Rutherford County (750) Public District - FY 2017 - Stewartsboro Elementary (750-0200) Public School - School Plan - Rev 0

■ **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
All Students	46.3		44.5		
- Asian	38.7		57.1		
- Black or African American	40		50.7		
- Hispanic or Latino	30		40.3		
- Native American / Alaskan Native					
- Native Hawaiian / Pacific Islander					
- White	50.6		42		
- Black/African American, Hispanic, Native American	35.7		46.3		
Economically Disadvantaged	38.5		38		
Students with Disabilities	31.5		15.5		
English Learners	4.5		20		

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: According to 2015 TCAP data, Stewartsboro had an overall TVAAS literacy composite of 5. Stewartsboro showed improvement in RLA proficiency levels in English Learners (+15.5%), Asian students (+18.4%), African American students (+10.7%) and Hispanic students (10.3%). When looking at data for our Caucasian students, we are concerned. As we began the 2014-2015 school year, we asked teachers to revert back to teaching SPI's (from Common Core). With teachers converting back to SPI's, this caused confusion and loss of instructional focus regarding the alignment of the assessment to the instructional shifts. Stewartsboro met

3 AMO targets with Safe Harbor.

Challenges: During the 2015-2016 school year, 3rd-5th grade students did not participate in taking a state-wide assessment for ELA. Stewartsboro's challenge lies within the lack of summative test data for each sub-group, grade level, and school-wide. Using AIMS oral reading scores from the May 2016 AIMS benchmark, the following percentages of students scored in the tier 2 and 3 range: 3rd-38%; 4th - 32%; 5th - 32%. At the start of this school year, the school used a new screener (Easy CBM) to identify tier 2 and tier 3 intervention groups. According to the EasyCBM data, the average percentage of 3rd-5th grade students who fell in the "High Risk" category for Reading was 14%. 5th grade had the lowest percentage with only 10% of their students in the "High Risk" category. These grade levels will continue to focus on strengthening our students' fluency and comprehension in our Tier 1 instruction. Tier 2 and Tier 3 will continue to focus on filling gaps in foundational reading skills. This data showed a high number of students in Tier 2 and 3; therefore, classroom teachers have been assigned to assist interventionists to allow lower numbers in groups. Our school's emphasis on PLCs ensures collaboration around best practices and data analysis. As a school, we are addressing our challenge of low proficiency in the area of literacy by creating a vertical alignment for our writing essential skills, identifying essential skills in ELA, focusing on a school-wide initiative for Guided Reading with leveled readers, and a focused plan for increasing reading experiences for every child (inside and outside of school) with our Thirty Book Challenge (now called Reading Roundup).

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: According to 2015 TCAP data, Stewartsboro showed improvement in RLA proficiency levels in English Learners (+15.5%), Asian students (+18.4%), African American students (+10.7%) and Hispanic students (10.3%); however, Stewartsboro had a significant decrease in the RLA proficiency level of our SWD subgroup. We are also noticing growth challenges with our white students and our Economically Disadvantaged (-5%) students in grade 4. While ELA is a building-wide focus each year, our students showed remarkable growth from 2014 to 2015.

Challenges: Our ESL and ED students typically come to Stewartsboro with limited exposure to text and experiences. Our teachers must plan lessons that build background knowledge and expose students. EasyCBM data reflects 44% of our ELL students are entering 3rd grade below the 25th percentile.

When students at Thurman Francis & John Coleman require more than 2.5 hours of special education services, Stewartsboro becomes their school of zone to meet their special education needs. This practice has elevated the number of students with high needs and academic deficits. Our Reading Intervention materials in SPED were limited to SRA and Edmark, but other strategies are beginning to be implemented each year.

3-8 Mathematics - Data Tables

3-8 Mathematics – % Proficient / Advanced	2013-14	Improvement	2014-15	Improvement	2015-16
All Students	51.6		59		
- Asian	54.9		71.4		
- Black or African American	52		53.6		
- Hispanic or Latino	44		40.4		
- Native American / Alaskan Native					
- Native Hawaiian / Pacific Islander					
- White	52.3		61.6		
- Black/African American, Hispanic, Native American	48.5		48		
Economically Disadvantaged	48.2		52.7		
Students with Disabilities	27.8		26.7		
English Learners	18.2		27.5		

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: According to 2015 TCAP data, Stewartsboro showed improvement in Math proficiency levels in Economically Disadvantaged (+4.5%), English Learners (+9.3%), Asian students (+16.5%), African American students (+1.6%) and white students (9.3%); however, Stewartsboro noticed a decrease in the Math proficiency level of our SWD (-1.1%) and BHN (-0.5%) subgroups. Susan Loveless came to Stewartsboro in the fall of 2016 to demonstrate Number Talks to all classroom teachers. Because of this training, students are talking more about how to solve problems and using mental math as a strategy. Our EasyCBM data from the fall of 2016 shows that the majority of our students perform in the "Low Risk" category for math. Third grade has the highest percentage of "Low Risk" students with 78%.

Challenges: During the 2015-2016 school year, 3rd-5th grade students did not participate in taking a state-wide assessment for math. Stewartsboro's challenge lies within the lack of summative test data for each sub-group, grade level, and school-wide. **Based off of**

current iReady data (county-wide math curriculum) from the diagnostic given in September 2016, 73% of our 3rd-5th students scored below grade level proficiency in overall math. Teachers utilize the iReady instructional components to bridge the gap of missing skills. Teachers will use the Ready curriculum as a resource within PLC lesson planning. iReady also shows 38% of 3rd-5th students will be proficient by the end of the year. Our EasyCBM from the fall of 2016 math screener shows that fourth and fifth grades have the highest percentages of students in the "High Risk" category with 20% in each of these grade levels. Developing strong number sense in the early grades must be a focus at STE.

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: According to 2015 TCAP data, Stewartsboro showed improvement in Math proficiency levels in Economically Disadvantaged (+4.5%), English Learners (+9.3%), Asian students (+16.5%), African American students (+1.6%) and white students (9.3%); however, Stewartsboro noticed a decrease in the Math proficiency level of our SWD (-1.1%) and BHN (-0.5%) subgroups. Our EasyCBM data from the fall of 2016 shows that the majority of our students perform in the "Low Risk" category for math.
Challenges:
Overall, we showed gains with our ED subgroup in math; however, we did notice that our economically disadvantaged subgroup of third graders decreased by 10% from the previous year (SAT10 data). We will provide extra intervention support to third grade with a focus on math fluency. According to EasyCBM fall benchmark, 29% (20 out of 68 ELL students) of our ELL 3rd-5th graders scored below the 25th%ile.

When students at Thurman Francis & John Coleman require more than 2.5 hours of special education services, Stewartsboro becomes their school of zone to meet their special education needs. This practice has elevated the number of students with high needs and academic deficits. Another concern that was addressed was the lack of math intervention materials in our SPED Department. Do the Math intervention materials have been purchased and training has been provided by Stewartsboro and the BOE to address this deficit.

3-8 Science - Data Tables

3-8 Science – % Proficient / Advanced	2013-14	Improvement	2014-15	Improvement	2015-16
All Students	**63.1**	**0.6**	**63.7**		
- Asian	**58.1**	**-0.9**	**57.2**		
- Black or African American	**58**		**63.7**		

- Hispanic or Latino	46		44.2		
- Native American / Alaskan Native					
- Native Hawaiian / Pacific Islander					
- White	67		68		
- Black/African American, Hispanic, Native American	52.5		55.4		
Economically Disadvantaged	56.5		55.5		
Students with Disabilities	35.9		28.9		
English Learners	13.6		27.5		

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: According to 2015 TCAP data, Stewartsboro showed improvement in Science proficiency levels with English Learners (+13.9%), African American students (+5.7%) and BHN students (+2.9%). In 3rd grade, TVAAS showed a growth measure of 5.7 for 2015 which is a growth from 3.7 the year before. Third grade teachers requested a separate science instructional time. Stewartsboro noticed a decrease in the Science proficiency level of our SWD (-1.1%), ED (-1.0%), Asian (-0.9%) and Hispanic (-1.8%) subgroups. (3rd grade proficiency was 69%, 4th grade was 56%, and 5th grade proficiency was 63%. 4th had a -3.0 growth in TVAAS) We, as a school, feel these challenges are due to science not being taught in an assigned classroom instructional block rather it was integrated.

During the 2015-2016 school year, 3rd-5th grade students did not participate in taking a state-wide assessment for science. Stewartsboro's challenge lies within the lack of summative test data for each sub-group, grade level, and school-wide; however, PLC Teams use their CFA data from their targeted essential skills in science to analyze growth throughout the school year. Due to prior summative data results, all students in grades 3-5 now have a science block in their instructional schedule.

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.

Rationale: When students at Thurman Francis & John Coleman require more than 2.5 hours of special education services, Stewartsboro becomes their school of zone to meet their special education needs. This practice has elevated the number of students with high needs and academic deficits. During the 2014-2015 school year, some students (students needing multiple support services)

were pulled from science and/or social studies instructional times to receive intervention or special services support. This practice has changed, these students now receive these services during intervention blocks and/or Breakfast Club (extended school day). Science now has an appointed instructional block in the master school schedule for all 3rd -5th grades. All teachers (in grades 3-5) have identified five essential skills for science in which students must master each skill at 85% by the end of the school year. These essential skills identify remediation groups for science rotations in preparation for state assessment.

We did notice a significant decrease in our Economically Disadvantaged subgroups in grades 3 and 4, we believe that being more intentional with scheduling may address this decrease.

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.

2016 EasyCBM fall benchmark data in **reading** shows: 34% of our kindergarteners in the "High Risk" category, 8% of our first graders in the "High Risk" category and 16% of our 2nd graders in the "High Risk" category. EasyCBM fall benchmark data in **math** shows: 9% of our first graders in the "High Risk" category and 12% of our 2nd graders in the "High Risk" category.

2016 SAT10 Progress:
Stewartsboro gave the SAT 10 assessment to 2nd grade. The Total Mathematics Subtest has a Median Grade Equivalent score of 3.1 (decrease by .2 from 2015). This data indicates that Stewartsboro students are above the grade level requirements of 3.0; although, we did see a very slight decline.

2016 SAT10 Challenges: Total Reading Subtest has a Median Grade Equivalent score of 2.7 (decline by .2 from 2015). This data indicates that Stewartsboro students are below the grade level requirement of 3.0. The Total Language Score has a Median Grade Equivalent score of 2.5 (decline by .1 from 2015). This data indicates that Stewartsboro students are below the grade level requirements of 3.0.

Rationale: The SAT 10 Assessment was designed to assess national standards, not Tennessee State Standards. Our focus has been on ensuring Tennessee State Standards are taught in the classroom not standards aligned to SAT10. In looking ahead, we are focusing on a school-wide initiative for Guided Reading with leveled readers and a focused plan for increasing reading experiences for every child (inside and outside of school) with our Reading Round-Up.

Rutherford County (750) Public District - FY 2017 - Stewartsboro Elementary (750-0200) Public School - School Plan - Rev 0

☑ **CHECK HERE IF NOT APPLICABLE (ELEMENTARY AND MIDDLE SCHOOLS)**

High School Subjects

English I - Data Tables

English I – % Proficient / Advanced	2013-14	Improvement	2014-15	Improvement	2015-16
All Students					
- Asian					
- Black or African American					
- Hispanic or Latino					
- Native American / Alaskan Native					
- Native Hawaiian / Pacific Islander					
- White					
- Black/African American, Hispanic, Native American					
Economically Disadvantaged					
Students with Disabilities					
English Learners					

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.)

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.

English II - Data Tables

English II – % Proficient / Advanced	2013-14	Improvement	2014-15	Improvement	2015-16
All Students					
- Asian					
- Black or African American					
- Hispanic or Latino					
- Native American / Alaskan Native					
- Native Hawaiian / Pacific Islander					
- White					
- Black/African American, Hispanic, Native American					
Economically Disadvantaged					
Students with Disabilities					
English Learners					

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.)

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.

English III - Data Tables

English III – % Proficient / Advanced	2013-14	Improvement	2014-15	Improvement	2015-16

All Students					
- Asian					
- Black or African American					
- Hispanic or Latino					
- Native American / Alaskan Native					
- Native Hawaiian / Pacific Islander					
- White					
- Black/African American, Hispanic, Native American					
Economically Disadvantaged					
Students with Disabilities					
English Learners					

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.)

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.

Algebra I - Data Tables

Algebra I – % Proficient / Advanced	2013-14	Improvement	2014-15	Improvement	2015-16
All Students					
- Asian					
- Black or African American					
- Hispanic or Latino					

- Native American / Alaskan Native					
- Native Hawaiian / Pacific Islander					
- White					
- Black/African American, Hispanic, Native American					
Economically Disadvantaged					
Students with Disabilities					
English Learners					

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.)

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.

Algebra II - Data Tables

Algebra II – % Proficient / Advanced	2013-14	Improvement	2014-15	Improvement	2015-16
All Students					
- Asian					
- Black or African American					
- Hispanic or Latino					
- Native American / Alaskan Native					
- Native Hawaiian / Pacific Islander					

- White					
- Black/African American, Hispanic, Native American					
Economically Disadvantaged					
Students with Disabilities					
English Learners					

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.)

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.

Biology I - Data Tables

Biology I – % Proficient / Advanced	2013-14	Improvement	2014-15	Improvement	2015-16
All Students					
- Asian					
- Black or African American					
- Hispanic or Latino					
- Native American / Alaskan Native					
- Native Hawaiian / Pacific Islander					
- White					
- Black/African American, Hispanic, Native American					

Economically Disadvantaged				
Students with Disabilities				
English Learners				

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.)

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.

Other HS Data – 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.

Rutherford County (750) Public District - FY 2017 - Stewartsboro Elementary (750-0200) Public School - School Plan - Rev 0

N/A

ACT - Data Tables

ACT Scores	Report as	2013-14	2014-15	2015-16
Composite	**(Score)**			
English	**(Score)**			
Math	**(Score)**			
Reading	**(Score)**			
Science	**(Score)**			

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

Graduation Rate - Data Tables

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

Economically Disadvantaged				
Students with Disabilities				
English Learners				

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 - Stewartsboro Elementary (750-0200) Public School - School Plan - Rev 0

Student Enrollment - (represents student enrollment on October 1)

	2013-14		2014-15		2015-16	
	#	**%**	**#**	**%**	**#**	**%**
All Students	940		958			
- Asian	58	6.2	72	7.5		
- Black or African American	111	11.8	132	13.8		
- Hispanic or Latino	110	11.7	107	11.2		
- Native American / Alaskan Native	2		2	0.2		
- Native Hawaiian / Pacific Islander			3	0.3		
- White	658	70	642	67		
- Black / African American, Hispanic, Native American						
Economically Disadvantaged	523	55.6	496	51.8		
Students with Disabilities	123	13.1	119	12.4		
English Learners	76	8.1	92	9.6		

Student Attendance

Student Attendance - Elementary and Middle Grades

	2013-14		2014-15		2015-16	
	#	**%**	**#**	**%**	**#**	**%**
All Students				95.4		
- Asian				95		
- Black or African American				96.6		

	2013-14 #	2013-14 %	2014-15 #	2014-15 %	2015-16 #	2015-16 %
- Hispanic or Latino				95.6		
- Native American / Alaskan Native				96.9		
- Native Hawaiian / Pacific Islander				96.6		
- White				95		
- Black / African American, Hispanic, Native American						
Economically Disadvantaged				95		
Students with Disabilities				93.6		
English Learners				94.9		

Student Attendance - High School

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

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	
	#	%	#	%	#	%	#	%	#	%	#	%
All Students		10.9		1.6		18.9		6.2		10.1		1.2
- Asians												
- Black or African American												
- Hispanic or Latino												
- Native American / Alaskan Native												
- Native Hawaiian / Pacific Islander												
- White												
- Black / African American, Hispanic, Native American												
Economically Disadvantaged												
Students with Disabilities												
English Learners												

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	
	#	%	#	%	#	%	#	%	#	%	#	%
All Students		10.9		1.6		18.9		6.2		10.1		1.2
Kindergarten		13.5		2.9		25.6		7.1		10		0.6
Grade 1		12.3		1.3		21.5		5.8		11.2		2.4
Grade 2		10.8		0.6		14.2		8.4		7.2		1.2

Grade 3		11.7		1.3		17.4		6.6		8.6		0.7
Grade 4		10.7		0.6		19.6		6.3		11.5		0
Grade 5		5.3		1.5		13.9		3		12.3		1.3
Grade 6											
Grade 7											
Grade 8											
Grade 9											
Grade 10											
Grade 11											
Grade 12											

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.

	2013-14		2014-15		2015-16	
	#	%	#	%	#	%
All Students (students suspended; not incidents)		0.4		0.3		
- Asian		1.3		0		
- Black or African American		0		0.6		
- Hispanic or Latino		0		0		
- Native American / Alaskan Native						
- Native Hawaiian / Pacific Islander						
- White		0.5		0.4		
- Black / African American, Hispanic, Native American						
Economically Disadvantaged		0.6		0.4		
Students with Disabilities		2		0		

English Learners		0		0			

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	
	#	%	#	%	#	%
All Students						
Kindergarten						
Grade 1						
Grade 2						
Grade 3						
Grade 4						
Grade 5						
Grade 6						
Grade 7						
Grade 8						
Grade 9						
Grade 10						
Grade 11						
Grade 12						

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	
	#	%	#	%	#	%

All Students (students expelled; not incidents)		0.2		0	
- Asian		1.3		0	
- Black or African American		0		0	
- Hispanic or Latino		0		0	
- Native American / Alaskan Native					
- Native Hawaiian / Pacific Islander					
- White		0.1		0	
- Black / African American, Hispanic, Native American					
Economically Disadvantaged		0		0	
Students with Disabilities		0.7		0	
English Learners		1.6		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	
	#	**%**	**#**	**%**	**#**	**%**
All Students						
Kindergarten						
Grade 1						
Grade 2						
Grade 3						
Grade 4						
Grade 5						
Grade 6						
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.

Prior to this year, Stewartsboro has recognized Perfect Attendance at Awards Ceremonies each semester; however, we are concerned with the findings in this chart. We are now digging deeper and brainstorming ideas for incentives/recognition between grade levels with our Leadership Team. We feel that this recognition will definitely need to occur more frequently. Attendance Data Tracking for individual students with chronic absenteeism (rates that exceed 20%) may also benefit students by allowing them to track their attendance, as well as take ownership of improving their own attendance.

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%.

During the 2014-15 school year, there were 2 expulsions. Both expulsions were modified by the Director of Schools. One student was placed in a behavior intervention classroom at Smyrna Primary. The other student's expulsion was modified to a out-of-school suspension. 7 students were suspended from school for a total of 28 school days.

During 2015-16 school year, there were 2 expulsions. Again, these expulsions were modified by the Director of Schools. One student was placed in a behavior intervention classroom at Walter Hill. The other student's expulsion was modified to a out-of-school suspension. 13 students were suspended from school for a total of 24 days.

Over the last three years, we have used a school-wide positive behavior approach with quarterly Behavior Bashes. We have implemented a standardized system for tracking behaviors and have tiered interventions in place. We have noticed a downward trend in Office Referrals over the last three years.

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Rutherford County (750) Public District - FY 2017 - Stewartsboro Elementary (750-0200) 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			16		17	
Teaching Staff (Certified) – Number of Teachers			65		73	
1 to 3 years			16		17	23
4 to 10 years			22		21	30
11 to 20 years			24		23	32
21 + years			12		12	15
Level 1 Teachers			1	2	0	0
Level 2 Teachers			8	12	2	2.9
Level 3 Teachers			39	60	5	7.1
Level 4 Teachers			15	23	27	38.6
Level 5 Teachers			2	3	36	51.4
Teacher attendance rate						90.9

Rutherford County (750) Public District - FY 2017 - Stewartsboro Elementary (750-0200) 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	**(#)**			180
Length of school day – Instructional minutes	**(#)**			420

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.

Stewartsboro Elementary, under the guidance of Rutherford County Schools, has developed and implemented a strategic RTI plan that builds off the state's RTI framework. This school year we added another RTI Interventionist, for a total of three Interventionists; although, we lost a RTI Coach position due to losing Title I funding. We now only have one RTI coach. The RTI Coach, in collaboration with the school-based RTI Data Team, works to ensure all data is utilized to properly place students in the correct tier of intervention. RTI Interventionists work closely with our most at-risk students needing Tier 2 or 3 support. All tiered students receive daily intervention in addition to Tier 1. These interventions occur in pull-out settings and all focus on skill level deficits. The RTI Coach works closely with grade-level teachers to ensure Tier 1 instruction is differentiated to meet the needs of our at-risk students while in Tier 1 instruction. In addition, PLCs work to analyze common formative assessments and identify students in need of standards-based interventions. These standards-based interventions are provided daily and in addition to Tier 1 core instruction.

To address prior weaknesses of scheduling difficulties, Stewartsboro now provides a separate 40 minute intervention block for both reading and math interventions in all grade levels to better serve students needing interventions in both areas. An additional intervention time that extends the traditional school day, called Breakfast Club, is built into the Intervention Schedule to accommodate the unique needs of some of our ESL and SPED students that need multiple services.

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.

A technology coach is assigned to Stewartsboro on a part-time basis: Mondays, Wednesdays, and Fridays. The Tech Coach works with teachers on integrating technology into daily lesson plans, as well as with students to utilize technology with their learning. The coach provides one-on-one training, after school professional development, model lessons and co-teaching with students. The technology coach serves on several committees (Leadership Team, Testing Team, Admin PLC Team, and chairs the Technology Committee) to ensure that our teachers and students are utilizing best practices with technology. In addition, every grade level PLC team meets with the technology coach once a month.

Two days of professional development are provided by RCS Technology Department for all new teachers on instructional technology tools, online textbook resources, assessment programs, and promoting internet safety. Technology-focused professional development is offered for all Stewartsboro's teachers once per month, and the PD sessions derive from the results of a needs assessment survey in which teachers completed at the beginning of the year.

Stewartsboro houses 5 computer labs. Every grade level is assigned two (50 minute) time slots per week, one for ELA and one for math. Teachers utilize this time to teach an ELA and math lesson with students utilizing the computers within the lesson plan. One computer lab is utilized within the co-curricular rotation as the Learning Computer Lab, which incorporates the classroom curriculum and focuses on our school-wide goals of reading, writing, and science.

In addition, Stewartsboro has two iPad lab carts that are on a check-out basis. One for K-2, and the other is assigned to 3-5 grades. All SPED, ESL, and interventionists have access to these labs as well. Every classroom is assigned one iPad per classroom, along with a document camera, projector, teacher computer, printer, and a minimum of 4 student computers.

To address weaknesses, Stewartsboro implemented a Technology Plan in the 2015-2016 school year and continues to make revisions to this plan every year. Prior to 2015-2016, classrooms did not have the same technology tools available in each classroom. This made the planning process difficult for grade level teams; therefore, it became a focus for our Technology Plan. This plan is designed to provide equity with all classrooms to ensure all teachers have the same technology tools.

Professional Development

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

Instructional needs were identified through Needs Assessments conducted by the RTI Coaches and the Technology Coach and summative data from the prior school year. During the 2015-2016 school year, the following professional development opportunities were offered at Stewartsboro to address our identified needs:

August 4th - RTI

August 5th - Barbara Blackburn "Rigor is Not a Four Letter Word"
August 19th - Technology PD - Edulastic
September 2nd - Technology PD - Office 365 & OneDrive for Beginners
September 21st – Guided Reading Introduction Training with the faculty (will begin to focus on creating a Guided Reading Bookroom)
September 23 - Technology PD - Excel - Basics for Visual Representation and Data Analysis
November 4th - Technology PD - MICA
November 16th - Narrative Writing Training
November 18 - Technology PD - iPads for Student Achievement Part I
October 19th – Writing Training (3 Types of Writing)
December 1st – Essential 5 with Orton-Gillingham with faculty
December 9th - Technology PD - Office Mix for PowerPoint
December 16th - Technology PD - Socrative for Teachers
January 5th - Appelbaum
January 11th - Writing Training
January 20th - Technology PD - OfficeMix
January 28th - Technology PD - Interwrite Mobi Chalkboard
February 8th – Writing Training
February 10th - Technology PD - Writing - Introduction to Writing with Technology - Team Academic Feedback (Part I)
February 24th - Technology PD - Nearpod - The Interactive Presentation Program for BYOD
March 9th - Technology PD - Writing - Introduction to Writing with Technology - Team Academic Feedback (Part I)
March 9th - technology PD - Writing - Introduction to Writing with Technology - Team Academic Feedback (Part I)
March 14th - Guided Reading
March 24th - Technology PD - One iPad Classroom
April 11th - Running Records with Guided Reading (grades K-2)
April 18th - Running Records with Guided Reading (grades 3-5)
April 13th - Technology PD - Creating Digital Projects and Presenting Instructional Content with SWAY
April 21st - Technology PD - Designing Your Webpage to Enhance Your Classroom Environment
May 9th - Running Records with Guided Reading
May 10 & 11th - Vertical Alignment with All Grade level Teams
June 14-16th - Assistant Principal, RTI Coach and 4 Teachers attended PLC Conference in St. Charles

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

During the opening in-service for the 2016-2017 school year, we, as a faculty, ranked our needs. Stewartsboro's faculty wants to spend the majority of the school year training on Guided Reading to improve literacy proficiency (which is significantly low at Stewartsboro) for

our students and have a "common language" across grade levels when discussing reading behaviors and reading levels. On-site trainings will also focus on utilizing non-fiction texts and STEM kits to integrate more science in daily literacy activities to address our school-wide SMART goals.

Stewartsboro administration, in conjunction with the Stewartsboro's Leadership Team, will engage teachers in trainings to evaluate the quality of our teaching practices using John Hattie's, Visible Learning. These trainings will focus on providing consistent awareness and dependable effects that teachers are having on student learning. This awareness will help our teachers in making decisions about how they teach and what they teach. The expectation is that teachers will become more intentional and learning will become more meaningful to and understood by the students. We are confident that the evidence of these expectations will show student progress in literacy and science.

To date for the 2016-2017 school year, the following professional development has been provided:
August 1st - Best Practices/Visible Learning/Student Data Tracking
August 2nd - Guided Reading
August 15th - Guided Reading (New Teachers)
August 22nd - Guided Reading
September 15th - Visible Learning
September 19th - Guided Reading
October 24th - Guided Reading
October 27th - STEM & Literacy with Sarah Jessie & Number Talks with Susan Loveless

Parent Involvement

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

The school-wide culture at Stewartsboro is positive, welcoming and academically focused. Celebrations, school-wide events and after school clubs provide opportunities to involve parents and community members, celebrate student successes, and build relationships with students. Our parent organization, PALS, volunteers and assists in the planning process for multiple school-wide events throughout the school year to include: Popcorn Days, Boosterthon Fun Run, Quarterly Behavior Bashes, Library Nights, Community Spirit Nights, Awards Ceremonies and Teacher Luncheons.

Stewartsboro provides many opportunities for students to explore additional gifts and talents which encourages parent involvement. These include:
- Archery
- Dance/Pep Club
- Drama

- Choir
- Science Olympiad
- Art Club
- Bowling
- SES Live
- Stallions on the Move (Exercise Club)

Our school publishes a parent newsletter quarterly that is sent home with report cards.   The school also utilizes a direct communication system, School Messenger, to provide important updates and information to parents. Stewartsboro's school website offers online text books for parents and students, and the ability for parents to keep track of their students' academic progress online through INow. Stewartsboro utilizes social media to keep parents and community members informed about school information including assessment results and performance data. Teachers actively use Class DOJO (an online tool) to communicate, track behavior, and share class highlights with parents. It also fosters positive student improvement, provides information for parents and teachers to communicate frequently about students, and strengthens the line between school and home.

School Counselors serve as a link connecting students and their families with a broad range of community agencies and practitioners as needed. Our counselors help students and their families obtain clothing, food, housing, transportation and financial assistance. In addition, they make referrals to community agencies to help access needed resources. Counselors maintain an on-line directory that provides an updated list of community resources that parents and school staff can access from the school website. Our counselors help remove obstacles to student learning and academic success.

Stewartsboro employs 4 bilingual faculty/staff members to overcome the communication barriers for our families with diverse language backgrounds. Family events are planned to help these families be engaged in the learning journey with their children. For example, last year we organized a "Kindergarten Readiness Night" in May for our families of ELL students entering kindergarten in the fall of 2016. Literacy and Numeracy packs were created for each of these families to use throughout the summer to help prepare these ELL students for kindergarten.

At Stewartsboro, we involve the community in a variety of unique ways. Strengths include business partnerships that are formed with local churches/businesses. These partnerships help provide parents and their students with resources such as school supplies, weekend food backpacks, clothing needs, etc. Another strength is utilizing area community service workers such as policeman, firefighters, and local community services, etc. that make school visits to participate in school-wide activities, support our behavior initiative and co-teach with classroom teachers.

Stewartsboro uses a wide variety of communication channels to share assessment results with stakeholders. School-wide results are

posted and maintained regularly on the school's website. Data is collected on all students that receive intervention services (Special Education and/or RTI Tiers) every two weeks and a report of progress is sent home every four and a half weeks when progress reports are sent out school-wide. English language assessment results are communicated to parents by providing a copy of the student score sheet and a parent booklet that defines and describes the assessment data.

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

In the past, challenges to involving the community on a regular basis were time constraints and availability of staff to make contact and establish on-going partnerships in the community. We have addressed this by requiring all teachers to serve on two clubs or committees after school to establish additional community partnerships. With these partnerships, student clubs and teacher-led committees are utilizing local resources to enhance student learning opportunities and achievement. Farmers Insurance supported one of our Behavior Bashes. LifePoint Church provides food bags, and aids with our Christmas student needs. We also collaborated with "Community Partners of Nissan" for playground improvements.

Rutherford County (750) Public District - FY 2017 - Stewartsboro Elementary (750-0200) Public School - School Plan - Rev 0

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

Our Stewartsboro faculty is committed to working together to ensure ALL students are learning at high levels. Professional Learning Teams are utilized to plan academic strategies and a systematic response when students do or do not learn (intervention and enrichment). Several teachers and both administrators have attended a national PLC institute. The school district builds four half days into the academic calendar each year to allow school PLC teams to have additional time to meet. STE PLC Teams began a new implementation of data analyzing using a shared Excel workbook to track CFA data. This approach has streamlined and organized the data analysis school-wide. Our PLC Teams are now utilizing a OneNote notebook; however, this is a work in progress. We are hoping that this will help with school-wide access to student data (easy access for Data Team).

At the beginning of the 2015-2016 school year, Stewartsboro Elementary had 89% of teachers rated as a Level 4 or 5 by the Tennessee Department of Education evaluation model. This percentage increased from 26% in the prior academic school year. Contributing to these scores school-wide was our amazing TVAAS growth.

When looking at 2015 TVAAS accomplishments, our overall literacy and numeracy growth was a 5; however, we do realize that our proficiency scores are still much lower that we want. As a school, we know that we must work hard to increase literacy proficiency with our students. (Current data proves this to be an area where our students can show dynamic growth. Currently, 2nd grade had 42% of the students at/above the 50th percentile on the SAT2016. Based off of AIMS benchmarking of non-sense words in May 2016, 35% of kindergarten students scored in the tier 2 and tier 3 range. Using AIMS oral reading scores from the May 2016 benchmark, the following percentages of students scored in the tier 2 and 3 range: 1st-37%, 2nd-32%, 3rd-38%, 4th-32%, 5th-32%). **To address our literacy goals, Stewartsboro began the implementation of Guided Reading. Guided Reading provides teachers with running record data for each student. This data indicates each student's level of reading in order to provide accurate instruction to meet the individual needs. The data also allows students to check out books from the library that are on their level. The school organized a leveled book room, in which teachers utilize in their small group instruction. The Guided Reading implementation allowed for a common language for adults and students across all grade levels.**

Stewartsboro also began a 30-Book Challenge Initiative for the 2015-16 school year to encourage students to read topics that they are interested in learning and to encourage reading outside of school. We strongly feel that providing students with choice in what they read increases their reading motivation and engagement. We want to see that students stretch themselves as readers and increase their competence, confidence, and reading motivation through their daily participation in our reading community. In addition, we have hosted Community Literacy Nights quarterly in our library.

Stewartsboro has many clubs (Archery, Bowling, Dance, Drama, Choir, Science Olympiad, Exercise and Art) for students to participate in after school. These clubs promote parent involvement and promote positive citizenship among our students. By participating in these activities, our students build relationships and socialize with peers who share their same interests.

In May of 2016, all classroom teachers were engaged in a day of vertical alignment with writing and technology standards. Teachers established essential skills in these areas that are necessary in order to ensure students being prepared for the next grade level. Grade levels met with the grade level before and the grade level after to make an educational commitment to each team that ensures students are ready for the next grade level.

The Stewartsboro Leadership Team encourages teacher involvement in decision making and ownership among faculty.

Stewartsboro has a tiered behavior support system in place to support students behaviorally.

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))
Increase Early Literacy Achievement	ELA	K-2	All students, including subgroups.
Increase ELA Achievement	ELA	3rd-5th	All students, including subgroups.
Increase Science/Math Achievement	Science/MATH	3rd-5th	All students, including subgroups.
Train & Retain Effective Teachers	Professional Development/Human Capital	All Grade Levels & Departments (SPED, ESL, RTI)	All

Rutherford County (750) Public District - FY 2017 - Stewartsboro Elementary (750-0200) Public School - School Plan - Rev 0

Plan Items ( )

1) District-Level: Recruit, retain and train Effective Teachers - **School-Level: Stewartsboro Elementary will recruit, retain and train Highly Qualified and 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: Stewartsboro Elementary will recruit, retain and train highly qualified staff and increase the number of highly effective teachers to meet the curricular and instructional needs of our growing and diverse 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: We will maintain the number of teachers scoring at a level 4 and above, while decreasing the number of teachers scoring at a level 1 and 2 as identified by TVAAS quantitative data.

1.1) District-Level: Developing Staff and Mentoring Teachers - **School-Level: Stewartsboro Elementary will develop staff and mentor teachers**

Description:

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

School-Level: Stewartsboro Elementary will provide staff development opportunities to build leaders, mentor new teachers and support at-risk teachers.

1.1.1) Stewartsboro Elementary will provide professional development opportunities and mentoring to build leaders, mentor new teachers and support at-risk teachers.

Description:

Provide STE New Teacher Meetings each month to support and initiate new teachers, provide at-risk teachers in-class support for co-teaching, model lessons and non-evaluative feedback to improve instructional practices and student achievement, provide leadership opportunities throughout the building, and align in-services to the TEAM rubric to allow for prescriptive assignments by instructional leaders and administrators.

Benchmark Indicator:

CFA results, staff calendars/logs, agendas from PD, documentation from classroom observations

Person Responsible:

Melissa Vaughn

Estimated Completion Date:

5/19/2017

1.2) District-Level: Ensure highly qualified and trained teachers for all students. - **School-Level: Stewartsboro Elementary will ensure highly qualified and trained teachers for diverse learners.**

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: STE provides onsite trainings each month to ensure that teachers (new and experienced) are current on best practices and instructional strategies that enhance student learning.

1.2.1) Stewartsboro ensures Highly Qualified Teachers and Educational Assistants

Description:

Stewartsboro will provide training to support our growing and diverse student population. Various trainings such as: Guided Reading, Visible Learning, Number Talks, STEM w/Literacy Integration and TEAM Rubric Trainings. This will help strengthen instructional strategies in the areas of reading, math and science.

Benchmark Indicator:

Faculty Training Calendar, documentation from classroom observations to show application

Person Responsible:

Gary Seymore

Estimated Completion Date:

5/19/2017

1.3) District-Level: Training to meet instructional needs - **School-Level: Stewartsboro Elementary will train teachers 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.

School-Level: Stewartsboro will provide staff development/ training and resources to teachers and instructional staff to meet the instructional needs of our growing and diverse student population. According to surveys collected by our Instructional Coach and Technology Coach, our teachers indicated needs for Guided Reading and TEAM rubric support.

1.3.1) Stewartsboro Elementary will provide professional development and mentoring to ensure high quality training for effective instruction with new teachers.

Description:

Stewartsboro will provide staff development/ training and resources to teachers and instructional staff to meet the instructional needs of our growing and diverse student population. The Instructional Coach, as well as mentor teachers, works with new teachers to observe, co-teach, and provide feedback on teaching practices. New teacher meetings are held monthly to collaborate and address needs and concerns. Through surveys, results have indicated the need for professional development to continue to be implemented based on needs of teachers and students throughout the school year, such as: PLC trainings, Behavior Support, along with strategies to strengthen all academic areas.

Benchmark Indicator:

Success in state assessments, gains with benchmarks, decline in behavior referrals, and productive data driven professional learning communities

Person Responsible:

Melissa Vaughn

Estimated Completion Date:

5/19/2017

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

Description:

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

School-Level: Stewartsboro will increase literacy proficiency while maintaining expected or above expected growth through TVAAS in grades 3-5 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.

School-Level: Stewartsboro will increase literacy proficiency by 10% and achieve a 4 or higher in TVAAS Math and ELA for grades

3-5.

2.1) District-Level: High quality professional development for instructional staff - **School-Level: Stewartsboro provides 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.

School-Level: Teachers will participate in after school trainings each month to support literacy and math achievement for ALL students.

2.1.1) Guided Reading Professional Development

Description:

STE will provide training for teachers and educational assistants on the school-wide implementation of running records with Rigby Kits. Teachers will participate in monthly Guided Reading trainings to increase student reading proficiency. RCS District RTI2 Coach, Kathy Daugherty, has been scheduled and will continue to be utilized for professional development throughout the year.

Benchmark Indicator:

Running Records Data

Person Responsible:

Vanessa Ritter

Estimated Completion Date:

12/15/2016

2.1.2) Number Talks Professional Development

Description:

Provide Number Talks training and classroom modeling to enhance math proficiency/achievement for all students. Stewartsboro has and will continue to use Susan Loveless, RCS K-5 Math Specialist, modeling and on-site training.

Benchmark Indicator:

Classroom Observations

Person Responsible:

Melissa Vaughn

Estimated Completion Date:

2.2) District-Level: RCS will allocate staff to provide and support student instruction and intervention. - School-Level: Stewartsboro will 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: Stewartsboro will ensure that instructional supports (intervention and enrichment) are provided to ensure that ALL students receive a high-quality education.

2.2.1) Intensive interventions

Description:

STE will support students with timely and focused intensive interventions to increase achievement in literacy and math. Interventionists and intervention educational assistants support tier 2 and tier 3 students daily by providing two 40 minute blocks for each grade level (one block for ELA, one block for math).

Benchmark Indicator:

Biweekly progress monitoring, Easy CBM benchmarks

Person Responsible:

Melissa Vaughn

Estimated Completion Date:

5/19/2017

2.2.2) Breakfast Club

Description:

STE provides Breakfast Club to extend the school day to address the scheduling conflicts that arise when trying to meet the additional academic needs of ESL and SPED students who receive tier interventions as well as services from a variety of other departments.

Benchmark Indicator:

Biweekly progress monitoring, Easy CBM benchmarks

Person Responsible:

Melissa Vaughn

Estimated Completion Date:

5/19/2017

2.2.3) STAR Interventions

Description:

STE provides daily tier 1 intervention and enrichment times for both reading and math focused on identified Essential Learnings for each grade level.

Benchmark Indicator:

Common Formative Assessments, Easy CBM benchmarks

Person Responsible:

Gary Seymore

Estimated Completion Date:

5/19/2017

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

School-Level: Stewartsboro provides resources to support and enhance literacy and math achievement school-wide.

2.3.1) Rigby Resources

Description:

STE provides Rigby Kits for each grade level to allow for frequent assessments of student progress in reading. These kits are also used 3 times a year for school wide benchmarking.

Benchmark Indicator:

Rigby benchmarks and running records, student data tracking of Guided Reading level

Person Responsible:

Vanessa Ritter

Estimated Completion Date:

5/19/2017

2.3.2) Guided Reading Bookroom

Description:

STE provides a Guided Reading bookroom to enhance literacy instruction with leveled readers from A-Z that teachers can utilize for daily instruction.

Benchmark Indicator:

Running Records, Rigby benchmark, Student data tracking

Person Responsible:

Vanessa Ritter

Estimated Completion Date:

5/19/2017

2.3.3) Number Talk Strings

Description:

Susan Loveless is providing Number Talk Strings and classroom modeling to enhance math instruction school wide.

Benchmark Indicator:

Math Common Formative Assessments, classroom observations, lesson plans

Person Responsible:

Vanessa Ritter

Estimated Completion Date:

5/19/2017

2.4) District-Level: Rutherford County will actively seek parents as partners - **School-Level: Stewartsboro actively seeks 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: Stewartsboro utilizes quarterly academic evening events to engage parents as partners in increasing literacy

achievement.

2.4.1) Incorporate Literacy Activities to Connect School and Home

Description:

STE has implemented Reading Roundup, quarterly Literacy Nights, and library incentives to improve reading proficiency and increase reading at home.

Benchmark Indicator:

Reading Roundup logs, Literacy Night sign-in sheets, Library incentive tracking

Person Responsible:

Carol Wilson, Rebecca Simpson, Lynn Wood

Estimated Completion Date:

5/19/2017

3) District-Level: Increase early literacy achievement - **School-Level: Stewartsboro will increase early literacy achievement.**

Description:

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

School-Level: Stewartsboro will increase the percentage of kindergarten, first and second 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.

School-Level: Stewartsboro will grow K-2 students reading proficiency as measured by 1) IRL growth from Rigby Benchmark Assessment Data collected in September, December and May. 2) 5% increase on the EasyCBM universal screener in December and May.

3.1) District-Level: High quality professional development for instructional staff - **School-Level: Stewartsboro provides professional development focused on early literacy achievement for instructional staff**

Description:

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

School-Level: Teachers are engaged in monthly after school trainings on early literacy development.

3.1.1) Guided Reading Professional Development

Description:

Provide faculty trainings each month to address Components of Literacy to differentiate ELA instruction: Guided Reading, Running Records, Leveled Libraries.

Benchmark Indicator:

School Calendar of Trainings, Running Record Logs

Person Responsible:

Vanessa Ritter

Estimated Completion Date:

5/19/2017

3.2) District-Level: School Level TSIP Reflects Early Literacy - **School-Level: Increasing Early Literacy is a FOCUS in Stewartsboro's 2016-2017 SMART Goals and TSIP**

Description:

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

School-Level: Increasing early literacy is a FOCUS in our school-wide literacy initiative, Guided Reading.

3.2.1) Implementation of Guided Reading School Wide

Description:

Teachers are beginning to incorporate Guided Reading groups in daily instruction. Students are engaged in individualized data tracking of reading progress.

Benchmark Indicator:

Classroom observations, student data tracking sheets, running records

Person Responsible:

Vanessa Ritter

Estimated Completion Date:

5/19/2017

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

4) District-Level: Increase Academic Performance on ACT Composite. - School-Level: Stewartsboro will implement foundational skills that increase Academic Performance on ACT Composite.

Description:

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

School-Level: Stewartsboro will support the instruction of foundational skills that lead to an increase in ACT scores for ELA, Math and Science.

Performance Measure:

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

School-Level: At Stewartsboro Elementary, our goal is to increase academic performance while decreasing the number of students needing intervention (who score below the 25%ile in literacy and math on EasyCBM).

4.3) District-Level: Provide resources to enhance ACT achievement. - School-Level: Stewartsboro will provide teachers with resources and students with interventions to enhance ACT achievement.

Description:

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

School-Level: To increase academic performance on the ACT, Stewartsboro teachers will participate in monthly trainings and receive ongoing support to enhance the diverse needs of our students.

4.3.1) Support the Instruction of Foundational Skills that Lead to an Increase in ACT Performance

Description:

STE will hold all students and teachers to high expectations by offering rigorous instructional strategies. Targeted professional development on best practices with John Hattie's research, Visible Learning, is ongoing to support the process of learning for the needs of diverse learners (with a focus on students' goal setting and data tracking to create ownership of their learning).

Benchmark Indicator:

student data tracking

Person Responsible:

Vanessa Ritter

Estimated Completion Date:

5/19/2017

4.3.2) Provide School Wide, Targeted, Intensive Academic Interventions

Description:

STE teachers will participate in PLC collaboration to address the academic needs of individual students and plan ways to support their needs.

Benchmark Indicator:

PLC calendar, Data Meetings

Person Responsible:

Gary Seymore

Estimated Completion Date:

5/19/2017

5) District-Level: Increase Graduation Rate - **School-Level: Stewartsboro will implement foundational skills that increase the Graduation Rate.**

Description:

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

School-Level: Stewartsboro will provide the instruction of foundational skills that lead to the expected or above expected 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%,

School-Level: At Stewartsboro Elementary, our goal is to increase the number of students only needing Tier 1 Instruction, as well as decrease the number of students scoring below the 25%ile on EasyCBM in ELA and math. This will support the RCS graduation rate increase of +0.2.

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

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.

School-Level: To support an increase in the RCS graduation rate, Stewartsboro teachers will receive training and ongoing support to enhance the diverse needs of our students.

5.1.1) STE will Implement the Instruction of School Features that Lead to Higher Graduation Rates

Description:

STE will provide Professional Development for teachers on best practices with John Hattie's research, Visible Learning, to support the learning process for the needs of diverse learners with creating connections to students' lives and engaging students in goal setting/data tracking. This training will also promote providing a personalized caring environment where students understand mistakes are viewed as a process in the learning journey while developing a growth mindset.

Benchmark Indicator:

STE faculty training calendar

Person Responsible:

Vanessa Ritter

Estimated Completion Date:

3/6/2017

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: Stewartsboro's staff will provide and support foundational skills to help support an increase in the RCS graduation rate.**

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

School-Level: Stewartsboro's staff will provide academic, attendance and behavioral interventions that lead to the expected or above expected graduation rate.

5.2.1) Provide School Wide, Targeted, Intensive Academic Interventions

Description:

STE teachers will participate in PLC collaboration to address the academic needs of individual students and plan ways to support their needs.

Benchmark Indicator:

PLC calendar, Data Meetings

Person Responsible:

Gary Seymore

Estimated Completion Date:

5/19/2017

5.2.2) Provide School Wide Targeted Attendance and Behavioral Interventions

Description:

STE will provide individualized attendance and behavior interventions to include goal setting, student data tracking, and student led conferences.

Benchmark Indicator:

behavior tracking, attendance data, conference schedules

Person Responsible:

Vanessa Ritter

Estimated Completion Date:

5/26/2017