

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.

**School-Level: Recruit, retain, and train highly qualified staff and increase the number of highly effective teachers to meet the curricular and instructional needs of our high achieving 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.

**School-Level: Increase the number of teachers scoring at level 3 or better.**

**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.

**School-Level: Provide data driven staff development emphasizing building leaders, mentoring new teachers, and supporting at-risk teachers.**

**AS** 1.1.1) School Leadership

Description:

MES will have an active leadership team consisting of a teacher representative from each grade level including special areas, school counselor, and administration that will collaborate, reflect, and plan for professional development opportunities, the implementation of best practices, organizing school events and activities to support parent involvement in an effort to create collective teacher efficacy, support highly effective, rigorous instruction for all students, and build community with all stakeholders. Sponsoring academic clubs, and other student interest activities are other opportunities for leadership.

Benchmark Indicator:

In-Service records, PLC agenda and minutes, Leadership Team agenda and minutes, master schedule.

Person Responsible:

Clark Blair and M'lisa Miffleton

Estimated Completion Date:

4/11/2018

**AS** 1.1.2) Mentoring and Supporting New Teachers

Description:

MES will provide support for new teachers by scheduling each grade level a common planning time and PLC with a focus on collaborative team-work as a support to instruction. In addition, each grade level team is assigned a team leader who acts as the liaison between the Leadership team and PLC to communicate ideas, goals, and decisions in an effort to create collective teacher efficacy. All new teachers are connected, as needed, with Central Office staff Lisa Kegler, or Kathy Daugherty for assistance in ELA and Susan Loveless for math, and Stephanie Finley for Science.

Benchmark Indicator:

Master schedule, PLC agenda and minutes, Leadership Team agenda and minutes

Person Responsible:

Clark Blair

Estimated Completion Date:

4/11/2018

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

**School-Level: Actively recruit the best candidates for teaching positions and train all staff to meet the needs of our high achieving student population.**

**AS** 1.2.1) Recruitment of best teaching candidates for MES

Description:

MES will attend district teacher recruitment fair and interview candidates in a team-interview setting with respective grade-level teachers. In addition, MES will actively seek out minority candidates to reflect the growing diversity of our student population.

Benchmark Indicator:

Teacher interview logs, HR records, school improvement plan data.

Person Responsible:

Clark Blair

Estimated Completion Date:

8/2/2017

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

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.

**School-Level: Provide data driven, staff development and training for teachers to address targeted areas in need of improvement, as well as, our high achieving population.**

**AS** 1.3.1) Visible Learning Integration.

Description:

MES Visible Learning team will work in collaboration with the Leadership Team and all grade level PLC to implement strategies in an effort to create a culture of assessment capable, visible learners with a focus on goal setting and effectively using feedback to improve learning.

Benchmark Indicator:

In-service and staff development sign in sheet and agendas, PLC agendas and minutes, administrative walk-through observations, TNReady results, school academic data.

Person Responsible:

Clark Blair, M'lisa Miffleton

Estimated Completion Date:

4/11/2018

**AS** 1.3.2) Integration of Number Talks in to Tier I Math instruction.

Description:

Focus on implementing best practices and instructional strategies to build a solid foundation in number sense in all K-5 classrooms through Number Talks.

Benchmark Indicator:

Teacher Evaluation, Classroom Walk-throughs, PLC agenda and minutes, and performance data.

Person Responsible:

Clark Blair, M'lisa Miffleton

Estimated Completion Date:

4/11/2018

**AS** 1.3.3) Early literacy workshops and school level phonics training.

Description:

Provide all K-2 teachers on-going training on the Read to Be Ready state initiative with a focus on Interactive Read Aloud and Shared Reads.

Benchmark Indicator:

In-Service and professional development agenda and logs, PLC agenda and minutes, administrative walk-through observations, easyCBM winter and spring benchmark data

Person Responsible:

Kathy Daugherty

Estimated Completion Date:

11/17/2017

**AS** 1.3.4) Professional Development for Science teachers in grades 3-5 to increase TVAAS Science

Description:

Increase TVAAS scores in the area of Science by seeking out professional development to support current standards through the following: STEM training, STEAM training, local and RCS professional development opportunities with Stephanie Finley. Request Title II funds for a team of teachers to attend the TN Association for the Gifted Conference in Nashville and What Great Educators Do Differently Conference at Siegel High School. School will continue to provide vertical teaming opportunities and standards analysis.

Benchmark Indicator:

CFA data, professional development logs, PLC agenda and minutes, vertical team planning agendas and minutes

Person Responsible:

Clark Blair, Stephanie Finley

Estimated Completion Date:

4/11/2018

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

Description:

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

**School-Level: Demonstrate expected or above average growth in ELA, Math, and Science.**

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.

**School-Level: Meet or exceed TVAAS expectations in grades 3-5.**

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

Description:

District-Level: Teachers will participate in state and local trainings dealing with WIDA standards, poverty workshops and simulations, personalizing learning, and trainings that address SWD and at risk populations throughout FY 17.

**School-Level: Participate in school-wide training for our at risk populations.**

**AS** 2.1.1) School counselor will provide training to support our at-risk populations

Description:

School counselor will participate in an annual district wide training supporting our at-risk, and 504 population and will conduct school level training for all faculty and staff ensuring all students have access to an instructional environment that best meets their individual needs and will provide on-going support as needed for our at risk students.

Benchmark Indicator:

In-service agendas and logs, school counselor documentation, and school newsletters

Person Responsible:

Sara Puffer

Estimated Completion Date:

5/18/2018

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

**School-Level: Utilize a technology coach and school counselor for student and teacher support.**

**AS** 2.2.1) School counselor will provide students and families with social, emotional, and academic support.

Description:

Provide group and individual support based on family and students needs in the areas of social, emotional, and academic support.

Benchmark Indicator:

School counselor documentation

Person Responsible:

Sara Puffer

Estimated Completion Date:

5/18/2018

**AS** 2.2.2) Technology Coach will provide instructional technology support and in-class modeling opportunities.

Description:

Provide support for teachers on integrating technology into daily lesson plans, as well as with students to integrate technology with their learning. The coach will provide one-on-one and PLC training, after school professional development, model lessons and co-teaching with teachers. The Tech Coach will also provide support through email communication and Skype calls.

Benchmark Indicator:

Technology Coach schedule and documentation, In-Service agendas and logs

Person Responsible:

Lichele Leonard

Estimated Completion Date:

4/11/2018

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

Description:

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

**School-Level: Provide all K-5 teachers with the most current information on local, district, and state curriculum guides and assessment information in an effort to increase literacy, math, and science achievement.**

**AS** 2.3.1) Enhance Science instruction to improve Science value-added for grades 4-5.

Description:

The Science portion of the TCAP practice test will be administered as a benchmark assessment three times per year to all students in grades 4-5 to guide instruction and provide necessary student interventions and enrichment opportunities as needed throughout the school year. The 4-5 Science teacher will implement Visible Learning strategies using the four quadrant feedback chart and implement word walls to increase the rigor and depth of vocabulary knowledge to create assessment capable learners. In addition to the TCAP Science Practice Test, students will be exposed to TCAP Science Item Sampler questions to ensure all students are being exposed to multiple media. Information from the current TVAAS Data Dashboard will be analyzed to determine which quintiles student growth is not occurring and develop an action plan to specifically address needs of these students. Additionally, an adjustment to the master schedule in grades four and five allow for students to receive Science instruction on an every-other-day rotation to keep student learning and mastery current and to allow students to receive more timely feedback on assessment, assignments, and receive support as needed. Administration will be conducting weekly fidelity checks and informal walk through observations to check for compliance.

Benchmark Indicator:

Science Benchmark results 3 times (Fall/Winter/Spring), PLC agenda and minutes, fidelity checks and informal walk through observations.

Person Responsible:

Clark Blair

Estimated Completion Date:

3/2/2018

**AS** 2.3.2) Provide resources and training for teachers to enhance literacy instruction.

Description:

Provide multiple opportunities for teachers to participate in training and workshops to enhance literacy instruction such as the following: Vertical planning sessions for reading instruction through multi-grade level PLC, state and local training for leaders and staff in ELA, communicate updated information in preparation for TNReady assessments, on-going Read to Be Ready (Interactive Read-Aloud) training for K-2 teachers, school level phonics training on Wilson Foundations and Phonemic Awareness for K-1

teachers, and on and off campus talent sharing opportunities.

Benchmark Indicator:

In-service agendas, staff development agendas and logs, PLC agenda and minutes, easyCBM winter and spring benchmark data, TNReady results, school-wide data.

Person Responsible:

Dr. Clark Blair, M'lisa Miffleton, Kathy Daugherty, Lisa Kegler

Estimated Completion Date:

4/11/2018

**AS** 2.3.3) Provide resources and training for teachers to enhance math instruction.

Description:

Provide multiple opportunities for teachers to participate in training and workshops to enhance math instruction such as the following : Vertical planning sessions for math instruction through multi-grade level PLC, local and state training for leaders and staff on math best practices, preparation for TNReady assessments, on-going Ready and i-Ready Math training, Number Talks training, and on and off campus talent sharing opportunities.

Benchmark Indicator:

In-service and professional development logs and agendas, PLC minutes and agendas, administrative walk-through observations, i-Ready benchmarks, TNReady results. and school-wide data.

Person Responsible:

Clark Blair, M'lisa Miffleton, Susan Loveless

Estimated Completion Date:

4/11/2018

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

**School-Level: 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) Create a partnership with parents to ensure all stakeholders play an active role in the education of our students



Description:

Offer multiple opportunities for parents to be involved in the learning process of their students in ways such as the following:  
Parent/teacher conferences, parent teacher organization, parent TSIP review team, Showcase Events

Benchmark Indicator:

MES school calendar, weekly/monthly newsletters, parent conference logs, parent emails from teachers and administration.

Person Responsible:

Dr. Clark Blair

Estimated Completion Date:

5/18/2018

**G** 3) District-Level: Increase early literacy achievement and Kindergarten Readiness - **School-Level: Increase early literacy achievement.**

Description:

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

**School-Level: Increase 1st and 2nd graders reading on grade level or beyond as measured by the universal screener assessments given in December and May.**

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.

**School-Level: Maintain or grow the number of students scoring at or above the 90th percentile on Passage Reading Fluency and Reading Comprehension on easyCBM screener.**

**S** 3.1) District-Level: High quality professional development for instructional staff - **School-Level: Professional development for instructional staff.**

Description:

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

**School-Level: Participate in state and local literacy training focusing on K-2 literacy.**

**AS** 3.1.1) Provide high quality, on-going professional development for instructional staff to increase early literacy achievement.

Description:

Provide our K-2 teachers with extensive, on-going training on the TN state initiative, Read to Be Ready (Interactive Read Alouds &

Shared Reads), in addition to, school level phonics training on the Wilson Foundations program and Phonemic Awareness for K-2 teachers to strengthen and improve early literacy skills.

Benchmark Indicator:

In-Service and staff development logs and agendas, PLC agenda and minutes, easyCBM universal screener results for Winter 2017 and Spring 2018, grade level CFA's in ELA, and summative assessments, teacher observations, informal walk-throughs.

Person Responsible:

Kathy Daughtery, Clark Blair, M'lisa Miffleton

Estimated Completion Date:

12/22/2017

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

Description:

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

**School-Level: Include early literacy in school-level TSIP.**

**AS** 3.2.1) Track K-2 Student Reading Levels (Rigby Level) from Fall to Spring

Description:

All K-2 teachers will track student reading levels using the Rigby Assessment throughout the school year and intervene and enrich as needed. Three benchmark assessments will be given; fall, winter, spring.

Benchmark Indicator:

PLC agenda and minutes, administrative observations and walk-throughs, easyCBM data for winter and spring benchmarks, and school level reading data and Rigby assessment results.

Person Responsible:

Clark Blair and M'lisa Miffleton

Estimated Completion Date:

12/22/2017

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

Description:

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

**G** 4) District-Level: In order to prepare students for College and Career, RCS will 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

Description:

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

**S** 4.2) District-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

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

Description:

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

**G** 5) District-Level: In order to prepare students for College and Career, RCS will 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

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.

**S** 5.2) District-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

**G** 6) District-Level: Safe and Healthy Students - **School-Level: Safe and Healthy Students**

Description:

District-Level: For 2017-18, students will have equal access to a safe learning environment that promotes academic achievement, limits the amount of lost instructional time and ensures that all students have the opportunity to learn.

**School-Level: Provide all students with a safe learning environment while promoting academic achievement, limiting instructional interruptions to ensure all students have equal opportunities to learn.**

Performance Measure:

District-Level: (1)The number of disciplinary actions taken against students. (2) The percentage of expulsions reported. (3) The student attendance rate and chronic absenteeism rate.

**School-Level: Monthly student attendance, tardy, and behavior reports, counseling referrals.**

**S** 6.1) District-Level: Decrease chronic absenteeism in all K-12 schools - **School-Level: Maintain less than 10% of students who are chronically absent**

Description:

District-Level: The district will provide resources to schools to assist in decreasing the percentage of students chronically absent from school.

**School-Level: Attendance Incentive Plan**

**AS** 6.1.1) Attendance incentives and Check-ins with school counselor.

Description:

An individualized, attendance incentive program/procedure will be developed for those students who may fall in to the chronically

absent category including scheduled weekly/monthly check-ins with school counselor.

Benchmark Indicator:

Daily/Monthly attendance and tardy reports.

Person Responsible:

Clark Blair; Sara Puffer

Estimated Completion Date:

12/22/2017

**S** 6.2) District-Level: Behavioral interventions and supports - **School-Level: Behavioral Interventions and supports**

Description:

District-Level: Develop and support programs and initiatives that address identified behavior needs and provide appropriate student supports.

**School-Level: Implement behavioral interventions and supports through character education and student advocacy program.**

**AS** 6.2.1) Core Essential Values Character Education Program and The Energy Bus Student Advocacy Program

Description:

The school counselor will provide on-going character education instruction for all K-5 students through the Core Essential Values Program during weekly guidance class rotations. A character word of the month will be shared daily on live, morning announcements and students will be celebrated for displaying these characteristics. Each month, teachers will nominate a student who best modeled the character word of the month and these students will be honored at the Student of the Month Celebration. Additionally, all K-5 students are provided with a mentor/advocate through the Energy Bus student advocacy program. Each student is assigned to a "bus", or advocacy group, which is "driven" by a school faculty/staff member. Each bus is made up of 10-11 students from each of the grades K-5 and this group of students stays together with their mentor/advocate throughout their time at McFadden. Monthly meetings allow students to build camaraderie and a sense of community within their bus group.

Benchmark Indicator:

Monitor monthly behavior referrals and school counselor referrals.

Person Responsible:

Sara Puffer

Estimated Completion Date:

5/11/2018

**AS** 6.2.2) Coffee with the Counselor

Description:

The school counselor will provide on-going parent workshops and training focused on areas such as helping students develop a growth mindset, overcoming test anxiety, and other areas specific to parent requests.

Benchmark Indicator:

Parent Needs and Interest Survey results, agenda and sign in sheet, school newsletters.

Person Responsible:

Clark Blair; Sara Puffer

Estimated Completion Date:

5/11/2018

**S** 6.3) District-Level: Healthy students - **School-Level: Healthy students**

Description:

District-Level: The district will provide resources to schools and families to support healthy students.

**School-Level: Provide daily, physical activity for all students.**

**AS** 6.3.1) Physical activity and movement.

Description:

All students are provided with opportunities for daily, physical activity through physical education classes and outdoor/indoor recess as mandated by the state of Tennessee.

Benchmark Indicator:

Master Schedule

Person Responsible:

Clark Blair

Estimated Completion Date:

5/18/2018