

School Plan History Log

Rutherford County (750) Public District - FY 2017 - Whitworth-Buchanan Middle School (750-0021) Public School - School Plan - Rev 0

Date	User	Status (S) / Comment (C)	S / C
11/22/2016 4:20:37 PM	Barbara Powers	Status changed to 'LEA School Plan Reviewer Approved'.	S
11/22/2016 2:44:05 PM	Jeffrey Willhoit	Status changed to 'School Plan Reviewer Approved'.	S
11/22/2016 2:43:59 PM	Jeffrey Willhoit	Status changed to 'Draft Completed'.	S
11/17/2016 12:55:59 PM	Barbara Powers	Status changed to 'LEA School Plan Reviewer Returned Not Approved'.	S
11/14/2016 3:05:27 PM	Jeffrey Willhoit	Status changed to 'School Plan Reviewer Approved'.	S
11/14/2016 2:56:36 PM	Jeffrey Willhoit	Status changed to 'Draft Completed'.	S
9/6/2016 1:14:33 PM	Amy Wise	Status changed to 'Draft Started'.	S
4/18/2016 1:58:41 PM	ePlan Administrator	Status changed to 'Not Started'.	S

School Planning Team

Rutherford County (750) Public District - FY 2017 - Whitworth-Buchanan Middle School (750-0021) Public School - School Plan - Rev 0

Please identify all planning team members, including team members' titles. The plan shall be developed in consultation with teachers, principals, administrators (including administrators of Title programs), and other appropriate school personnel, and with parents of students.

Mrs. Seymore, Principal; Mr. Willhoit, Assistant Principal; Ms. Stansbury, Assistant Principal; Mrs. Cooper, Instructional Coach/RTI2 Director; Dr. Pass, Art Teacher; Ms. Kent, SpEd Teacher; Mrs. Pittenger & Ms. Piper, Guidance Counselors; Kim Spurlock, Parent; Mrs. Pletan, Parent.

Describe how parents are engaged and continuously involved in the planning process.

As we look to identify and address specific areas of need for our school in this planning process, Administration and Guidance will go to these selected parents and ask them correlating questions and document their input. We will then strategically devise a follow up plan to meet with these parents and address how their questions and/or concerns were met. We also send out surveys throughout the year to all our parents that address their overall questions and/or concerns as well. The data from these surveys is documented and strategically reflected upon throughout the year as a planning team. The administration team and lead teacher meet with the PTO on a regular, consistent basis to develop plans to best meet the needs of all stakeholders

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	48.1	-0.8	47.3		
- Asian	59.1	0.9	60		
- Black or African American	32	-0.8	31.2		
- Hispanic or Latino	28.8		35.3		
- Native American / Alaskan Native			*		
- Native Hawaiian / Pacific Islander			*		
- White	54.3		56.1		
- Black/African American, Hispanic, Native American	31.6		33		
Economically Disadvantaged	36.7	-1.4	35.3		
Students with Disabilities	19		15.1		
English Learners	0		10		

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

After analyzing the most current state assessment data, Whitworth-Buchanan Middle School students showed improvement in RLA proficiency levels and TVAAS gains/scores as cited from the following data (gains are based

on the 2013-2014 school year and the 2014-2015 school year): All Asian Students 0.9 Gain; 60% Proficiency, and All White Students: 56.1% Proficiency.

6th Grade: 1.3 gain; 59% Proficiency (7% Above State); 8th Grade RLA: 1.5 gain, 49% Proficiency (Equal to State); 8th Grade Proficiency Achievement for – Asian: 65%

In the fall of 2016, 3rd – 8th grade students were administered the easyCBM universal screener. easyCBM is a nationally-normed assessment measuring reading comprehension of students. The assessment showed that in reading 3% of all WBMS students scored above the 90th percentile nationally.

After analyzing the most current 2016 assessment data, Whitworth Buchanan Middle School students showed progress in RLA CFA data with the following data: 6th Grade ELA 85% Proficiency.

Challenges

After analyzing the most current state assessment data, Whitworth-Buchanan Middle School had decreases in RLA proficiency levels and TVAAS levels with the following data: All students: -0.8 loss, 47.3% Proficient, All Black or African American Students: -0.8 loss, 31.2% Proficient. All Hispanic or Latino: 35.3% Proficiency.

7th Grade: -3.1% Loss; School wide Literacy & Numeracy: 1; 7th Grade RLA: 39% Prof&Adv (13% Below State), 6th Grade Proficiency Achievement for - Black or African American: 42%, 7th Grade Proficiency Achievement for - Asian: 55%, Black or African American: 22%; Hispanic: 29%, 8th Grade Proficiency Achievement for - Black or African American: 32%; Hispanic: 38%

The easyCBM universal screener taken in the fall of 2016 showed 10.5% of students in Reading scored below the 10th percentile nationally on the assessment. This assessment was taken the first week of school. This percentage is higher than the 5% that would be expected to need Tier III services in reading.

After analyzing the most current 2016 assessment data, Whitworth Buchanan Middle School students showed deficiencies in RLA CFA data with the following data- 7th Grade: 14% Proficiency & 8th Grade: 27% Proficiency.

Rationale

Whitworth-Buchanan was very proactive three years ago by training and educating teachers on Common Core Standards for ELA through Professional Developments. As an update, we are proceeding with training on the

Tennessee State Standards for ELA. Our emphasis on Response to Intervention practices addressed the lower performing students in both standards and skills based areas. Additionally, our school wide grading policy ensured that student grades were a qualitative reflection of what standards they were mastering.

There are still a few concerns regarding misaligned reading interventions and enrichment for our highest performing students. Our school's emphasis on PLC's ensures collaboration around best practices and data analysis. Additionally, the school had flexibility in following the district's scope and sequence. A stronger emphasis has been placed on this practice for the current year. We have an instructional coach for ELA who currently works with our 6-8 teachers for ELA instruction. We need to maximize our enrichment time to addresses the challenging academic needs of our higher performing students. In addition, our CFA proficiency %'s were founded on a cut score of 75%. The lower proficiencies indicate a high level of rigor and complexity, however, WBMS expects those proficiency percentages to increase as the school year progresses. Teachers place significant emphasis on their essential standards and strategically plan to incorporate the instruction of such standards in their bellwork, TIER I, and Response to Intervention. The reteaching of such essentials will increase the proficiency percentage of their CFA's.

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.

Challenges

After analyzing the most current state assessment data, Whitworth Buchanan Middle School had a -0.8 loss for all students, Special Education: 15.1% proficient, ESL: 10% proficient, and Economically Disadvantaged: 35.3% proficient. Our ED students were at a loss of -1.4..

Foundational literacy continues to be a struggle for the subgroups mentioned above. Our response to intervention literacy goal will bring a focus to improved student achievement on foundational skills. Special Ed is analyzing its programs to assure effectiveness. We will continue to provide specialized training for interventionists, sped teachers, EL teachers, and classroom teachers who work directly with students in these subgroups.

Mrs. Cooper, the RTI Coach will monitor subgroup performance by disaggregating the Easy CBM data, and will report progress and challenges after the winter and spring benchmarking periods.

3-8 Mathematics - Data Tables

3-8 Mathematics – % Proficient / Advanced	2013-14	Improvement	2014-15	Improvement	2015-16
All Students	41.4		39.9		
- Asian	48.7		65.3		
- Black or African American	31.3		24.5		
- Hispanic or Latino	23.4		29.8		
- Native American / Alaskan Native			*		
- Native Hawaiian / Pacific Islander			*		
- White	46	0.8	46.8		
- Black/African American, Hispanic, Native American	29.6		26.5		
Economically Disadvantaged	32.5		30.3		
Students with Disabilities	13.9		12.7		
English Learners	0		14.3		

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

After analyzing the most current state assessment data, Whitworth-Buchanan Middle School students showed improvement in Math proficiency levels and TVAAS gains/scores as cited from the following data: All Asian Students Subgroup had a 65.3% Proficiency and All White Students Subgroup had a 0.8 gain, 46.8% Proficiency; 6th Grade Math: 56% Proficiency (6% Above State) & 8th Grade Proficiency Achievement for – Asian: 77%

In the fall of 2016, 3rd – 8th grade students were administered the easyCBM universal screener. EasyCBM is a nationally-normed assessment measuring math abilities of students. The assessment showed that 4% of WBMS students scored above the 90th percentile nationally.

Challenges

After analyzing the most current state assessment data, Whitworth-Buchanan Middle School had decreases in Math proficiency levels and TVAAS levels with the following data: 6th Grade: -3.5% loss; 7th Grade: -6.4% Loss, 31% Prof&Adv (19% Below State); 8th Grade: -2.8% Loss, 39% Proficiency (8% Below state), School wide Numeracy: 1; School wide Literacy & Numeracy: 1;

Subgroups- All Students: 39.9% proficiency, All Black or African American Students: 24.5% Proficiency, All Hispanic or Latino Students: 29.8% proficiency. 6th Grade Proficiency Achievement for - Black or African American: 36%, 7th Grade Proficiency Achievement for - Asian: 55%, Black or African American: 12%; Hispanic: 23%, & 8th Grade Proficiency Achievement for - Asian: 77%, Black or African American: 28%; Hispanic: 31%.

The easyCBM universal screener taken in the fall of 2016 showed 6.6% of WBMS students scoring below the 10th percentile nationally on the math assessment. This assessment was taken the first week of school. This percentage is slightly higher than the 5% that would be expected to need Tier III services in math.

After analyzing the most current 2016 assessment data, Whitworth Buchanan Middle School students showed deficiencies in Math CFA data with the following data: 6th Grade – 33% Proficiency, 7th Grade 44% Proficiency, and 8th Grade 30%

Rationale

Whitworth-Buchanan Middle School, in conjunction with the district, was very proactive three years ago by training and educating teachers on Common Core Standards for math. As an update, we are proceeding with training on the Tennessee State Standards for math. Our emphasis on Response to Intervention practices addressed the lower performing students in both standards and skills based areas. Additionally, our school wide grading policy ensured that student grades were a qualitative reflection of what standards they were mastering.

There are still a few concerns regarding misaligned math interventions and enrichment for our highest performing students. Our school's emphasis on PLC's ensures collaboration around best practices and data analysis. Additionally, teachers and schools have had flexibility in following the district's scope and sequence. A stronger emphasis has been placed on this practice for the current year. We have two math specialists who currently work

with our 3-8 teachers for math instruction. With regards to our Response to Intervention program, we placed too much emphasis on the quin-tile 1 and 2 students. This emphasis came at a detriment to our higher quintile students in enriching and challenging them to make progress/gains.

Our latest CFA proficiency %'s were founded on a cut score of 75%. The lower proficiencies indicate a high level of rigor and complexity, however, WBMS expects those %'s to increase as the school year progresses. Teachers place significant emphasis on their essential standards and strategically plan to incorporate the instruction of such standards in their bellwork, TIER I, and Response to Intervention. The reteaching of such essentials will increase the proficiency percentage of their CFA's. Also, the new Math Ready curriculum exists as a challenge to students as the notion of productive struggle has significantly increased along with the complexity of the questions.

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

After analyzing the most current state assessment data, Whitworth Buchanan Middle School had a -3.5% loss for 6th Grade, -6.4% loss for 7th Grade, and -2.8% loss for 8th Grade. In Math, the following data was available: Special Education - 12.7% proficient, ESL - 14.3% proficient, and Economically Disadvantaged - 30.3% proficient.

Our school's work around PLC's and RTI2 have helped assure clarity on the rigor expectations in tier I and provide foundational support to these at-risk students.

The school is addressing best practices for TIER instruction and interventions specifically for these subgroups of students. These best practices are founded on the research of John Hattie and Visible Learning. Professional Development and other forms of training are occurring schoolwide.

Mrs. Cooper, the RTI Coach will monitor subgroup performance by disaggregating the Easy CBM data, and will report progress and challenges after the winter and spring benchmarking periods.

3-8 Science - Data Tables

3-8 Science – % Proficient / Advanced	2013-14	Improvement	2014-15	Improvement	2015-16
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All Students	72	-0.1	71.9		
- Asian	81.8	0.2	82		
- Black or African American	53.3	-0.3	53		
- Hispanic or Latino	43.3		69.6		
- Native American / Alaskan Native			*		
- Native Hawaiian / Pacific Islander			*		
- White	80.4	-0.1	80.3		
- Black/African American, Hispanic, Native American	50.7		58.6		
Economically Disadvantaged	61.6		63.2		
Students with Disabilities	32.8		40.1		
English Learners	7.7		46.4		

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.)

Data for Progress

After analyzing the most current state assessment data, Whitworth-Buchanan Middle School students showed improvement in Science proficiency levels and TVAAS gains/scores as cited from the following data: All Asian Students: 0.2 Gain, 82% Proficient; 6th grade: 7.8% gain; Science 8th grade: 7.3% gain; 6th Grade Science: 87% Proficiency (22% Above State); 8th Grade Science: 79% Proficiency (11% above state); 6th Grade Proficiency Achievement for Black or African American: 73%; 7th Grade Proficiency Achievement for Asian: 70%; 8th Grade Proficiency Achievement for Asian: 87%; Black or African American: 60%; Hispanic: 85%

In the fall of 2016, 3rd – 8th grade students were administered the easyCBM universal screener. easyCBM is a nationally-normed assessment measuring reading comprehension of students. The assessment showed that 3% of WBMS students scored above the 90th percentile nationally.

After analyzing the most current 2016 assessment data, Whitworth Buchanan Middle School students showed improvement in Science CFA's with the following data: 6th Grade – 78% proficiency and 8th Grade - 80% Proficiency

TVAAS Gains (2014-2015) being met for these grade levels may be attributed to the following: 1) Teachers from these grade levels attended the following conferences –District Level Transforming Teachers Conference, Data Disaggregation training lead by Mr. Whittington, and New and Seasoned Teacher Technology Training. Those teachers who went to the various conferences returned back to the school and shared with all teachers at faculty meetings specific strategies to enhance instruction. 2) 6th, 7th, and 8th grade teachers were provided with a daily common planning time within their grade level. This established Professional Learning Community time where teachers collaborated and analyzed their Common Formative Assessments using Item Analysis and PLC driven material; established and analyzed SMART Goals; and planned student intervention. 3) The district afforded time for PLC's also contributed to the teacher's ability to formulate their Common Formative Assessments and plan as a PLC team. The teachers were provided very specific expectations by Administration and the Central office for such collaboration and analyzation of data. Ultimately, using the data generated from the PLC meetings, teachers addressed the individualized needs of their students, whether it was through enrichment or remediation, 4) Computer software programs such as Compass Learning, Study Island, and Moby Math became a significant tool for enrichment and remediation in most subject areas. All core subject strands, for higher and lower level learning, with Study Island were purchased and implemented with all grade levels. 5) On a Weekly basis, students were on an RTI schedule. Teachers from all core subjects were assigned a group of students. On Friday the focus was Science. The Science teachers were assigned the students who were on the cusp of proficiency while the other teachers were a support for that teacher focusing on basic skills in the focus subject area for that day, 6) The school continued to implement a school wide grading policy to promote the learning principles of PLC's, which in turn aligned with the school's mission and vision statement that all students will learn at high levels.

Challenges

After analyzing the most current state assessment data, Whitworth-Buchanan Middle School had decreases in Science proficiency levels and TVAAS levels with the following data: All students: -0.1 Loss, 71.9% Proficient; All Black or African American Students: -0.3 Loss, 53% Proficient; All White Students: -0.1 Loss, 80.2% Proficient; 7th Grade: -3.3% Loss; 7th Grade Science: 56% Proficiency (9% Below State); 7th Grade Proficiency Achievement for

- Black or African American: 36%; Hispanic: 50%

After analyzing the most current 2016 assessment data, Whitworth-Buchanan Middle School students showed deficiencies in Science CFA data with the following data: 7th Grade – 30% Proficiency.

Rationale:

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

A summary of the challenges ties directly to the following: We found that we had major TVAAS loss with our 4th and 5th quintile students. We found that our 7th grade as a whole in 2014-2015 did not conduct highly effective PLC meetings for half of the year. We believe that additional professional development is required for our teachers. This development needs to address analyzing data from the TVAAS and Pearson sites to identify the strengths and weaknesses of their students so that appropriate interventions will ensue. Economically disadvantaged students did not perform as well when compared to all other students. Instruction must be highly explicit for ED students to ensure progress. More emphasis must be placed on assuring that all students have ample materials and technology to allow them to improve achievement, with less emphasis placed on assigning homework. Our staff must refine their lessons and activities to guarantee that all of our students have the opportunity to learn and that we are providing necessary interventions to all students at every quintile level. Too much of the school's attention with STINGER & Response to Intervention was devoted to those who fell within the first and second quintile. This came at the loss of providing needed standards based intervention and ensuring rigorous TIER I instruction time with students who were projected to be in quintiles three through five. Also, since the 2014-2015 school year, through multiple observations and walk-throughs conducted by administration and the instructional coach, 7th grade science teachers have bolstered their Tier I instruction. Those observations scores have significantly increased since the 2014-2015 school year and the school has observe an increase in assessment data.

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:

Whitworth-Buchanan Middle School showed improvement in Science, the following data was available:
Economically Disadvantaged - 63% proficient.

Challenges:

Whitworth-Buchanan Middle School showed improvement in Science, the following data was available: Special Education - 40.1% proficient, ESL - 46.4% proficient

There was significant emphasis placed on Response to Intervention for Language Arts and Math that came at the expense of providing such intervention for students who fell into these subgroups.

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.

Social Studies

Progress

After analyzing the most current 2016 assessment data, Whitworth Buchanan Middle School students showed improvement in Social Studies CFA's with the following data: 6th Grade – 71% proficiency, 7th-78% Grade, and 8th Grade - 68% Proficiency

Rationale

Through observations and walkthroughs conducted by the administration and the instructional coach, as well as maintaining high fidelity with PLC's, instructional leaders and the social studies teachers are ensuring that the TIER I instruction is meeting the needs of all students. Social studies teachers also pull students for intervention from all quintiles during the Response to Intervention period.

Schoolwide TVAAS Data for Progress from 2014-2015

School Wide Composite: 3; Composite 6th grade: 1.9% gain; Composite 8th grade: 2.0% gain; Composite 3yr Growth Average 6th Grade: 1.2% Gain; Composite 3yr Growth Average 8th Grade: 1.3% Gain;

Schoolwide TVAAS Data for Challenges from 2014-2015

Composite 7th grade: -4.3% loss

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	100		100		
- 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.)

In the 2014-2015 and the previous year 100% of the Algebra I students were advanced.

In the 2014-2015, Algebra students scored at the 98th percentile on average, with a growth standard of 26.9. Of those students, 70% were not classified as gifted. Also, 80% of the students were females.. There were no disabled students in the class. 10% of the class make-up was African American, 10% Asian, and 80% was white.

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: In the 2014-2015 school year all students scored at the advanced level. The growth standard was 26.9.

Challenges: There are few minority students in the Algebra I class, these students should be challenged to achieve high levels of learning.

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.

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.

EXPLORE TEST

Whitworth-Buchanan Middle has scored higher than the national norm group in all 4 areas (English, Math, Reading, and Science) as well as the Composite Score for one of the last three years: 15-16, 14-15, and 13-14.

English National Norm- 14.7

Whitworth-Buchanan English Scores:

15-16 – 13.7

14-15 – 14.5

13-14 – 15.4

Math National Norm- 15.5

Whitworth-Buchanan Math Scores:

15-16 – 14.4

14-15 – 14.5

13-14 – 15.9

Reading National Norm- 14.6

Whitworth-Buchanan Reading Scores:

15-16 – 13.5

14-15 – 14.0

13-14 – 15.5

Science National Norm- 16.6

Whitworth-Buchanan Science Scores:

15-16 – 16.4

14-15 – 16.6

13-14 – 17.5

Composite National Norm- 15.5

Whitworth-Buchanan Composite Scores:

15-16 – 14.5

14-15 – 15.0

13-14 – 16.2

Looking at all 3 years and resting upon the final 15-16 year, Whitworth Buchanan Middle’s scores decreased in English from its highest score in 2013-2014 (15.4) to 2015-2016 (13.7). Scores in Reading decreased over the 3 year span as did Math and the Composite Score. It is important to note that due to rezoning, the demographics of Whitworth Buchanan Middle School have changed within the last 3 years.

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.

School Plan - School Climate and Culture

Rutherford County (750) Public District - FY 2017 - Whitworth-Buchanan Middle School (750-0021) Public School - School Plan - Rev 0

Student Enrollment - (represents student enrollment on October 1)

	2013-14		2014-15		2015-16	
	#	%	#	%	#	%
All Students	744		850			
- Asian	43	5.8	52	6.1		
- Black or African American	147	19.8	218	25.6		
- Hispanic or Latino	59	7.9	107	12.6		
- Native American / Alaskan Native	1		6	0.7		
- Native Hawaiian / Pacific Islander			2	0.2		
- White	493	66.3	465	54.7		
- Black / African American, Hispanic, Native American						
Economically Disadvantaged	403	54.2	503	59.2		
Students with Disabilities	134	18	183	21.5		
English Learners	21	2.8	45	5.3		

Student Attendance

Student Attendance - Elementary and Middle Grades

	2013-14		2014-15		2015-16	
	#	%	#	%	#	%
All Students				93.9		
- Asian				94.8		
- Black or African American				94		

- Hispanic or Latino				94.1		
- Native American / Alaskan Native				95.4		
- Native Hawaiian / Pacific Islander				96.6		
- White				93.3		
- Black / African American, Hispanic, Native American						
Economically Disadvantaged				93.6		
Students with Disabilities				93.3		
English Learners				94.5		

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						

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		15.4		2.4		22.9		5.7		13.3		3.6
- 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		15.4		2.4		22.9		5.7		13.3		3.6
Kindergarten												
Grade 1												
Grade 2												

Grade 3											
Grade 4											
Grade 5											
Grade 6		14.7	1.6		21.5		4.2		11.6		5.2
Grade 7		16.4	3.4		23.8		4.9		15		3.2
Grade 8		14.8	2		22.8		7.2		12.5		3.3
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)	85	9.6	126	12.6		
- Asian		0		1.8		
- Black or African American	42	22.6	61	22.3		
- Hispanic or Latino	12	16.4		8.1		
- Native American / Alaskan Native						
- Native Hawaiian / Pacific Islander						
- White	31	5.4	51	9.4		
- Black / African American, Hispanic, Native American						
Economically Disadvantaged	51	12.9	91	17.8		
Students with Disabilities	27	14.9	46	19.2		

English Learners

11.8

4.2

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		0.2		
- Asian		0		0		
- Black or African American		0		0.4		
- Hispanic or Latino		0		0		
- Native American / Alaskan Native						
- Native Hawaiian / Pacific Islander						
- White		0		0.2		
- Black / African American, Hispanic, Native American						
Economically Disadvantaged		0		0		
Students with Disabilities		0		0.4		
English Learners		0		0		

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

	2013-14		2014-15		2015-16	
	#	%	#	%	#	%
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.

The 2013-2014 school year absenteeism data shows that in the category of all students, there was greater than 10% of students that were chronically absent at a rate 15.4%, with 2.4% of the student population chronically absent greater than 20%. In 2014-2015, these chronically absent rates rose to 22.9% of students being chronically absent greater than 10% or more, and 5.7% of students absent greater than 20% or more. In the 2015-16 school year, the rate of students who were chronically absent dropped to 13.3% at a rate greater than 10% or more, the lowest rate in the three year period, while 3.6% of the student population were chronically absent at a rate of greater than 20% or more in the same year.

The data concerning subgroups for student attendance was limited to the 2014-2015 school year, with the subgroup Native Hawaiian/Pacific Islander reporting the highest attendance rate of 96.6%, and the subgroup Students with Disabilities reporting the lowest attendance rate of 93.3%.

Summary:

Whitworth Buchanan Middle School addresses absenteeism with the distribution of the school calendar posters for every teacher in the school that are provided by the county with the theme “Attendance Matters, Graduation-The First Step is Good Attendance”. In addition, students are rewarded at the end of each nine week grading period for two different perfect attendance awards. One perfect attendance is based on the student having no unexcused absences that nine weeks. This is celebrated through the schoolwide Renaissance program. The other perfect attendance is based on whether the student was in school for every minute of the school day regardless of excused absences.

Whitworth-Buchanan is also looking into a program titled Learning Earnings that can be a catalyst for students’ 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%.

Whitworth Buchanan Middle School showed a greater overall suspension rate in 2014-15 of 12.6%, as compared to the 2013-2014 suspension rate of 9.6%, an increase of 3.0%. The overall suspension rate was 6.4% higher than Tennessee's statewide suspension rate in 2014-2015 of 6.2%, and 8.4% higher than the overall suspension rate of 4.2% for Rutherford County Schools.

Whitworth Buchanan exceeded the state average by 25%, by having out-of-school suspension rates above 7.75% in all subgroups except Asian, which was 0% in 2013-2014 and 1.8% in 2014-2015, but 0.5% higher than the state average of 1.3% and 0.1% higher than Rutherford County Schools which was 1.7%.

In 2013-2014 the African American suspension rate was 22.6%, decreasing slightly in 2014-2015, to 22.3%, which was 6.4% higher than the state average of 15.9% and 14.4% higher than Rutherford County Schools African American suspension rate of 7.9%.

The subgroup Hispanic or Latino suspension rate dropped to 8.1% in 2014-2015 from 16.4% in 2013-2014, an 8.3% decrease, but was 4.1% higher than the states average of 4.0% and 3.8% higher than Rutherford County Schools rate of 4.3%

The subgroup White has an overall suspension rate of 5.4% in 2013-2014, which increased to 9.4% in 2014-2015, and was 6.4% higher than the state rate of 3.0%, and 6.1% higher than the Rutherford County Schools rate of 3.3%.

The subgroup Economically Disadvantaged rate of suspensions rose from 12.9% in 2013-2014 to 17.8% in 2014-2015.

In the subgroup, Students with Disabilities, the suspension rate of 14.9% in 2013-2014 rose to 19.2% in 2014-2015.

The subgroup, English Learners dropped to 4.2% in 2014-2015 from 11.8% in 2013-2014 which was a 7.6% reduction.

The overall expulsion rate of 0.2% was equal to the state of Tennessee's 0.2% expulsion rate and slightly lower than

the Rutherford County School expulsion rate of 0.3%. The 2 expulsions were in the subgroup African American 0.4%, Students with Disabilities, 0.4%, and White, at 0.2%. The subgroup data is 0.4% lower than the state expulsion rate of 0.6% for African Americans and 0.1% lower than the Rutherford County Schools rate of 0.5% for African American and 0.1% higher than the subgroup White at 0.1% for the state and lower than the subgroup White for Rutherford County Schools at 0.3%.

Of these two expulsions, which resulted in students receiving a zero tolerance consequence, both students were male, one was African American and the other student was White. One incident was due to possession and/or use of illegal drugs and the other incident resulting in expulsion was due to bringing a knife (>2" blade) to school.

Summary:

Whitworth Buchanan Middle School has a higher overall suspension rate of 12.6% than the state of Tennessee at 6.2%, and Rutherford County Schools at 4.2%. The overall expulsion rate of 0.2% was equal to the state of Tennessee's 0.2% expulsion rate and slightly lower than Rutherford county schools expulsion rate of .3%.

Whitworth-Buchanan Middle School encourages communication and fosters positive attitudes and beliefs to promote a safe environment in our school. We have numerous programs in place to promote a positive school climate and culture (one of which being our schoolwide eligibility program), establishing policies and procedures that prevent violence and encourage a safe environment in our school community.

Whitworth Buchanan also has numerous school strategies in place and will adopt additional strategies to decrease our overall suspension rates in order to address lost instruction time and any disparate impact that our current discipline program may contribute to higher than state and county suspension rates in the subgroups of the African American, Hispanic or Latino populations, and Students with Disabilities.

There are programs that the school has in place to address the high rate of suspensions such as a school-wide discipline policy that track student infractions, regular parent communication, the availability of school counselors to students with an open door policy, positive reward systems, individual behavior plans, and a weekly advisory program that provides mentoring to students in small groups by all teachers in the school. If a student is not marked for any level higher than a warning within his or her classroom discipline log, and have not received any major dispositions (detentions to any suspension type) from the start of the semester, then these students are celebrated at the end of

each month.

Whitworth-Buchanan has an eligibility program in place for extracurricular activities that occur both in and out of school. Students cannot be assigned multiple times in a grading period to In-School Suspension, or be assigned any Out of School Suspension, to participate in rallies, dances, etc. Also, the athletic coaches at the school take suspension seriously and remove players from the team based on suspensions.

In addition, the school has implemented a 6-hour professional development opportunity during the 2016-2017 school year for teachers that specifically addresses implicit bias in the discipline process. The professional development is based upon the Positive Behavioral Interventions and Supports (PBIS) research based data that promotes foundations and supporting information for addressing discipline dis-proportionality in education, particularly focusing on subgroup, at risk, and learning disabled students.

Some of the policies and procedures include, but are not limited to:

Anger Management- Guidance, Conflict Resolution - Guidance, Counseling - Guidance, Drills -Code Red, Fire, Tornado, and Earthquake drills - School Admin, Full Time SRO, Operation Integrity, Operation Reality Check.

School Plan - Human Capital

Rutherford County (750) Public District - FY 2017 - Whitworth-Buchanan Middle School (750-0021) 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	4		5		6	
Teaching Staff (Certified) – Number of Teachers	54		61		63	
1 to 3 years	5	9	12	19.7	7	11.1
4 to 10 years	22	41	22	36	23	36.5
11 to 20 years	18	33.3	18	29.5	24	38.1
21 + years	9	16.7	9	14.8	9	14.3
Level 1 Teachers	0	0	1	1.67		
Level 2 Teachers	16	29.63	12	20		
Level 3 Teachers	20	37.04	28	46.67		
Level 4 Teachers	7	12.96	12	20		
Level 5 Teachers	9	16.67	7	11.67		
Teacher attendance rate		94		95		96

School Plan - Additional Areas

Rutherford County (750) Public District - FY 2017 - Whitworth-Buchanan Middle School (750-0021) Public School - School Plan - Rev 0

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

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

Additional Areas

RTI2

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

Rutherford County has developed and implemented a strategic RTI plan that builds off of the state's RTI framework. At Whitworth-Buchanan Middle School, RTI Interventionists and the RTI Coach work to ensure all data (summative assessments, formative assessments, universal screeners, etc.) are utilized to properly place students in the correct tier of intervention. Building level interventionists work closely with our most at-risk students who have been identified as needing Tier 2 or Tier 3 support in Reading or Math. These classes are taught by interventionists who receive training and guidance from the district office. All tiered students receive daily intervention in addition to Tier 1 instruction. These interventions typically occur in pull out settings and all focus on specific, skill level deficits that are impeding the student from accessing grade-level content. The RTI Coach works closely with grade-level teacher(s) to ensure Tier 1 instruction is differentiated to meet the needs of our at-risk students while in Tier 1 instruction. In addition, grade-level teachers and PLCs work to identify students in need of rigorous, standards-based interventions as indicated by common formative assessments given. Just as with Tier 2 and Tier 3, these standards-based interventions are provided daily and in addition to Tier 1 core instruction.

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.

Whitworth-Buchanan Middle School continues to have a school-based Technology Coach to work with teachers and staff on effectively implementing technology into the instructional day. The current coach is on-site every day, except every other Wednesday. This coach provides on-the-job training, after school professional development, model lessons with students, train teachers and students on next generation assessments, and provide level one technical support to teachers. Whitworth-Buchanan Middle also continues to have a central office based technician to assist with hardware and network issues.

Professional development is offered for all new teachers on available instructional technology tools, online textbook resources, assessment programs, and promoting internet safety. These sessions include, but are not limited to, the following topics: webpages, Office 365, test prep programs, PLC communication tools, classroom management tools, etc. The Technology Coach offers a minimum of three hours of professional development each month.

Whitworth-Buchanan Middle currently has five stationary computer labs with 30 computers in each lab. The school also has a mobile computer lab with 30 laptops for teacher and student use. In addition, a second mobile lab featuring smaller cloud books has been provided by the county for the 2016-17 school year as a part of the Rutherford County Blended Learning Pilot. Whitworth-Buchanan is one of six schools participating in this pilot. In the 2015-2016 school year, our school received new computers to replace existing computer labs or to make new computer labs to meet ensure there are enough labs for one-half of the largest grade level to be using them simultaneously. Wireless access continues to expand in our school for both student/teacher access and BYOD. The number of wireless access points have increased to 38. The school system continues to provide upgrades to the school's network to meet the demands on online applications. An upgrade to the internet grew from 1gb to 10gb bandwidth. We also recently received a server upgrade and continue to be on the Microsoft Windows Server platform.

The district supports a subscription to the Microsoft Office 365 platform which ensures all devices have access to the latest operating system and software. In addition, this provides every faculty member and student with five free

copies of the software to install on personal devices to use when at home or away from school. Students and teachers are trained on the use of the Office 365 program, including email, cloud storage, and online program use. Whitworth-Buchanan uses the Office 365 to communicate and manage programs and operations within the school, including documentation of discipline, remediation and enrichment, handbooks, PLC notebooks, etc.

The 2016-2017 budget saw the addition of \$3.00 per student in technology funds allocated to the school. This allocation is used for the general upkeep and maintenance of technology needs.

Challenges:

Many of the computers in the school were purchased with school construction funds, and as a result are now seven years old.

The technology coach is currently split with another school in the district. While present at Whitworth-Buchanan Middle most days, this still leaves the school without assistance one day every two weeks.

With the increase in student numbers and teachers, there are many rooms within the building that are used as classrooms, that do not support the same technological setup that is standard in other parts of the building, such as projectors, desktop computers, etc.

Whitworth-Buchanan Middle School has a county-assigned technician one day a week. While this technician accomplishes much while in the building, there are still many work orders that are delayed until the following week due to the lack of time during the work day.

Professional Development

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

The teachers at Whitworth-Buchanan Middle School, as a part of their contract with the district, are mandated to have five in-service days each year with a focus requirement in their content area. There are three days built into the school calendar planned by the school administrators based on a specific school area of need to improve growth. These three days were committed to enhancing the teacher's understanding of underprivileged students, enhancing instructional strategies as indicated by the TEAM model such as academic feedback, and building and developing effective PLC teams. Enhancement of the teacher's understanding of underprivileged students came directly from the Rutherford County certified poverty simulation facilitator who provides poverty simulations for school staff, to increase awareness of, and sensitivity to, the experiences of more than 40% of students in Rutherford County Schools who qualify for free and reduced lunch. This allows staff to be more effective in their interaction with parents and students experiencing poverty. The additional two days teachers earn after school hours individually to make an impact on their classroom instruction.

The instructional coach and school administration will make recommendations for teachers (effective score of 2 or greater) to attend certain professional development classes based on their specific areas of need as indicated by formal TEAM observations. The instructional coach and school administration will require teachers (effective score 1) to attend certain professional development classes based on their specific areas of need as indicated by formal TEAM observations and drawn up in their Plan of Assistance. These classes are selected from the district's School Station program. This online professional development program, School-station, allows administrators to make training recommendations by using session identifiers that correlate with the TEAM rubric such as questioning, classroom management, grouping and planning. Since the county invests a significant amount of time and effort into identifying specific teacher, content and school needs in both content and instructional skills; the identification of content area needs is accomplished by a close working relationship between school administration and the Instructional department as they examine data on both a school-wide level and an individual classroom basis.

The system also completes a needs assessment every year with school level leaders and an annual online needs assessment completed by teachers. Training is offered to address both teacher and student needs based on the analysis of both of these areas. For the past eleven years, the system has presented two full days of training to teachers and administrators covering topics such as Tennessee State Standards, Response to Intervention, classroom management and the needs of specific subgroups such as ESL and students eligible for Special Education services. This training, attended by nearly 1000 teachers each year, features sessions based on

identified needs after analysis of test data and TEAM evaluation results to improve student achievement in Rutherford County Schools. Several teachers from Whitworth-Buchanan Middle School attended this training.

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

T

To support the State goal of Tennessee performing in the top half of all states in NAEP, Whitworth-Buchanan Middle School will continue to focus on Tier I instruction in providing strategies to enhance student skills and increase student achievement in ELA and Math. Specifically, our school data shows a need for improvement in Tier I ELA gains, quintiles four and five, and our SWD and EL populations. To demonstrate consistent support in addressing these deficits the school will be implementing Visible Learning training for its leadership team during the 2016-2017 school year. This training, focused on the research of John Hattie, will assist the school in identifying specific areas of improvement and creating plans to address these areas based on research-based best practices. The school leadership team will provide professional development to its teachers throughout the 2016-2017 school year, focusing on the top five areas from John Hattie's research that teachers are already implementing in their daily instruction. The goal is to enhance and empower such instruction in the areas of academic feedback, Piagetian programs, response to intervention, and teacher credibility. The school leadership team will also identify one area of Visible Learning as directed by the district's training with Student Self-Report grades and start the process of incorporating this component school wide.

In the summer of 2017, the school will again encourage its teacher to attend the district's two-day summer conference focused on providing teachers with targeted trainings across all subgroups, achievement levels, and grade bands.

Parent Involvement

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

Whitworth Buchanan Middle School provides several options to connect parents with academic information and offers parents the ability to be a part of the decision-making process. There is an active Parent Teacher Organization within the school. The PTO holds monthly meetings on the third Thursday of each month. The school hosts an open house the within the first month of school , allowing parents to meet teachers and become acquainted with the building. In addition, parent involvement is encouraged throughout the school year to keep parents informed and receive valuable feedback. Parents are integral to the success of fundraising efforts assimilated by the school.

The school maintains a direct communication system, School Messenger, to provide important updates and information to parents. The school offers online text books for parents and students, and the ability for parents to keep track of their students' academic progress online through the "INOW Home Portal." The school's website, www.wbm.rcschools.net, is available to parents at all times and contains multiple resources for their use. A Twitter Feed is also maintained on the website for immediate up to date information of school activities and achievements. Contact information for each faculty member is present on the webpage for easy access and to promote communication between home and school. Teacher also utilize Remind 101 for such parent communication.

Internal communications is also vital to successfully communicating information to the public because employees often serve as ambassadors with parents. To that end, the school utilizes an online notebook system to keep employees well informed, including a Faculty Handbook. Several intranet groups have been developed within the One Note System to keep communication between administration and teachers a fluid process. Email communication is encouraged and utilized effectively.

Whitworth Buchanan Middle School employs 1 bilingual educational assistant to meet the needs of our families with a Spanish speaking back ground . The district also employs a bilingual parent facilitator to translate district forms and to serve as a liaison to our Hispanic families.

The school based ATLAS liaison collaborates with Rutherford County's ATLAS liaison and assistant to work in partnership with many community groups, including churches, food banks and civic organizations to provide school snacks and other donated supplies needed by homeless students. Transportation for students in shelters is

coordinated with personnel from each of the shelters in our county.

The Counseling department developed parent and teacher surveys to monitor the effectiveness of the counseling program. The feedback from these surveys assists the counselors in improving student, teacher and parent services. Student's individual assessment information is communicated to parents and other stakeholders in a variety of ways. All students are progress monitored bi-weekly and a report of progress is sent home every four and a half weeks. Students also receive report card every nine weeks.

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

The school is exploring ways to offer more opportunities for parent involvement. Exploring ways of more effective communication to parents is one area of concern.

Counselors are using parent surveys to plan parent workshops focusing on student achievement.

The school is continually utilizing data to further student achievement and determine proper placement for interventions.

School Plan - Needs Assessment Summary

Rutherford County (750) Public District - FY 2017 - Whitworth-Buchanan Middle School (750-0021) Public School - School Plan - Rev 0

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

Whitworth Buchanan Middle School had improvements in 6th grade ELA in 2014-2015 with a +1.3 gain and a 59% proficiency rate and 8th grade with a +1.9 gain with 49% proficiency rate. The school place an emphasis on differentiated instruction, small group instruction, and guidance from the instructional coach. The only subgroup to show positive gains in ELA was Asian students with a 65% proficiency rate. The school recognizes the need for improvement in 7th grade ELA since we showed a loss in the 2014-15 school year.

After analyzing the most current state assessment data, Whitworth Buchanan Middle School students showed improvement in Math proficiency levels and TVAAS gains/scores as cited from the following data: 6th Grade Math: 56% Proficiency (6% Above State) & 8th Grade Proficiency Achievement for – Asian: 77%. We recognize the need to implement similar strategies in math that we have formerly used in ELA to show growth in other areas.

In 2014-15 79% of WBMS teachers were Level 3 or better and 32% were level 4 or 5 teachers. We contribute this success to highly effective professional development, quality feedback from administration and the instructional coach, and collaboration in PLC's and continual data analysis.

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 teacher effectiveness	Highly effective instructional staff	6-8	All students all subgroups
Increase ELA and Math achievement	ELA and Math	6-8	All students but with a focus on bottom 25%tile
Suspension Rate	Behavior interventions	6-8	All students all subgroups

Plan Items ()

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

Description:

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

Performance Measure:

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

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

Description:

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

AS 1.1.1) School Partnering Program for Mentoring Teachers

Description:

Each month, MENTORS will meet to share a list of topics to discuss with their mentee that are relevant. When you meet, share the treat with and the information. The instructional coach will devise this list at the start of the school year (8/8/16). These topics include effective classroom management to data analysis of common formative assessments.

Benchmark Indicator:

The Instructional Coach will conference with each mentor teacher at the beginning of the month. Concerns will be shared with Administration. The teachers' level of effectiveness will be a 3 or above for that year.

Person Responsible:

Amanda Cooper

Estimated Completion Date:

5/26/2017

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

Description:

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

AS 1.2.1) Professional development and mentoring

Description:

Provide a school-based professional development to support and initiate new teachers, provide train-the-trainer opportunities for academic coaches, and align in-services to the TEAM rubric to allow for prescriptive assignments by instructional leaders and administrators.

Benchmark Indicator:

Administrators and the Instructional Coach will strategically look for how teachers have specifically improved from the prescriptive assignments within the TEAM observations and Walkthroughs. There will be growth in student achievement for the school.

Person Responsible:

Mrs. Seymore, Ms. Stansbury, Mr. Willhoit, Mrs. Cooper, and Mrs. Weller.

Estimated Completion Date:

4/21/2017

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

Description:

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

AS 1.3.1) Teachers will receive training on developing common formative assessments and other PD to enhance school PLC's

Description:

School based staff will be trained on developing common formative assessments and will in turn train school level staff. Training will also include identifying essential skills. Various trainings on professional learning communities will be offered

Benchmark Indicator:

After instructional leaders from the Central Office provide such training for teachers in their respective areas, administration and the instructional coach will monitor the common formative assessments and essentials implementation throughout the year.

Person Responsible:

Mrs. Seymore, Ms. Stansbury, Mr. Willhoit, and Mrs. Cooper

Estimated Completion Date:

5/26/2017

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

Description:

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

Performance Measure:

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

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

Description:

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

AS 2.1.1) Poverty and SWD Trainings

Description:

Ongoing poverty and SWD trainings offered to address the specific needs and challenges of our economically disadvantaged populations

Benchmark Indicator:

Disaggregated Student Achievement for these subgroups will reflect a positive growth FY 16/17.

Person Responsible:

Mrs. Cooper, Mrs. Given, Mrs. Seymore, Ms. Stansbury, Mr. Willhoit

Estimated Completion Date:

5/26/2017

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

Description:

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

AS 2.2.1) Schoolwide Response to Intervention

Description:

The main schedule will allot 35 daily minutes during a set period to provide standards-based and skills-based intervention that are in alignment with the expectations of the RTI2 state mandate. For standards-based intervention, teachers will weekly use their most current CFA data analysis to determine what students they need to pull for small group intervention. For skills-based intervention, students who fall below the 25th percentile in ELA or Math are scheduled into small group intervention classes.

Benchmark Indicator:

CFA's and Easy CBM data will indicate positive growth throughout the year.

Person Responsible:

Mrs. Cooper, Mrs. Seymore, Ms. Stansbury, and Mr. Willhoit

Estimated Completion Date:

5/26/2017

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

Description:

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

AS 2.3.1) Textbook Adoption and Trainings

Description:

After a thorough analysis of math textbook choices, a math textbook will be adopted to support numeracy instruction for K-12. Math teachers have all received training from Math Curriculum Associates during the school day and outside of the school day. The ELA Central Office Instructional Leader will conduct multiple trainings throughout the year with our teachers during their PLC's and/or after school.

Benchmark Indicator:

Evaluations scores using the TEAM Rubric will reflect scores that are at a 3 or above for most instructional indicators.

Person Responsible:

Mrs. Cooper, Mrs. Seymore, Ms. Stansbury, and Mr. Willhoit

Estimated Completion Date:

6/2/2017

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

Description:

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

AS 2.4.1) Parent Communication

Description:

Core teachers regularly communicate with their non-proficient students to seek partnerships in enhancing student performance. The school will celebrate student who show significant growth and make those students' parents aware of such positive growth. There is a Grade Recovery program in place that requires communication with parents of students who are failing more than two academic classes, updates of student progress is provided for parents as well. Intervention progress is communicated with parents a minimum of every four and a half weeks.

Benchmark Indicator:

Student performance will reflect a partnership between parents and teachers.

Person Responsible:

Mrs. Seymore, Mr. Willhoit, Ms. Stansbury, and Mrs. Cooper

Estimated Completion Date:

5/12/2017

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

Description:

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

Performance Measure:

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

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

Description:

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

AS 4.1.1) Provide school level Tech Coaches and RTI Coaches, identify ACT expert teachers to share strategies for PLC Common Formative Assessments, and help access instructional tools for ACT improvement

Description:

Coaches will provide instruction and support for teachers to differentiate instruction in their classroom to address academic needs of all learners including the use of software programs such as schmoop.

Benchmark Indicator:

ELA and Math Achievement percentages will reflect growth.

Person Responsible:

Kayla Weller

Estimated Completion Date:

5/12/2017

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

Description:

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

AS 4.2.1) District level RTI Coach, Technology Coach, and Interventionist.

Description:

These positions are a resource for teachers through mentoring, model lessons, professional development, non-evaluative feedback to improve instructional practices and student achievement.

Benchmark Indicator:

Student performance on beginning, middle, and end of year universal screener.

Person Responsible:

Amanda Cooper, Kayla Weller, Stacey Zindle, Kelley Dodson, Jillian Jackson
Estimated Completion Date:
5/15/2017

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

Description:

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

AS 4.3.1) Provide school level Tech Coach and RTI Coach, identify ACT expert teachers to share strategies for PLC Common Formative Assessments, and help access instructional tools for ACT improvement

Description:

Coaches will provide instruction and support for teachers to differentiate instruction in their classroom to address academic needs of all learners using programs such as schmoop.

Benchmark Indicator:

Growth in Math and ELA, proficiency achievement levels for all students and subgroups.

Person Responsible:

Kayla Weller

Estimated Completion Date:

4/13/2017

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

Description:

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

Performance Measure:

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

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

Description:

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

AS 5.2.1) Increase classroom attendance for all students and all subgroups.

Description:

Use incentive based programs and advisory time to encourage good behavior and attendance. Counselors and interventionist will mentor high-risk students. RTI-B professional development training will occur in January and school wide implementation will follow. This combination of positive student interactions should decrease the suspension rate therefor raising classroom attendance.

Benchmark Indicator:

Decrease in suspension rate and an increase in attendance for all students and all subgroups

Person Responsible:

Amanda Cooper

Estimated Completion Date:

5/19/2017

School Plan Related Documents

Rutherford County (750) Public District - FY 2017 - Whitworth-Buchanan Middle School (750-0021) Public School - School Plan - Rev 0

Optional Documents

Type	Document Template	Document/Link
School Plan Supporting Documents	N/A	

School Plan Checklist

Rutherford County (750) Public District - FY 2017 - Whitworth-Buchanan Middle School (750-0021) Public School - School Plan - Rev 0

Checklist Description ([Collapse All](#) [Expand All](#))

<input type="checkbox"/> 1. School Plan - Planning Team	<input type="text" value="OK"/>	Barbara Powers	11/22/2016 4:20:00 PM
1. School planning team represents the school's stakeholders including teachers, principals, administrators (including administrators of Title programs), and other appropriate school personnel, and parents of students. Stakeholders are identified with full name and title.			
2. School plan described how parents are engaged and continuously involved in the planning process.			
<input type="checkbox"/> 2. Needs Assessment - Academic Data Guiding Questions (Elementary and Middle Grades)	<input type="text" value="OK"/>	Barbara Powers	11/22/2016 4:20:00 PM
1. School analyzed Reading/Language Arts data and provided a summary of progress and challenges, identifying underlying reasons for each and cited specific examples where possible.			
2. School analyzed Mathematics data and provided a summary of progress and challenges, identifying underlying reasons for each and cited specific examples where possible.			
3. School analyzed Science data and provided a summary of progress and challenges, identifying underlying reasons for each and cited specific examples where possible.			
4. School analyzed Other subject data and provided a summary of progress and challenges, identifying underlying reasons for each and cited specific examples where possible. (optional)			
<input type="checkbox"/> 3. Needs Assessment - Academic Data Guiding Questions (High School)	<input type="text" value="OK"/>	Barbara Powers	11/22/2016 4:20:00 PM
1. School analyzed English/Language Arts data and provided a summary of progress and challenges, identifying underlying reasons for each and cited specific examples where possible.			
2. School analyzed Algebra data and provided a summary of progress and challenges, identifying underlying reasons for each and cited specific examples where possible.			
3. School analyzed Biology data and provided a summary of progress and challenges, identifying underlying reasons for each and cited specific examples where possible.			
4. School analyzed Other subject data and provided a summary of progress and challenges, identifying underlying reasons for			

	each and cited specific examples where possible. (optional)			
<input type="checkbox"/>	4. Needs Assessment - College/Career Readiness Data Guiding Questions	<input type="text" value="OK"/>	Barbara Powers	11/22/2016 4:20:00 PM
	1. School analyzed Explore/Plan/ACT data and provided a summary of progress and challenges, identifying underlying reasons for each.			
	2. School analyzed Graduation Rate data and provided a summary of progress and challenges, identifying underlying reasons for each.			
	3. School analyzed Other College & Career Readiness Data was considered (AP, dual enrollment, dual credit, etc.) and provided a summary of progress and challenges, identifying underlying reasons for each. (optional)			
<input type="checkbox"/>	5. Needs Assessment - School Climate & Culture Guiding Questions	<input type="text" value="OK"/>	Barbara Powers	11/22/2016 4:20:00 PM
	1. School analyzed chronic absenteeism data and provided a summary of progress and challenges, identifying underlying reasons for each. (required for any over 10%)			
	2. School analyzed school discipline data and provided a summary of progress and challenges, identifying underlying reasons for each. (required for any 25% over state average)			
<input type="checkbox"/>	6. Needs Assessment - Human Capital Data	<input type="text" value="OK"/>	Barbara Powers	11/22/2016 4:20:00 PM
	1. School entered current-year data in the Staff Characteristics data table.			
<input type="checkbox"/>	7. Needs Assessment - Additional Areas Guiding Questions	<input type="text" value="OK"/>	Barbara Powers	11/22/2016 4:20:00 PM
	1. School analyzed additional areas (RTI2, technology access and use, professional development, and parent involvement) and reflected on what has gone well and where there is room for improvement.			
<input type="checkbox"/>	8. Needs Assessment - Summary	<input type="text" value="OK"/>	Barbara Powers	11/22/2016 4:20:00 PM
	1. School summarized accomplishments and identified what is working for students. School included what is attributed to these accomplishments.			
	2. School's prioritized list of needs align with data.			
<input type="checkbox"/>	9. Prioritized Goals and Strategies - Goals	<input type="text" value="OK"/>	Barbara Powers	11/22/2016 4:20:00 PM

	1. School goals are aligned with the LEA goals. (i.e. when school extended the LEA goal, the school's goal title is aligned with the LEA goal title)			
	2. School goals descriptions are based on the school's needs within that goal. (i.e. the school AMOs were included and did not just duplicate the LEA AMOs)			
	3. Goals are aligned with prioritized list of needs.			
	4. Identified goals are specific, measurable, ambitious, relevant, and time-bound.			
	<input type="checkbox"/> 10. Prioritized Goals and Strategies - Strategies	<input type="text" value="OK"/>	Barbara Powers	11/22/2016 4:20:00 PM
	1. Each strategy describes the specific change in practice necessary to meet the related goal.			
	2. Each strategy is aligned to the goal it is intended to meet.			
	3. Each strategy is research-based.			
	<input type="checkbox"/> 11. Prioritized Goals and Strategies - Action Steps	<input type="text" value="OK"/>	Barbara Powers	11/22/2016 4:20:00 PM
	1. The action step descriptions are clearly stated and specific.			
	2. In conjunction with the strategy, the action steps answer the five W's: Who, What, Where, When and Why.			
	3. The benchmark is described.			
	4. The person responsible is populated and is the appropriate individual for this action step.			
	5. The estimated date of completion is realistic and aligns with other activities to allow district to reach goals. (NOTE: all Action Steps do not all have an end of school year date.)			
	6. The action steps are appropriate and aligned to the goals and strategies.			
	<input type="checkbox"/> 12. Component Relationships - Title I Schools Only	<input type="text" value="Not Applicable"/>	Barbara Powers	11/22/2016 4:20:00 PM
	1. Component relationships are made for appropriate action steps.			
	2. All component items have either a component relationship or a note has been provided describing how the plan component requirement has been met.			