

School Planning Team

Rutherford County (750) Public District - FY 2017 - Stewarts Creek Middle School (750-0220) 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.

SCMS E Plan Team

2016-2017

Members:

Letoni Murry	Principal
Lindsay Wayne	Assistant Principal
Keith Young	Assistant Principal
Rachel Lee	RTI Coach
Kim Dye	ELA Department Head
Amy Brawley	Math Department Head
Stephanie Coltharp	Science Department Head
Kelly Young	Social Studies Department Head
Stacie Whitlock	Librarian
Jackie Lee	Technology Coach
Stephanie Finley	Exploratory Department Head
Lori Knox	Guidance Counselor
Anna Duncan	ESL Teacher
Regina Hunsicker	Algebra 1 Teacher

Lisa Forster	Secretary
Tammy Endsley	Parent

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

Parent representatives from our school are members of our SCMS School Leadership Team. While one parent is directly on the school planning e-plan team, multiple parents are members of our school leadership team. Components of the e-plan are discussed with this leadership team in effort to obtain accurate information and make collective decisions on school needs, priorities, and strategies.

■ 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	67.3	-1.9	65.4		
- Asian	70		72.2		
- Black or African American	50.5		58.9		
- Hispanic or Latino	49.4		46.3		
- Native American / Alaskan Native			*		
- Native Hawaiian / Pacific Islander					
- White	72.5		68.7		
- Black/African American, Hispanic, Native American	50		53.3		
Economically Disadvantaged	53.7		50.6		
Students with Disabilities	21.1		18.3		
English Learners	0		11.5		

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: From 2013-14 to 2014-15, progress was made within the subgroups of Asian students (1.2% increase) and Black or African American students (8.4% increase).

Challenges: From 2013-14 to 2014-15, the challenges were with our Hispanic or Latino students (-3.1) and our White students (-3.8). With our progress and challenges combined, SCMS saw a drop of students who are Proficient/Advanced from 67.3% to 65.4% (-1.9).

Local data for All Students (Common Formative Assessments): From 2015-16 to 2016-17, the average score in 6th grade went from a 75 to a 52, in 7th grade, the average score dropped from a 79 to a 59, and in 8th grade, the average score dropped from a 71 to a 66. Rationale: The shift from teaching SPI's to teacher the new Tennessee State ELA Standards with no shift in assessment attributed to some of the drop in scores. In 2013-14, ELA teachers were teaching on a block schedule incorporating all ELA standards into that block. In 2014-15, ELA teachers shifted from a 100-minute block to teaching all standards in a 50-minute class period. The introduction of more rigorous Common Formative Assessments in the classroom using cold read passages contributes to the drops seen in those scores.

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: From 2013-14 to 2014-15, our progress was seen with our English Learners (11.5).

Challenges: From 2013-14 to 2014-15, our challenges were with our economically disadvantaged students (-3.1) and our students with disabilities (-2.8).

3-8 Mathematics - Data Tables

3-8 Mathematics – % Proficient / Advanced	2013-14	Improvement	2014-15	Improvement	2015-16
All Students	66.8		70.8		
- Asian	73.3		81.8		
- Black or African American	54.8		59.5		
- Hispanic or Latino	59.1		57.4		
- Native American / Alaskan Native			*		
- Native Hawaiian / Pacific Islander					
- White	69.9	4.2	74.1		
- Black/African American, Hispanic, Native American	56.6		58.4		
Economically Disadvantaged	52.8		60		
Students with Disabilities	21.2		24		
English Learners	18.2		25		

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.)

Stewarts Creek Middle showed improvement in Math proficiency levels in all categories and subgroups except Hispanic and Latino. The data above showed:

Progress: All Students (+4%), Asian (+8.5%), Black or African American (+4.7%), White (+4.2%), Black/African American, Hispanic, Native American (+1.8%), Economically Disadvantaged (+7.2%), Students With Disabilities (+2.8%), English Learners (+6.8%)

Challenges: Hispanic and Latino (-1.7%)

According to the 2016-2017 Rutherford County Easy CBM Universal Screener data, 6th grade math showed number systems, ratio/proportional reasoning, and algebra as areas of strengths. 7th and 8th grade math showed geometry, ratio/proportional reasoning and statistical/ probability as areas of strengths. The Easy CBM Screener tests all students on the new Tennessee Math Standards.

2016-2017 Rutherford County Easy CBM Universal Screener			
	Proficient/ Advanced		
Domain	6th	7th	8th
Algebra	59%	47%	46%
Geometry	51%	65%	56%
Number System	70%	46%	50%
Ratio/ Proportional	55%	54%	63%
Statistical & Probability	52%	65%	75%

Challenges: According to the above data, Stewarts Creek Middle noticed a decrease with the Hispanic and Latino (-1.7%) subgroups. According to the 2016-2017 Rutherford County Easy CBM Universal Screener data, 6th grade math showed geometry and statistical/probability as an area of weakness. Students have not been exposed a lot to geometry and statistical/probability; therefore, students do not have prior knowledge. 7th and 8th grade math showed algebra and number systems as an area of weakness. We believe student's lack of number sense and basic fundamentals of computing fractions without a calculator is the main reason for the percentage to decrease from 6th grade. Operations with integers become an issue in the higher grades because it is the first time students are exposed to that skill. Students also struggle with inequalities because of the meaning/symbols, solving inequalities, and graphical representation of inequalities.

Rationale: We attribute our success to a number of factors: * School schedule with protected Math Intervention Time * Strong, rigorous Tier 1 instruction and assistance from the RTI coach * Dropped SPIs allowed teachers to go more in-depth with the remaining tested standards * In 6th and 7th grade, there was minimal turnover in the math department which allows for more consistency in Professional Learning Communities.

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:

Stewarts Creek Middle showed improvement in Math proficiency levels in all subgroups. The data showed:

Economically Disadvantaged: 60% Proficient/ Advanced with a (+7.2%)

Students with Disabilities: 24% Proficient/ Advanced with a (+2.8%)

English Learners: 25% Proficient/ Advanced with a (+6.8%)

Challenges:

Even though Stewarts Creek Middle showed an increase in all subgroups, there is still a need for improvement with Students with Disabilities (24%) and English Learners (25%).

Rationale:

* As we transitioned to Response to Intervention, SWD received grade-level instruction in the classroom and additional services with a math interventionist.

* In the past we only had a part-time ESL teacher. Currently, we have a full-time ESL teacher who offers additional support for these students. Many ESL students are also in the RTI receiving services for math intervention.

3-8 Science - Data Tables

3-8 Science – % Proficient / Advanced	2013-14	Improvement	2014-15	Improvement	2015-16
All Students	82.7	2.9	85.6		

- Asian	86.6	2.3	88.9		
- Black or African American	73.1	9.8	82.9		
- Hispanic or Latino	73.5		74.8		
- Native American / Alaskan Native			*		
- Native Hawaiian / Pacific Islander					
- White	85.5	1.9	87.4		
- Black/African American, Hispanic, Native American	73.2		79		
Economically Disadvantaged	75.2		77.9		
Students with Disabilities	35.7		40.9		
English Learners	36.4		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.)

According to the Data Table, in 6th thru 8th grade Science, all of our subgroups progressed with a 2.9% overall student improvement between the school years 2013-2014 and 2014-2015.

* Black or African American students increased by 9.8%. Our subgroups that were more challenging but still made progress were Hispanic or Latino by 1.3% and Asian by 2.3%. Due to not having a State standardized TCAP Assessment in the 2015-2016 school year, we analyzed Common Formative Assessments from each grade level in the Science department.

6th grade:

2015- 2016 and 2016-2017

* Most Progressing Standards: SPI0607.Inq.2 Tools and Procedures SPI0607.Inq.3 Interpret Data Reasoning: Teaching Tools thru all labs and using Need to Know Activities to reinforce standards.

* Most Challenging Standards: SPI0607.Inq.5 Bias and Error and SPI0607.10.4 Law of Conservation Reasoning: Complexity of skill and teaching Law of Conversions prior to teaching conversions.

7th grade: 2015 and 2016 and 2016-2017

* Most Progressing Standards: SPI07.07.1 Minerals and SPI07.07.2 Rock Types

Reasoning: Spent more time analyzing and processes for Rocks and Minerals.

* Most Challenging Standards: SPI07.07.2 Rock Types and SPI07.T/E.1,2, and 3 Technology and Engineering SPI08.07

Reasoning: Emphasis and time spent on standards needs to be assessed more throughout the year.

8th grade: 2015 and 2016 and 2016-2017

* Most Progressing Standards: T/E.1, 2, and 4 Tools, Engineering Design, and Adaptive/ Assistive Technologies (85% to 86%)

Reasoning: Spent more time on individual skills to reinforce concepts, as well as, broke down Scientific Method compared to Engineering Design Process

* Most Challenging Standards: SPI08.07.5.1, 2, and 3 Classification, Adaptation, and Population Changes (95% to 90%)

Reasoning: Shorter sections of curriculum to focus, Emphasis spent more for first CFA standards.

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.

According to the Data Table, in 6th thru 8th grade Science, all of our subgroups progressed with a 2.9% overall student improvement between the school years 2013-2014 and 2014-2015.

* English Learners increased by 10%. Economically Disadvantaged increased by 2.7% while Students with Disabilities increased by 5.2%. As a department, we spend a lot of time in PLC with our teams. During our weekly PLC meetings, we analyze our most recent Common Formative Assessments and determine what extensions should be added to improve student growth. Students are pulled for Remediation and Enrichment based on the success from these assessments. Through meetings, analysis of CFA's with Mastery Connect, we are able to adjust and monitor lessons to tailor the needs of our students in each subgroup. We strive to make sure they are getting what they need to be successful.

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.

Progress: For the past two academic years at Stewarts Creek Middle School, the 7th and 8th Grade Social Studies has reported a Proficiency or Mastery average rating of 85-93% of the students tested on grade level CFA's. For the past two academic years at Stewarts Creek Middle School, the 6th Grade Social Studies has reported a Proficiency or Mastery average rating of 75-89% of the students tested on grade level CFA's. The Stewarts Creek Middle School Social Studies Department as a whole does not track the students by race or ethnicity.

Challenges: First, the major challenge facing the whole Social Studies Department has been the lack of data from a state assessment. The last reported state assessment was 2013-2014. The standards and scope and sequence have changed since that data was released. The Proficiency or Mastery average of the 6th grade is lower than the expectation of Stewarts Creek's Educational Plan. The 6th grade teachers are working to raise the level of rigor with new CFA's and lesson plans.

Progress: The Stewarts Creek Middle School Social Studies Department as a whole does not track the students that are economically disadvantaged. Students with disabilities or RTI services are scoring lower than the general population of students on grade level CFA's. English Language Learners are scoring at just below master or proficiency on grade level CFA's. This is mostly due to the reading issues rather than content.

Challenges: The 46 Stewarts Creek Middle School English Language Learners posed the most obvious challenges in regards to data. Modifications and accommodations are made for individuals based on his or her plan. Students with disabilities, IEP's 504 plans or RTI services are pulled for remediation in their area need rather than by subject. Modifications and accommodations are made for individuals based on his or her plan.

 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		
- Asian			*		
- Black or African American			*		
- Hispanic or Latino			*		

- Native American / Alaskan Native				
- Native Hawaiian / Pacific Islander				
- White			100	
- 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.)

SUMMARY: Stewarts Creek Middle received exemplary performance with our standardized test scores in algebra. This course is only available to 8th grade students. Enrollment in algebra is voluntary and merit based. Selection criteria comes from the math TCAP test and from the Iowa Readiness Test.

Achievement Scores: Currently, there are 40 students enrolled in Integrated I which is now the course of study. This summary of Integrated I is derived from the state TCAP tests and Iowa Readiness Test. After given the State TCAP tests, the NCE scores are used in conjunction with the Iowa Readiness Test to obtain a combined score. The TCAP tests skills that have been taught during the school year while the Iowa Readiness Test focuses more upon determining how "ready" students are to work with abstract ideas not previously taught. Students may be enrolled in the course when either an 85 on the Iowa Readiness Test is achieved or the student's combined State TCAP NCE and Iowa Readiness Score are 160 or above. The state TCAP NCE average is 86.1 this year with a range of 71 to 99. The Iowa average is 88.5, ranging from 64 to 99. The combined averages range from 138 to 198 with an average score of approximately 174.9. These numbers are consistent with past year averages and ranges.

Additionally, in order to monitor and document progress throughout the school year, students are given common formative assessments. With 85% as the minimum goal, scores typically fall between 80 and 100. Scoring well on common formative assessments usually leads to higher achievement on the End of Course Tests. Following in the pattern of previous years, about half are males and half are females. Specifically, this year there are 40 students in the course including 22 females (55%) and 18 males (45%). Although some students also participate in spectrum, it is not part of the criteria to enter the class. This year, 8 (20%) of the students participate in spectrum. This is representative of most years. Other categories of students include 7 (17.5%) who are economically disadvantaged students, 4 (10%) Asian, 1 (2.5%) Black, and 35 (87.5%) White. During the

2014-2015 year, 25 students enrolled in algebra. All 25 students (100%) earned an advanced score on the End of Course Exam. According to the Tennessee Department of Education, students that perform at this level demonstrated superior mastery in academic performance, thinking abilities, and application of knowledge. In contrast, at 42% the district's percentage for advanced scores in algebra was significantly lower, and the state-level percentage for advanced scores was only 38%. The scaled score ranges for SCM advanced scores were 788 to 900 with the average being 826. Gains of 8.6 are noted for this year. Although the state testing results for the 2015-2016 school year have not been finalized, the following comparisons can be made. Enrollment for algebra remained constant at 25 students. There were 11 females (44%) and 14 males (56%). The math TCAP scores combined with the Iowa Readiness Test are continued to be used for eligibility. The course's faster pacing combined with compacting rigorous material provides both teacher and student challenges. Previous years indicate from common formative assessments that the following areas are especially challenging. These include writing linear equations and inequalities, multiplying polynomials, and factoring polynomials, solving real world context problems with quadratics, and solving rational equations. This year, the course has transitioned from Algebra I to Integrated I. With this, new challenges are created. These include implementing a new consumable textbook as well as a new set of standards. The testing process is also in the process of changing from paper and pencil tests to on-line testing. This requires teachers and students to make adaptations in how learning and testing occurs.

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.

Regardless of race, economic situation, disability, or language proficiency, our algebra students excelled due to their efforts and rigorous criteria for selection.

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.

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 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 is a benchmark for the ACT, which is a college entrance exam generally taken at the high school level. ACT has 36 components which are assessed, however, EXPLORE assesses only 25 components of the ACT. The highest score that can be achieved on EXPLORE is a 25.0. The subjects that are assessed include English, Math, Reading, and Science.

Although accommodations can be provided to students, Stewarts Creek Middle School does not provide accommodations because the local high schools use the data in order to level students into high school freshman classes. SCMS wants to have accurate data as to where our students should be placed into high school. Even without accommodations, our students still score above the local and national average.

In the school year of 2015-2016, SCMS scored above the average scores at the local level and nationally. Our average composite score was 15.96 which demonstrates that our students are showing progress towards being “College Ready”. SCMS showed growth in all areas. When the scores are broken down into ethnicity, our white students average composite score was the highest with 16.2. Next are the black students whose average composite score was 15.1. The students who are Asian had an average composite score of 14.9. The Hispanic students’ average score was 13.9. As to gender, our female students outperform males with a composite average score of 16.3, whereas the male average composite score was 15.1.

In regard to students with disabilities, English Learners, and economically disadvantaged, we do not receive data based on that information.

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.

Graduation Rate School Year 2015-2016

The graduation rate for Rutherford County is 95.2%. The state set the baseline as 95%. For the 2014-2015 school year, Rutherford County’s graduation rate was 93.9%. The high schools into which Stewarts Creek Middle School sends students performed above the baseline. SCMS transitioned 77% of our 8th graders into Stewarts Creek High School, which had a graduation rate of 96.31%. SCMS transitioned 23% of our 8th graders into Smyrna High School, which had a graduation rate of 95.4%.

At the middle school level, the SCMS RTI team screens sixth grade students three times a year and 7th and 8th grade students twice a year in Reading and Math in order to identify students with skill deficits. Those students with significant skill deficits receive Tier 2 or 3 Reading or Math intervention in order to fill in their skill gaps and work to bring them up to grade level, so that when they enter high school they have the academic background they need to persevere and graduate high school. At this point, the EasyCBM fall universal screener data has shown that 6th grade is our largest grade level that qualified for Tier 2 or 3 services. The interventionists provide individualized interventions in small groups with these students to work to bring them to grade level by their 8th grade year.

Progress: According to the EasyCBM fall universal screener data:

- 67% of the 7th and 8th grade ELL population scored above the 25% on the Passage Reading Fluency test
- 90% of the 8th grade SPED population scored above the 25% on the Passage Reading Fluency test
- 78% of the 7th grade SPED population scored above the 25% on the CCSS Math test

Challenges: According to the EasyCBM fall universal screener data:

- 48% of the 6th grade ELL population scored below the 25% on the Passage Reading Fluency test
- 42% of the 6th grade SPED population scored below the 25% on the Passage Reading Fluency test
- 60% of the 6th grade ELL population scored below the 25% on the CCSS Math test
- 67% of the 8th grade ELL population scored below the 25% on the CCSS Math test

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.

Career Pathway Lunch Bunch

Lunch Bunch is a working lunch and a way for our 8th graders to listen to their #1 chosen Career Pathway. With the goal of all pathways covered before the Career Pathway Fair November 15, 2016 and prior to registering for high school. It is hosted in the Intro to Social Health Classroom, room 905 on Thursdays and Fridays. Lunch Bunch is from 12:15-1:05. PowerPoint presentations from the professional pathway speakers include the following information. (Encouraged to be creative and show students the passion they have for the particular career field.) Preferable but not limited to:

- * Potential Career Positions in Particular Pathway
- * Classes in high school and college to help with this position
- * Volunteering/Extracurricular
- * Certificates & Requirements
- * Salaries for various positions
- * Pictures &/or 1-2 min Action Video
- * Facts & Demographics
- * Pros & Cons
- * Why should I not choose this career?
- * Why should I choose this career?
- * Student Questions

Career Pathway Fair: The Career Pathway Fair is partnered with Stewarts Creek High School, area Career Pathway Industry Professionals, and the Rutherford Works Program through Rutherford County Chamber of Commerce; hosted at Stewarts Creek Middle School November 15, 2016. As part of 8th grade students' registration process for high school, they have the opportunity to choose an elective pathway in an area of study they are particularly interested in. The teachers in these pathways from Stewarts Creek High School will come to Stewarts Creek Middle School to tell students information regarding what careers and classes are like before they register for high school. Students will take a look at the pathway list and pick the four areas that interest them the most. Students will rank the areas from 1 to 4 with 1 being their top priority. We try our best to make sure each 8th grader is able to see/talk with the teachers in the areas that interest them the most.

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Student Enrollment - (represents student enrollment on October 1)

	2013-14		2014-15		2015-16	
	#	%	#	%	#	%
All Students	894		946			
- Asian	32	3.6	35	3.7		
- Black or African American	106	11.9	116	12.3		
- Hispanic or Latino	94	10.5	91	9.6		
- Native American / Alaskan Native	1		2	0.2		
- Native Hawaiian / Pacific Islander			1	0.1		
- White	659	73.7	701	74.1		
- Black / African American, Hispanic, Native American						
Economically Disadvantaged	318	35.6	311	32.9		
Students with Disabilities	83	9.3	86	9.1		
English Learners	18	2	27	2.9		

Student Attendance

Student Attendance - Elementary and Middle Grades

	2013-14		2014-15		2015-16	
	#	%	#	%	#	%
All Students				95.8		
- Asian				96.7		
- Black or African American				96.5		

- Hispanic or Latino				93.2		
- Native American / Alaskan Native				98.8		
- Native Hawaiian / Pacific Islander				97.9		
- White				95.5		
- Black / African American, Hispanic, Native American						
Economically Disadvantaged				95.5		
Students with Disabilities				96.1		
English Learners				98.2		

Student Attendance - High School

	2013-14		2014-15		2015-16	
	#	%	#	%	#	%
All Students				91.2		
- Asian						
- Black or African American						
- Hispanic or Latino						
- Native American / Alaskan Native						
- Native Hawaiian / Pacific Islander						
- White				91.2		
- Black / African American, Hispanic, Native American						
Economically Disadvantaged				91.2		
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		7		0.4		8.5		1.9		7.1		1.1
- 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		7		0.4		8.5		1.9		7.1		1.1
Kindergarten												
Grade 1												
Grade 2												

Grade 3												
Grade 4												
Grade 5												
Grade 6		6.2		0.3		7.5		0.6		7.1		1.1
Grade 7		8.9		0.7		9.6		2.6		6.9		0.3
Grade 8		5.8		0.3		8.5		2.5		7.5		1.9
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)	23	2.3	127	12.1		
- Asian		0		2.4		
- Black or African American		6.2	31	23.8		
- Hispanic or Latino		2		9.7		
- Native American / Alaskan Native						
- Native Hawaiian / Pacific Islander						
- White	13	1.8	84	10.9		
- Black / African American, Hispanic, Native American						
Economically Disadvantaged		3.2	56	17.2		
Students with Disabilities		5.2	24	17.1		

English Learners		0		0		
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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)		0.5		0		
- Asian		0		0		
- Black or African American		1.6		0		
- Hispanic or Latino		1		0		
- Native American / Alaskan Native						
- Native Hawaiian / Pacific Islander						
- White		0.3		0		
- Black / African American, Hispanic, Native American						
Economically Disadvantaged		0		0		
Students with Disabilities		0		0		
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 overall attendance rate for the school, grade level and individual subgroups does not exceed 10%.

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%.

The data for the 2014-2015 school year indicates the overall suspension rate was 12.1%. The subgroups of concern for suspension are: Black or African American (23.8%), Hispanic or Latino (9.7%), White (10.9%), Economically Disadvantaged (17.2%) and Students with Disabilities (17.1%). The overall expulsion rate for the 2013-14 school year is .50%. The subgroups of concern for expulsion are: Black or African American (1.5%), Hispanic or Latino (1%), and White (.30%). Strategies implemented include discussing with all students which offenses result in suspension or expulsion and strategies they can utilize to prevent these behaviors. In addition, parent contacts are made at each discipline action to prevent these behaviors from continuing. The use of SCM school counselors and the school resource officer have proven beneficial in conferencing with students on a regular basis who show negative behavior trends.

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

STAFF Characteristics	2013-14		2014-15		2015-16	
	#	%	#	%	#	%
Principal – Years in position	8		1		2	
Teaching Staff (Certified) – Number of Teachers	57		61		63	
1 to 3 years	4	6.89	8	13.11	15	23.80
4 to 10 years	25	43.10	21	34.42	15	23.80
11 to 20 years	22	37.93	26	42.62	27	42.85
21 + years	6	10.52	6	9.83	6	9.52
Level 1 Teachers	0	0	0	0	0	0
Level 2 Teachers	2	3.51	6	10	1	1.5
Level 3 Teachers	12	21.05	35	58.33	19	30.15
Level 4 Teachers	30	52.63	10	16.67	42	66.67
Level 5 Teachers	13	22.81	9	15	0	0
Teacher attendance rate		93.1		93.4		94.55

School Plan - Additional Areas

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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.

Under the guidance of RCS, Stewarts Creek Middle School has successfully implemented a strategic RTI plan that is formatted from the state’s RTI framework. We have one Reading interventionist and one Math interventionist, along with the RTI Coach, whom have received training and guidance from the district office. Our interventionists work with our most at-risk Tier 3 students across all grades in a 50-minute exploratory period. They also serve Tier 2 students during our 35-minute school wide intervention period, Falcon Time, and during each grade level’s directed studies time for 25 minutes. We also have 3 classroom teachers serving some of our Tier 2 students during falcon time that scored closer to the 25% on the Easy CBM fall universal screener. Three of our SPED teachers are serving some of our Tier 3 students, due to the fact that they had room in their small groups. The interventionists and classroom teachers use research based interventions to address the students’ most basic skill deficit areas. Students in tiered intervention are progress monitored through Easy CBM biweekly to determine the progress they have made with their deficit. The RTI Coach and interventionists analyze this data to determine whether a student needs a change in intervention, to move to a more intense or less intense tier, or exit the tiers and return to Tier 1. The RTI Coach has developed a school based RTI data team consisting of the interventionists, administration, guidance counselors, and SPED department head that meet every 4 ½ weeks to make team data based decisions about these students.

Strengths:

According to the Easy CBM Fall Universal Screener data, 8th grade had the least percentage of students falling below the 25% on the passage reading fluency test. The root cause of this is that these students have had two full years of Tier 1 teachers that are experts in their content area and the ELA teachers have focused on specific reading strategies to increase fluency and comprehension. 7th grade had the least percentage of students falling below the 25% on the CCSS Math test. The root cause of this is that we have a strong Tier 1 6th grade math team that teaches the content well, assesses often, and pulls those students struggling for remediation frequently to fill in any misconceptions or gaps along the way.

Weaknesses:

According to the Easy CBM Fall Universal Screener data, 6th grade students had the greatest percentage of students falling below the 25% on the passage reading fluency test and CCSS math test. The root cause of this is that these students have made the transition from elementary to middle school and the content in middle school can be more rigorous and it does take some time for students to get accustomed to this format.

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.

Stewarts Creek Middle School has a full-time Technology Coach who works with teachers on effectively implementing technology into instruction. This coach provides on-the-job training, monthly after-school professional development sessions, model lessons with students, and trains teachers and students on next generation assessments.

Two days of professional development are provided for all new teachers on instructional technology tools, online textbook resources, assessment programs, and promoting internet safety.

As of the 2015-2016 school year, Stewarts Creek Middle School received six new computer labs and a new mobile laptop lab to meet state requirements for online testing. We now have a total of six computer labs, two mobile laptop labs, and a mobile iPad lab. The school has also recently added two new computers into each classroom, for student use. In preparation for this year's testing, we have been providing 6th, 7th, and 8th grade teachers with a variety of trainings

Stewarts Creek Middle School services one thousand students and sixty-three teachers, leaving it difficult for one Instructional Technology Coach to assist everyone, equally.

Professional Development

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

During the 2015-2016 school year, two to three professional development sessions were held at Stewarts Creek Middle School, each month, that addressed student needs. These sessions were technology enhanced, ranging from remediation strategies to enrichment opportunities, for students.

The goal of each professional development session was to have an impact on student learning.

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

Our Administration team reviewed how teachers from SCMS scored on the TEAM evaluations in reference to each indicator the previous school year. After analyzing the data, it was determined that our teachers scored the lowest in academic feedback and questioning . We set up a professional development day with Trudy Day, an expert in the TEAM evaluation process. We then took the information learned through this intimate PD session and administered professional development to our teachers at the beginning of this school year on those two indicators. As we evaluate teachers throughout the year both formally and informally, we will continue to provide professional development in these two areas. Upon completion of the year, we will then look at new data to determine areas of focus for future professional development for teachers.

Parent Involvement

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

Parent and Community Involvement:

SCM publishes a weekly parent newsletter entitled Happening at the Creek. We also utilize School Messenger, a direct communication system provided by the district, to relay important updates and information to parents. In addition to maintaining a school Twitter account, the school's website, www.scm.rcschools.net , is updated regularly by teachers, administrators, and our Technology Coach.

SCM hosted the following parental involvement events:

- Fall Open House
- Falcon Camp
- Fall Parent Teacher Conferences
- Spring Parent Teacher Conferences
- New Student Orientation
- Parent End of the Year Survey

Parents are also involved in our school leadership team, school wide fundraisers and events.

In addition to parental involvement, we also involve the community in a variety of unique ways. Strengths include business partnerships that are formed with local businesses, helping to provide parents and their students with resources such as school supplies, weekend food backpacks, clothing needs, etc. A few examples of community partnerships are Chik-Fil-A, Cici's Pizza, Life Point Church, New Vision Baptist Church, River of Life, and Believers of Faith Fellowship Church, etc.) SCM also partners with local businesses and professionals to come into the school to

teach students about different career pathways and job opportunities. Lastly, SCM robotics team partners with Nissan to compete against other robotics teams.

Our school counselors and social worker serve as a link connecting students and their families with a broad range of community agencies and practitioners as needed. They help students and their families obtain clothing, food, housing, and other assistance. In addition, they make referrals to community agencies to help access mental health care and medical care.

SCM employs one bilingual faculty/staff member in addition to our district bilingual staff to meet the needs of our families with diverse language backgrounds.

Communicating Assessment Results:

Assessment results are communicated to stakeholders through the SCM webpages with specific links to the information. Special Education student's individual assessment information is shared with parents and other stakeholders through the IEP Process. Additionally, parents are informed of results on the universal Aimsweb screener and progress monitoring data for all Tier 2 and Tier 3 students. In both SpEd and RTI, data is taken every two weeks. Additionally, all parents receive a progress report or report card every 4.5 weeks in addition to continual online access class grade books.

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

A few challenges to involving the community on a regular basis are time constraints and availability of staff to make contact and establish on-going partnerships in the community. We feel we could have stronger partnerships with businesses in the community through school clubs and activities such as robotics, art, music, and other related fine arts. In addition, we could seek additional business partnerships to enrich our core curriculum by obtaining outside real life resources. This would help students make strong connections between standards and real world skills thus motivating them to be goal oriented focused on their future endeavors in the work place.

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

Reading/Language Arts- from 2013-2014 to 2014-2015 school year progress was made within the Asian and black or African american subgroups. Progress was also noted with our English learners. In addition, according to TVAAS data from the 2014-15 school year our ELA students in the first and second quin tiles showed a full years growth or significant growth across all grades with the exception of 8th grade ELA who only showed a full years growth with quin-tile 1 students. We feel this growth is a direct result of the implementation of RTI Tier 2 instruction.

Math- Students showed improvement in math proficiency levels in all categories and subgroups. Our success in Math is attributed to a school schedule with protected math intervention time, rigorous tier 1 instruction and assistance from the RTI coach, dropped SPI's allowing teachers to go more in depth with the remaining tested standards, and in 6th and 7th grade there was minimal turnover in the math dept. allowing for more consistency in the PLC.

Science- In grades 6-8 all subgroups progressed, with black or African american students showing the most growth. This overall growth is attributed to strong tier 1 instruction, and frequent and effective PLCs that utilize a strong emphasis on analyzing data. This data is collected frequently and used to determine students in need for remediation and enrichment related to their projected growth.

Social Studies- Based on common formative assessments, students are showing high proficiency levels across grade levels. We attribute this to a schedule that prioritizes times for remediation, enrichment, and professional learning communities.

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))
Negative growth in ELA	ELA	grades 6-8	White, Hispanic or Latino
Growing quintiles 4 and 5 students	ELA, Math, Science	grades6-8 in ELA, 7th in Math, 8th in Science	Quin tile 4 and 5 Students
a systematic method to collect and analyze data	All Subjects	7 Math, 6-8 ELA, 8 Science, 6-8 History	All students

Plan Items ()

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.

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.

1.1.1) SCMS Response to Instruction Coach to provide teachers with effective instructional strategies to utilize in their classrooms

Description:

RTI coach will provide new and struggling teachers with informal observations. Feedback will be discussed upon completion of the observation including strategies to increase student learning and growth in the classroom.

Benchmark Indicator:

Scores on TEAM rubric on formal evaluations show cumulative progress throughout the year.

Person Responsible:

Rachel Lee

Estimated Completion Date:

1/15/2017

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.

 1.2.1) Professional development and mentoring

Description:

Provide SCMS mentor program to support and initiate new teachers, provide train-the-trainer opportunities for academic coaches, and align in-services to the TEAM rubric to allow for prescriptive assignments by instructional leaders and administrators.

Benchmark Indicator:

New teachers will obtain an overall effectiveness of 3 or higher.

Person Responsible:

Rachel Lee

Estimated Completion Date:

12/5/2016

 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.

 1.3.1) TEAM results assessment and professional development training

Description:

Meet with Trudy Day to evaluate our teachers strengths and weaknesses on TEAM evaluations. Offer professional development to staff on targeted ares of weakness.

Benchmark Indicator:

Scores on TEAM evaluations in targeted indicators will show overall school improvement from fall to spring.

Person Responsible:

Lindsay Wayne

Estimated Completion Date:

3/20/2017

 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.

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.

2.1.1) Teachers will receive training on developing Common Formative Assessments and other PD to enhance school PLC's

Description:

SCMS staff will be trained on developing common formative assessments and will adhere to a CFA schedule or assessing every three weeks. Training will also include using Mastery Connect software to assess the CFA's student by standard. In addition the administration team and RTI coach will work with PLC teams to analyze the CFA data on Inspire Data software to determine if students are meeting expected growth in relation to thier projected score on TVAAS.

Benchmark Indicator:

Increased student achievement on CFA's and end of the year TVAAS data.

Person Responsible:

Rachel Lee

Estimated Completion Date:

1/9/2017

2.2) District-Level: RCS will allocate staff to provide and support student instruction and intervention. - **School-Level: SCMS will screen and provide effective tier 2 and 3 interventions for Math and ELA students falling below the 25th percentile.**

Description:

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

School-Level: Students will receive individualized intervention in Math and ELA in order to close specific skill gaps to help them meet grade level expectations.

 2.2.1) Progress Monitoring for all students in Tier 2 and Tier 3 Intervention

Description:

The interventionist will progress monitor students every 2 weeks in their targeted deficit. Data will be analyzed for progression or regression trends. Instruction will be adjusted accordingly. Once a student has met the 25th percentile or higher on grade level a data team professional community will make a decision to exit back to a less intense tier intervention. On the contrary, if data supports a need for more support, the data team can determine to move a student to a more intense intervention.

Benchmark Indicator:

80% of students in tier 2 and 3 instruction show positive growth on continual easy CBM progress monitoring assessments.

Person Responsible:

Rachel Lee

Estimated Completion Date:

12/12/2016

 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.

 2.3.1) Falcon Time Reinforcement Math and ELA Initiative

Description:

During school wide intervention when students are being pulled for enrichment or remediation, remaining students will partake in the Falcon Time reinforcement math and ELA initiative. This initiative requires 15 minutes of reading fluency activities and 15 minutes of math reinforcement activities. The math activities are provided by the corresponding grade level professional learning communities.

Benchmark Indicator:

Increased TVAAS scores in ELA and Math from 2014/2015 school year to 2016/2017 school year.

Person Responsible:

Keith Young

Estimated Completion Date:

6/19/2017

 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.

 2.4.1) Scheduled parent teacher conferences and communication tools.

Description:

Each semester parent meetings will be offered to all parents to discuss their child's academic performance and progress as well as strategies parents can use to aid in extra ELA and MATH support which are skill sets for all subjects.

Benchmark Indicator:

end of the year parent survey- 80% will agree they were communicated with regarding their child's academic performance and will agree teachers gave them appropriate tools and strategies to improve their child's learning.

Person Responsible:

Letoni Murry

Estimated Completion Date:

5/31/2017

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

Description:

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

Performance Measure:

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

 3.1) District-Level: High quality professional development for instructional staff - **School-Level: Professional Development, Training, and Monitoring for Tier 2 and Tier 3 students in Literacy.**

Description:

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

 3.1.1) Professional development and Collaboration

Description:

SCM provided training over Easy CBM, a program that screens and monitors student skill defects in literacy and the progress they make in Tier 2 and Tier 3 classes. Data Team meetings are held every 4.5 weeks to review progress monitoring data points. Decisions are made through collaboration with Administration, RTI coach, Interventionists, guidance counselors and the sped department head to determine appropriate action steps based on the data provided.

Benchmark Indicator:

85% of all students in Tier 2 and Tier 3 show growth in their skill deficit area as it relates to literacy.

Person Responsible:

Rachel Lee

Estimated Completion Date:

12/15/2016

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

Description:

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

 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: 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.

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

Description:

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

School-Level: Teacher leaders are trained in local ACT literacy and numeracy training's throughout FY 17

 4.1.1) Shmoop professional development training for SCM administration team and teacher leaders.

Description:

Shmoop is a program that prepares students for the ACT and gives specific feedback for how they can improve their scores including strength and weaknesses. The SCM administration team along with teacher leaders will attend the Shmoop professional development training provided by the district. Upon completion teacher leaders will offer professional development in services to teachers in the school. Teachers can utilize the program in their classrooms for Tier 1 instruction as well as for enrichment activities.

Benchmark Indicator:

growth in quintile 4 and 5 on end of year TCAP assessment.

Person Responsible:

Lindsay Wayne

Estimated Completion Date:

6/20/2017

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

Description:

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

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

Description:

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

 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%,

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

Description:

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

5.1.1) Provide school level counselors and Instructional interventionists

Description:

Staff will provide instruction and support directly to students based on need to increase student achievement.

Benchmark Indicator:

The percentage of students who are not on grade level in math and ELA by the time they leave 8th grade should be decreasing. We will assess by looking at the Easy CBM screen from year to year in the Spring.

Person Responsible:

Rachel Lee

Estimated Completion Date:

5/30/2017

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

Description:

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