for daily instruction as well as work with , support, model, mentor and assist new and low performing teachers in the classroom.

2. Discuss the areas of weakness that can be effectively addressed through high-quality, on-going, sustained professional development moving forward.

At the beginning of the school year, August 1st - 3rd, the District provided two days of in-service and one Administrative Day to be used for teacher training. Due to the change in leadership at TFAA, Mr. McCann, new principal, spent time discussing teacher expectations, culture and climate, Visible Learning strategies, TEAM evaluation process and PLCs. Kim Snell along with many community volunteers provided a three hour Poverty simulation training for certified and classified staff. The goal of this training was to provide all TFAA faculty and staff members with a better understanding of the effects of poverty on student's daily life and how living in poverty creates struggles for families to simply survive.

By attending weekly PLC meetings, it is evident teachers need to revisit prior SMART Goals, Essential Learning Objectives, and Common Formative Assessments (CFA). On January 3, 2017, all teachers will attend a training provided by Solution Tree focusing on the PLC process. Monthly faculty meetings are used as opportunities for teacher training. These training include on going Visible Learning strategies, TEAM evaluation domains, ATLAS, and Read to Be Ready.

Thurman Francis is piloting Empowering Writers in grades K - 5th grade during the 2016 - 2017 school year. Lisa Kegler provides support for our teacher training through in-service opportunities and Empowering Writers webinars. Teachers will receive ongoing training throughout the school to support implementation of the program.

## Parent Involvement

1. Describe the parent and community involvement activities that have occurred in the prior year and how they have impacted student achievement.

Thurman Francis has an active Parent Teacher Organization (PTO). The PTO meets on a regular basis. The parents work closely with the administration to support the goals of the school. The annual Ram Run is sponsored by the PTO and all funds are allocated to support the school's initiatives to improve student learning and maintain a safe environment. Last year the PTO helped purchase the new security system to secure entrances to the building as well improving technology. Parents organize two Book Fairs, PTO movie nights, Boo Hoo Kindergarten breakfast, beautification projects, school spirit nights, band dinner, middle school dances, Skate Night and various other events. Parent volunteer on a regular basis to assist teachers. Local business offer support through donations to the Ram Run and PTO Spirit Nights (Chick-Fil-A, Zaxby's, Firehouse House Subs, Chili's, etc.) Community members are invited into the school to attend Arts Night, Read Across America, Spring Fling, Open House, Grandparents Day, Thanksgiving lunch, Artist in Action, homecoming, athletic events, Veteran's Day Program, magnet information night, drama performance, grade level performance as well as concerts (band, strings, and choir). Events are posted on our school webpage to communicate the date and time to all stakeholders.

Our counselors and social worker work with families. Counselors and teachers anonymously support students and families at Christmas. Our social worker connects families to local food banks as well conducts home visits for needy students. United Way offers support for students in need of clothing. Our

counselors make referrals to local agencies to assist students with vision, hearing and mental health needs.

A parent newsletter is published monthly and sent home to parents. School Messenger is used to communicate upcoming events to parents as well as reminders for specific grade level events. Our website includes a calendar on the homepage and is updated on regularly by our Technology Coach, teachers, and administration.

As part of Rutherford County Schools' re-accreditation process with AdvancED, Thurman Francis Arts Academy conducted surveys of parents. The survey was based on a five point scale. The areas receiving the highest point value were:

- Our school's purpose statement is clearly focused on student's success (4.43).
- Our school has high expectations for students in all classes (4.55).
- Our school provides opportunities for stakeholders to be involved in the school (4.27).
- All of my child's teachers provide an equitable curriculum that meets his/her learning needs (4.15).
- All of my child's teachers give work that challenges my child (4.37).
- Our school provides a safe learning environment (4.26)
- All of my child's teachers report on my child's progress in easy to understand language (4.27).
- Our school provides opportunities for students to participate in activities that interest them (4.43).

The indicator scoring the lowest was "My child has up-to-date computers and other technology to learn" (3.6). Since this survey, our school has received new computers for four labs, added two rolling laptop labs, and several iPad labs for students to use daily. The PTO has helped support the initiative to improve technology throughout our school. Parents commitment of time and support provide opportunities for the administration to purchase items needed to help improve daily instruction and meet the school's goal. In addition Thurman Francis hosts numerous parent events throughout the year for parents help their child be successful. These events are held at various times throughout the day in order to provide opportunities for all to attend.

## 2. Identify ways in which parent and community involvement activities could be strengthened and more closely aligned with student achievement.

The PTO is committed to providing funds to continue improvements with technology, professional development opportunities for teachers and instructional needs. Each of these areas are to improve students achievement in all grade levels.

**Rutherford County (750) Public District - FY 2017 - Thurman Francis Arts Academy/Magnet School for the Arts (750-0105) Public School - School Plan - Rev 0**

**Summarize your accomplishments and what is working for students. To what do you attribute these accomplishments?**

- Thurman Francis Arts Academy has 55 teachers and 26 staff members who commit many hours working with our students after school. The teachers sponsor many clubs to support the arts, science, math and language arts. Some of the clubs offered include drama, rock band, math club, Robotics, STEPS (Science Technology, Engineering, Problem Solving), Legos club, choir, National Art Society, etc. The clubs support our motto "Academic Excellence Enhanced through the Arts".
  - Thurman Francis Arts Academy has maintained all A's in the area of achievement scores in math, reading, and science over last three years (2013, 2014, and 2015) of TCAP testing.
  - Thurman Francis Arts Academy teachers collaborate in Professional Learning Communities weekly. Our District builds in four additional half days for teachers to meet four times each year. Teachers meet in PLC groups to plan lessons and activities on an additional day of the week.
  - Thurman Francis Arts Academy celebrates student's achievement each nine weeks. Students receiving Principal's list, honor roll, perfect attendance and outstanding citizenship awards are recognized at Awesome Awards events at the end of each nine weeks.
  - Thurman Francis Arts Academy maintained an A in value added in reading from 2014 and 2015 on the State Report Card and a B in value added in mathematics.
- Thurman Francis Arts Academy spotlights the arts every nine weeks through our Artist in Action programs. Students, parents and other stakeholders attend the program.

**List, in priority order, your top 3-5 areas of need as identified through the needs assessment. These should be the areas that you can most reasonably address in the coming year. Prioritizing needs will identify the most critical areas where your work will begin with the creation of goals and strategies.**

Priority Need	Content/Topic Focus - (such as RLA, math climate, ACT, etc.)	Grade Level Focus - (single grade or range of grades)	Primary Student Focus - (such as all students or subgroup(s))
Improve RLA and math value added scores	RLA and math	K - 8	All student performance quintile groups
Improve early literacy achievement	RLA	K - 2	All students in grade K - 2
Recruit and retain highly effective teachers	RLA, math, science, ACT	K - 8	All students

**Rutherford County (750) Public District - FY 2017 - Thurman Francis Arts Academy/Magnet School for the Arts (750-0105) Public School - School Plan - Rev 0**

**Plan Items ( )**

**G 1) District-Level: Recruit, retain and train Effective Teachers - School-Level: Recruit, retain and train Effective Teachers**

Description:

District-Level: Recruit, retain, and train highly effective teachers to meet curricular needs of our growing, diverse, and mobile student population.

Performance Measure:

District-Level: Increase the number of teachers scoring at level 3 or better while decreasing the number of teachers scoring at level 1 and 2.

**S 1.1) District-Level: Developing Staff and Mentoring Teachers - School-Level: Developing Staff and Mentoring Teachers**

Description:

District-Level: Provide staff development emphasizing building leaders, mentoring new teachers, and supporting at-risk teachers.

**AS 1.1.1) Mentoring and support for new and struggling staff.**

Description:

Utilize or instructional coach to provide new teacher meetings, classroom informal observations, resources on effective strategies and feedback from observations.

Benchmark Indicator:

Improve teacher effect scores for at-risk teachers.

Person Responsible:

Malinda Tuttle

Estimated Completion Date:

5/26/2017

**AS 1.1.2) Professional development and mentoring**

Description:

Provide ASSIST program to support and initiate new teachers, provide train-the-trainer opportunities for academic coaches, and

align in-services to the TEAM rubric to allow for prescriptive assignments by instructional leaders and administrators.

Benchmark Indicator:

Retain 95% of current teachers.

Person Responsible:

John McCann

Estimated Completion Date:

4/14/2017

**S** 1.2) District-Level: Ensure highly qualified and trained teachers for all students. - **School-Level: Ensure highly qualified and trained teachers for all students.**

Description:

District-Level: Recruit, retain, and train highly effective teachers to meet identified curricular and instructional needs and to meet ESEA (ESSA) mandate regarding highly effective teachers to ensure students receive a well-rounded education.

**AS** 1.2.1) Recruit, retain, and train highly qualified teachers to meet the advanced needs of our student population.

Description:

Administrators participate in the District Job Fair, review applications to choose most qualified applicants and utilize a committee of teachers to interview perspective candidates.

Benchmark Indicator:

Percentage of teachers hired obtaining level 4 or 5 teacher effect scores.

Person Responsible:

John McCann

Estimated Completion Date:

8/1/2017

**AS** 1.2.2) Train teachers best practice instructional strategies designed to increase student growth scores and improve collective teacher efficacy.

Description:

Provide training in Professional Learning Communities, Empowering Writers, "Rigor is Not a Four Letter Word", Visible Learning, Read to be Ready, Poverty training, Creating Ready Students

Benchmark Indicator:

Percentage of teachers obtaining an effectiveness level of four or above.

Person Responsible:

John McCann

Estimated Completion Date:

8/1/2017

**AS** 1.2.3) Provide an instructional coach, interventionist, and educational assistants

Description:

Provide instructional coach to focus on tier i instruction and support instruction for tier II and tier III students. Provide an intervention teacher to provide tier III intervention and provide educational assistants to support tier I and tier II instruction.

Benchmark Indicator:

Intervention schedules, coaches logs, master schedule, Human Resource records

Person Responsible:

Angie Baker-Templeton

Estimated Completion Date:

8/1/2017

**S** 1.3) District-Level: Training to meet instructional needs - **School-Level: Training to meet instructional needs**

Description:

District-Level: Provide staff development and training to teachers and instructional staff to meet the instructional needs of our growing , diverse, and mobile student population.

**AS** 1.3.1) Provide staff development emphasizing current best practice in working with advanced learners.

Description:

Utilize an instructional coach to provide onsite professional development, creation of a Visible Learning team to provide Visible Learning training for the entire faculty, provide Read to Ready training on implementing strategies in grades K - 2 utilizing our district language arts facilitator to assist with Empowering Writers training.

Benchmark Indicator:

Professional development schedules, records of PD training, teacher surveys, observation data

Person Responsible:

Malinda Tuttle

Estimated Completion Date:

5/26/2017

**G** 2) District-Level: Rutherford County will increase ELA and Math achievement - **School-Level: Rutherford County will increase ELA and Math achievement**

Description:

District-Level: RCS will demonstrate expected or above average growth in ELA and Math.

Performance Measure:

District-Level: RCS will demonstrate a 3 or higher in TVAAS math and ELA for grades 3 - 12 while decreasing the percentage of students in grades 3 - 8 scoring below the 25th percentile.

**S** 2.1) District-Level: High quality professional development for instructional staff - **School-Level: High quality professional development for instructional staff**

Description:

District-Level: Teachers will participate in state and local trainings dealing with WIDA standards, poverty workshops and simulations, and trainings that address SWD and at risk populations throughout FY 16.

**AS** 2.1.1) WIDA Standards training

Description:

Fall WIDA conference workshops and ongoing training sessions to address the new standards for all ELL teachers and content area teachers. Poverty Simulation training was provided as part of the August in-service training for all faculty and staff.

Benchmark Indicator:

PD records, evaluation surveys, performance data, survey of Poverty training.

Person Responsible:

John McCann

Estimated Completion Date:

4/14/2017

**AS** 2.1.2) Rigor Training

Description:

Professional development provided by our instructional, Malinda Tuttle, and Barbara Powers,

Benchmark Indicator:

Attendance sheets, evaluation surveys, and performance data

Person Responsible:

Malinda Tuttle

Estimated Completion Date:

3/31/2017

**AS** 2.1.3) Orton-Gillingham training

Description:

District provided Orton-Gillingham training to special education teacher, Julie Johnson.

Benchmark Indicator:

Record of PD trainings, evaluation surveys, and performance data

Person Responsible:

Julie Johnson

Estimated Completion Date:

10/28/2016

**S** 2.2) District-Level: RCS will allocate staff to provide and support student instruction and intervention. - **School-Level: RCS will allocate staff to provide and support student instruction and intervention.**

Description:

District-Level: Schools will receive staffing for instructional technology, instructional interventions, tier I support, counselor and student support.

**AS** 2.2.1) Provide an instructional coach, interventionist, and educational assistants

Description:

Thurman Francis will provide staff to support tier I, tier II and tier III instruction and interventions. Our instructional coach provides



support for tier II and tier III instruction. The instructional interventionist provides tier III interventions. Educational assistants support tier I and tier II instruction to lower teacher pupil ratios.

Benchmark Indicator:

Human Resources records, intervention schedules, EA schedules and coaches logs

Person Responsible:

John McCann

Estimated Completion Date:

5/5/2017

**S** 2.3) District-Level: Provide resources to enhance literacy and math instruction - **School-Level: Provide resources to enhance literacy and math instruction**

Description:

District-Level: Teachers will receive programs, software, and professional development on using resources that are designed to increase literacy and math achievement.

**AS** 2.3.1) Provide resources to enhance literacy and math instruction.

Description:

Thurman Francis is piloting Empowering Writers for grade K - 5.

Benchmark Indicator:

Increase student performance in writing.

Person Responsible:

Malinda Tuttle

Estimated Completion Date:

2/28/2017

**AS** 2.3.2) Programs to support the differentiated instructional needs of all students.

Description:

Brain Pop, Study Island, Moby Max, Learn Zillion, Edulastic, IReady Math, Read Theory, Door 24

Benchmark Indicator:

Program data reports

Person Responsible:

Amy Perry

Estimated Completion Date:

5/26/2017

**S** 2.4) District-Level: Rutherford County will actively seek parents as partners - **School-Level: Rutherford County will actively seek parents as partners**

Description:

District-Level: The County will hold on-going parent meetings to keep parents informed of their child's academic progress and active in their children's education.

**AS** 2.4.1) Ongoing parent meetings and activities to engage parents in their student's ongoing educational progress.

Description:

Parent teacher meetings, phone to parents, use of agenda for daily communication, PTO movie nights, Open House, Arts Night, Poetry Night, Book Fair, Spring Fling Carnival, Band Spaghetti Dinner, Athletic events, Fun Run, Concerts, Magnet information parent meeting, monthly parent newsletters, websites, social media

Benchmark Indicator:

sign in sheet, parent surveys

Person Responsible:

Angie Baker-Templeton

Estimated Completion Date:

4/28/2017

**G** 3) District-Level: Increase early literacy achievement - **School-Level: Increase early literacy achievement**

Description:

District-Level: RCS will increase the percentage of 1st and 2nd graders reading on grade level.

Performance Measure:

District-Level: Increase 1st and 2nd graders reading on grade level by 3% as measured by the universal screener assessments given in December and May.

**§ 3.1) District-Level: High quality professional development for instructional staff - School-Level: High quality professional development for instructional staff**

Description:

District-Level: Teachers will participate in state and local literacy trainings focusing on K-3 literacy.

**AS 3.1.1) High quality professional development for instructional staff.**

Description:

Thurman Francis teachers in grades K - 3 will receive training to support early literacy over the next three years as a part of our Read to be Ready initiative. Teachers will attend training on interactive read alouds, shared reading strategies, responding to text through writing and speaking, teaching foundational skills through reading and writing, guided reading and instructional level text, and independent reading and reading conference.

Benchmark Indicator:

PD records, Universal Screeners December and May, observations, lesson plans

Person Responsible:

Malinda Tuttle

Estimated Completion Date:

5/26/2017

**AS 3.1.2) High quality professional development for instructional staff**

Description:

Our instructional coach, Malinda Tuttle, will complete eighteen days of training as a part of her coaching responsibilities to train Thurman Francis teachers on Read to be Ready strategies.

Benchmark Indicator:

PD records, Universal screeners December and May

Person Responsible:

Malinda Tuttle

Estimated Completion Date:

4/28/2017

**§ 3.2) District-Level: School Level TSIP Reflects Early Literacy - School-Level: School Level TSIP Reflects Early Literacy**

Description:

District-Level: Elementary schools will include early literacy in school-level TSIP.

**AS** 3.2.1) Thurman Francis' TSIP reflects our Early Literacy Goal

Description:

At least 75% of third grade students attending Thurman Francis will read on grade level by 2025.

Benchmark Indicator:

easyCBM and State assessment

Person Responsible:

Malinda Tuttle

Estimated Completion Date:

5/25/2018

**S** 3.3) District-Level: Provide Pre-K programs for high poverty students - **School-Level: Provide Pre-K programs for high poverty students**

Description:

District-Level: RCS will add more pre-K classrooms in Title I schools

**AS** 3.3.1) Students attending Pre-K programs before entering Thurman Francis will increase.

Description:

The number of students attending Pre-K programs will increase due to the addition of these programs in our district.

Benchmark Indicator:

enrollment of students with Pre-K experience, Universal screeners.

Person Responsible:

John McCann

Estimated Completion Date:

8/11/2017

**G** 4) District-Level: Increase Academic Performance on ACT Composite. - **School-Level: Increase Academic Performance on ACT Composite.**

Description:

District-Level: Rutherford County will increase the ACT scores in ELA, Math, and Science.

Performance Measure:

District-Level: Increase ACT Composite score by .3 annually to surpass the state goal of 21 by 2020.

**S** 4.1) District-Level: High quality professional development for instructional staff - **School-Level: High quality professional development for instructional staff**

Description:

District-Level: Teachers will participate in local ACT literacy and numeracy trainings throughout FY17

**AS** 4.1.1) High quality professional development for instructional staff.

Description:

Thurman Francis middle school teachers will attend Schmoops training.

Benchmark Indicator:

PD records, Schmoops performance data

Person Responsible:

John McCann

Estimated Completion Date:

9/30/2016

**S** 4.2) District-Level: RCS will allocate and identify staff to provide and support student instruction and resources; such as, research based interventions - **School-Level: RCS will allocate and identify staff to provide and support student instruction and resources; such as, research based interventions**

Description:

District-Level: Schools will receive staffing for instructional technology, instructional interventions, tier I support, counselor and student support, and work to help schools access/gain resources; such as, instructional tools to increase overall academic performance

**AS** 4.2.1) Thurman Francis allocate and identify staff to provide and support student instruction and resources, such as, research based interventions.

Description:

Thurman Francis middle school teacher schedules provide daily academic advisory time which lends support to our unique population of high performing students. Teachers provide standards based intervention during the advisory block.

Benchmark Indicator:

Daily schedule, increase in student's scores, intervention logs

Person Responsible:

John McCann

Estimated Completion Date:

5/19/2017

**S** 4.3) District-Level: Provide resources to enhance ACT achievement. - **School-Level: Provide resources to enhance ACT achievement.**

Description:

District-Level: Teachers will receive programs, support, and professional development for ACT instruction.

**AS** 4.3.1) Provide resources to enhance ACT achievement.

Description:

The District purchased Schmoop for students to use to prepare for ACT. Training was provided for teachers at the District level and school level.

Benchmark Indicator:

PD records, performance data

Person Responsible:

John McCann

Estimated Completion Date:

9/30/2016

**G** 5) District-Level: Increase Graduation Rate - **School-Level: Increase Graduation Rate**

Description:

District-Level: Rutherford County will demonstrate expected or above expected growth on the graduation rate

Performance Measure:

District-Level: Increase graduation rate by +0.2 to increase RCS status to a 95.34% from our current standing at 95.14%,

**S** 5.1) District-Level: High quality professional development for instructional staff, counselors, and graduation coaches - **School-Level: High**

**quality professional development for instructional staff, counselors, and graduation coaches**

Description:

District-Level: Teachers, counselors, and graduation coaches will participate in local graduation requirement trainings and strategies to meet at-risk students' needs throughout FY17.

**AS** 5.1.1) High quality professional development for instructional staff, counselors and graduation coaches

Description:

Thurman Francis Instructional staff and counselors will attend District level training opportunities.

Benchmark Indicator:

PD records

Person Responsible:

Angie Baker-Templeton

Estimated Completion Date:

4/28/2017

**S** 5.2) District-Level: RCS will allocate staff to provide and support on-time graduation attainment; such as, counselors, graduation coaches, and interventionist - **School-Level: RCS will allocate staff to provide and support on-time graduation attainment; such as, counselors, graduation coaches, and interventionist**

Description:

District-Level: Schools will receive staffing for counselors, graduation coaches, and interventionist who will work to help student access/gain resources; such as, strategies to increased coursework attainment and progress on graduating within the four year time frame of the cohort

**AS** 5.2.1) Thurman Francis will provide and support on-time attainment counselors.

Description:

Counselors will organize meetings at Thurman Francis for eighth grade students to meet with future counselors to plan high school schedules. Counselors will inform students of meetings at local high schools and the application process for private and magnet schools.

Benchmark Indicator:

Sign up sheets, schedules

Person Responsible:

Darell Crawford  
Estimated Completion Date:  
4/28/2017