

School Planning Team

**Rutherford County (750) Public District - FY 2017 - Blackman High School (750-0004) 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.**

Leisa Justus, Principal  
Ken Reed, Assistant Principal  
Catherine Mahathey, Teacher/Dean  
Renee Delbridge, Teacher/Chair of the Leadership Team  
Andrea Holder, Teacher/Dean  
Richie Conner, Teacher  
Stephanie VanWinkle, Counselor  
Lorenda Sweeney, Parent  
Cheyenne Gibson, Student

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

- Parent surveys
- Parent Academic information nights at BHS
- Parent Ambassador to RCS
- Culture survey
- Executive Board, Blackman Collegiate Academy
- SSO leadership

CHECK HERE IF NOT APPLICABLE (HIGH SCHOOLS)

**Elementary/Middle School Subjects**

3-8 Reading/Language Arts - Data Tables

3-8 Reading/Language Arts – % Proficient / Advanced	2013-14	Improvement	2014-15	Improvement	2015-16
<b>All Students</b>					
- Asian					
- Black or African American					
- Hispanic or Latino					
- Native American / Alaskan Native					
- Native Hawaiian / Pacific Islander					
- White					
- Black/African American, Hispanic, Native American					
<b>Economically Disadvantaged</b>					
<b>Students with Disabilities</b>					
<b>English Learners</b>					

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.

3-8 Mathematics - Data Tables

<b>3-8 Mathematics – % Proficient / Advanced</b>	<b>2013-14</b>	<b>Improvement</b>	<b>2014-15</b>	<b>Improvement</b>	<b>2015-16</b>
<b>All Students</b>					
- Asian					
- Black or African American					
- Hispanic or Latino					
- Native American / Alaskan Native					
- Native Hawaiian / Pacific Islander					
- White					
- Black/African American, Hispanic, Native American					
<b>Economically Disadvantaged</b>					
<b>Students with Disabilities</b>					
<b>English Learners</b>					

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.

3-8 Science - Data Tables

<b>3-8 Science – % Proficient / Advanced</b>	<b>2013-14</b>	<b>Improvement</b>	<b>2014-15</b>	<b>Improvement</b>	<b>2015-16</b>
<b>All Students</b>					
- Asian					
- Black or African American					
- Hispanic or Latino					

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

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 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.

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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
<b>All Students</b>	<b>85.4</b>		<b>83.4</b>		
- Asian			<b>87.1</b>		
- Black or African American			<b>73.5</b>		
- Hispanic or Latino			<b>79.2</b>		
- Native American / Alaskan Native			*		
- Native Hawaiian / Pacific Islander					
- White			<b>87.1</b>		
- Black/African American, Hispanic, Native American			<b>74.6</b>		
<b>Economically Disadvantaged</b>			<b>78.9</b>		
<b>Students with Disabilities</b>			<b>40</b>		
<b>English Learners</b>					

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

Based on our building-level assessments (from PLC work) from last year, ninth grade students from the 2015-2016 school year were strong in the following areas:

- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

However, there were several areas needing refinement. These areas include students' abilities to:

- Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

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:

- Hired a full time ESL teacher for 16-17
- Hired a full time ESL aide for 16-17
- Mandatory enrichment of all students with disabilities during Primetime (30 minute enrichment period)
- PLC planning time for special education teachers
- Economically Disadvantaged students are included in all activities that cost to increase cultural and academic experiences
- Atlas program provides clothes, food, counseling, and intervention plans
- Sent 9th and 10th grade English teachers to pre-AP training and had inservice for all teachers

Challenges

- Paying for economically disadvantaged
- Confidentiality
- Lack of parental support
- Attendance issues

English II - Data Tables

English II – % Proficient / Advanced	2013-14	Improvement	2014-15	Improvement	2015-16
All Students	79.1		75.4		

- Asian			<b>91.7</b>		
- Black or African American			<b>66.1</b>		
- Hispanic or Latino			<b>60.6</b>		
- Native American / Alaskan Native			*		
- Native Hawaiian / Pacific Islander			*		
- White			<b>78.8</b>		
- Black/African American, Hispanic, Native American			<b>65.1</b>		
<b>Economically Disadvantaged</b>			<b>62.1</b>		
<b>Students with Disabilities</b>			<b>25</b>		
<b>English Learners</b>					

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

Students were prepared for the Reading Literature and Language and Conventions portions of the TN Ready as these portions mimicked skills assessed in previous years' assessments. Students were also prepared for the Reading Informational standards, although we were unsure how those skills were to be assessed on TN Ready.

Our area of weakness was on the writing portion of TN Ready. We focused our students' preparation on argumentative writing and were surprised by the narrative prompt. As a result, we will do more to prepare our current students for the three modes of writing.

Progress: Reading and conventions, informational reading standards

Challenges: Tested on different writing type than we prepared for

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.

From 14-15 data, Black/African American, Hispanic, and Economically Disadvantaged lagged behind the overall average. Students with Disabilities lagged far behind.

Progress:

- Hired a full time ESL teacher for 16-17
- Hired a full time ESL aide for 16-17
- Mandatory enrichment of all students with disabilities during Primetime (30 minute enrichment period)
- PLC planning time for special education teachers
- Economically Disadvantaged students are included in all activities that cost to increase cultural and academic experiences
- Atlas program provides clothes, food, counseling, and intervention plans
- Sent 9th and 10th grade English teachers to pre-AP training and had inservice for all teachers

Challenges:

- Paying for economically disadvantaged
- Confidentiality
- Lack of parental support
- Attendance issues

English III - Data Tables

English III – % Proficient / Advanced	2013-14	Improvement	2014-15	Improvement	2015-16
<b>All Students</b>	<b>55.3</b>		<b>48.6</b>		
- Asian			<b>40.9</b>		
- Black or African American			<b>37.3</b>		
- Hispanic or Latino			<b>46.7</b>		
- Native American / Alaskan Native					
- Native Hawaiian / Pacific Islander					
- White			<b>53.2</b>		



- Black/African American, Hispanic, Native American			<b>39.8</b>		
<b>Economically Disadvantaged</b>			<b>38.1</b>		
<b>Students with Disabilities</b>			<b>9.1</b>		
<b>English Learners</b>					

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

Blackman High School 2015-2016 English III students performed well on the following tasks and topics: summarizing non-fiction articles and literary texts, paraphrasing a portion of a non-fiction article and literary text, understanding the basic elements of figurative language (understanding and finding a simile, metaphor, symbol, etc.), and increasing understanding of entire skill sets needed for English proficiency (i.e. pulling a quotation from an article or text and then summarizing, explaining or finding the figurative language within the excerpt).

Students struggled with the following tasks and topics: proficiency with grade appropriate vocabulary, finding central ideas within a difficult grade-appropriate or higher non-fiction article or literary text, developing a claim from non-fiction articles and literary textual readings upon which to argue, supporting an argumentative claim, and organizing thoughts when arguing a claim from a non-fiction article or literary text. Students at Blackman do have an improved knowledge and understanding of the 'basics' needed for English proficiency; however, students at Blackman struggle with implementation, maintenance and generalization across varying environments (i.e. testing situations and research writing assignments).

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.

From 14-15 data, Black/African American, Hispanic, and Economically Disadvantaged lagged behind the overall average. Students with Disabilities lagged far behind.

Progress:

- Hired a full time ESL teacher for 16-17
- Hired a full time ESL aide for 16-17
- Mandatory enrichment of all students with disabilities during Primetime (30 minute enrichment period)
- PLC planning time for special education teachers
- Economically Disadvantaged students are included in all activities that cost to increase cultural and academic experiences
- Atlas program provides clothes, food, counseling, and intervention plans
- Sent 9th and 10th grade English teachers to pre-AP training and had inservice for all teachers

- AP Language teacher inserviced in TNReady and trained the entire school

Challenges:

- Paying for economically disadvantaged
- Confidentiality
- Lack of parental support
- Attendance issues

Algebra I - Data Tables

Algebra I – % Proficient / Advanced	2013-14	Improvement	2014-15	Improvement	2015-16
<b>All Students</b>	<b>73.5</b>		<b>71.9</b>		
- Asian			<b>92.9</b>		
- Black or African American			<b>64.4</b>		
- Hispanic or Latino			<b>74.2</b>		
- Native American / Alaskan Native			*		
- Native Hawaiian / Pacific Islander					
- White			<b>72.6</b>		
- Black/African American, Hispanic, Native American			<b>67.1</b>		
<b>Economically Disadvantaged</b>			<b>64.9</b>		
<b>Students with Disabilities</b>			<b>35.5</b>		
<b>English Learners</b>					

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

Blackman High School Algebra I students from 2015-2016 school year performed well in the following areas: rational and irrational numbers, solving 2-step equations, recognizing and graphing functions, correlation and causation, linear and nonlinear graphing.

The following areas were generally weak: solving multi-step equations, solving equations for a different variable, domain and range; linear, quadratic and exponential regressions, and standard deviation. Students struggle with these concepts because they are new to the curriculum; it is not review from the previous year. Students also have trouble making a connection from an abstract equation to a physical graph.

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.

Black/African American, Students with Disabilities, and Economically Disadvantaged all lagged behind the overall average. Students with Disabilities had the largest gap.

Progress:

- Increased computers
- offered lab classes
- protected Primetime (30 minutes intervention/remediation period)
- tutoring
- Hispanic scored above the school average.

Challenges:

- Paying for economically disadvantaged
- Confidentiality
- Lack of parental support
- Attendance issues

Algebra II - Data Tables

Algebra II – % Proficient / Advanced	2013-14	Improvement	2014-15	Improvement	2015-16
All Students	58.8		62.4		
- Asian			69.5		

- Black or African American			<b>56</b>		
- Hispanic or Latino			<b>44.5</b>		
- Native American / Alaskan Native			*		
- Native Hawaiian / Pacific Islander			*		
- White			<b>65.9</b>		
- Black/African American, Hispanic, Native American			<b>53.4</b>		
<b>Economically Disadvantaged</b>			<b>55.9</b>		
<b>Students with Disabilities</b>			<b>46.2</b>		
<b>English Learners</b>					

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

Blackman High School 2015-2016 Algebra 2 students performed well in the following areas: adding, subtracting, and multiplying polynomials, finding roots of quadratics and polynomials using factors, describing polynomial graphs including quadratics, solving a system of equations, identifying exponential graphs, multiplying and dividing rational expressions, performing operations with functions, identifying arithmetic and geometric sequences, and using Right-Angle Trigonometry and the Unit Circle.

The following were areas of weaknesses: simplifying radicals with imaginary numbers, determining which polynomial fits a set of data, dividing polynomials, factoring where  $a > 1$ , using the Quadratic Formula to solve quadratics especially with complex solutions, adding and subtracting rational expressions with different denominators, dealing with recursive sequences, graphing anything without the use of a graphing calculator.

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.

Black/African American, Hispanic, Economically Disadvantaged, and Students with Disabilities all scored below the overall average.

Progress:

Increased computers  
 offered lab classes  
 protected Primetime  
 tutoring  
 Hispanic scored above the school average.

Challenges:

Paying for economically disadvantaged  
 Confidentiality  
 Lack of parental support  
 Attendance issues

Biology I - Data Tables

<b>Biology I – % Proficient / Advanced</b>	<b>2013-14</b>	<b>Improvement</b>	<b>2014-15</b>	<b>Improvement</b>	<b>2015-16</b>
<b>All Students</b>	<b>79.2</b>		<b>77.4</b>		
- Asian			<b>73.6</b>		
- Black or African American			<b>63.1</b>		
- Hispanic or Latino			<b>66.6</b>		
- Native American / Alaskan Native			*		
- Native Hawaiian / Pacific Islander					
- White			<b>83.8</b>		
- Black/African American, Hispanic, Native American			<b>64.7</b>		
<b>Economically Disadvantaged</b>			<b>65.8</b>		
<b>Students with Disabilities</b>			<b>42.4</b>		
<b>English Learners</b>					

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

Blackman High School students for 2015-2016 performed well on the following Biology I topics: cell structure and function, distinguishing between types of cells, Mendelian genetics (Punnett Squares to calculation of probabilities of offspring), macromolecules, and the central dogma of biology.

The topics that student performance showed weaknesses in were enzyme function, cellular transport mechanisms, energy transfer within ecosystems, cycles (nitrogen, oxygen, carbon dioxide, phosphorus) in the environment. The topics of enzymes and cellular transport are new information for Biology I students and students find these new concepts quite abstract, even with laboratory work and modeling. The ecosystem and environmental topics are covered just prior to the test and teachers are often find scheduling a challenge to cover these last concepts repeatedly. Students do have a good basic understanding of energy flow in ecosystems and the cycling of nutrients in the environment, but find the mathematics involved and the specificity of the elements to be a challenge as this portion is new material.

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.

Black/African American, Hispanic, Economically Disadvantaged, and Students with Disabilities all lagged behind the overall average.

Progress:

- Increased computers
- offered lab classes
- protected primetime
- tutoring
- Hispanic scored above the school average.

Challenges:

- Paying for economically disadvantaged
- Confidentiality
- Lack of parental support
- Attendance issues

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.

**Geometry Data Analysis**

Blackman High School 2015-2016 Geometry students performed well in the following areas: similarity, proportions, trigonometry, using geometric tools, transformations, writing appropriate symbols and identifying geometric figures.

The following were areas of weakness: Pythagorean Theorem, circumference and area of a circle, proofs, and writing equations of parallel and perpendicular lines. Students struggle with simplifying radicals which causes them to miss the Pythagorean Theorem questions. Students consistently confuse the formulas for circumference and area of a circle. Proofs are always a challenge to geometry students. Students struggle with writing equations of parallel and perpendicular lines because they have difficulty identifying opposite reciprocal slopes due to their lack of general understanding of fractions.

### **Chemistry Data Analysis**

The Blackman Chemistry students for the year 2015-2016 did well on the following topics: scientific method, particle spacing diagrams, distinguishing between mixtures and compounds, balancing equations, reaction types, gases and their properties, naming covalent molecules, solubility graphs, half-life graphs, simple conversions, and determining the molecular formula from the empirical formula.

Areas of weakness for our students were as expected. These areas were largely due to their mathematics weaknesses. Our students need continual practice in mole conversions, calculating concentrations, reading graphs, calculating empirical formulas, gas law calculations, half-life calculations, and percent composition. The students need habitual rigor in conceptual concepts such as the quantum mechanical model and the models that led up to its conception.

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N/A

ACT - Data Tables

ACT Scores	Report as	2013-14	2014-15	2015-16
Composite	(Score)	20.9		
English	(Score)	20.9		
Math	(Score)	20.1		
Reading	(Score)	21.2		
Science	(Score)	20.8		

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

Our 2015/2016 **21.1 composite** for exiting seniors is above district (20.2) and state (19.9) and national (20.8) averages!

**Exiting seniors: 4-year composite increase** = 20.7, 20.9, 21.0, 21.1

- +.6 in English for 2016
- +.4 in Reading for 2016

**Juniors: 3-year composite increase** = 20.4, 20.8, 21.0

- +.5 in Reading for 2016
- +.7 in Math for 2016
- +.3 in Science for 2016

Collegiate Academy average for 2015/2016's seniors was 28.13.

Progress - upward trend for 3 straight years in junior ACT data and exiting senior ACT data; large gains in 2016 in Reading and English for exiting seniors; large increases in 2016 in Reading, Math, and Science for Juniors.



Challenges - upward trend not as high as our goal; exiting seniors in 2016 math and science both went down; juniors English went down.

Graduation Rate - Data Tables

Graduation Rate	2013-14	Improvement	2014-15	Improvement	2015-16
<b>All Students</b>	<b>92.4</b>	<b>3</b>	<b>95.4</b>		
- Asian	<b>75</b>	<b>25</b>	<b>100</b>		
- Black or African American	<b>93.1</b>	<b>0</b>	<b>93.1</b>		
- Hispanic or Latino	<b>92</b>	<b>-1.1</b>	<b>90.9</b>		
- Native American / Alaskan Native					
- Native Hawaiian / Pacific Islander			<b>100</b>		
- White	<b>93.2</b>	<b>2.9</b>	<b>96.1</b>		
- Black/African American, Hispanic, Native American					
<b>Economically Disadvantaged</b>	<b>90.1</b>	<b>1.1</b>	<b>91.2</b>		
<b>Students with Disabilities</b>	<b>70</b>	<b>12.7</b>	<b>82.7</b>		
<b>English Learners</b>			<b>80</b>		

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

2013-2014 92.42% Graduation Rate  
 2014-2015 95.45% Graduation Rate  
 2015-2016 95.57% Graduation Rate

Progress: The graduation rate at BHS has increased the last 3 years.

Challenges: The rate is high and it gets harder to increase. We have to look at subgroups and make sure we have specific support for subgroups.

**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.**

**Advanced Placement**

In 2016, we had 349 students take 549 exams on our campus. In 2017, we will be giving approximately 404 exams.

\* We had 54 AP Scholars (AP score with an average of 3 and must take 3 or more exams). 12 of these were AP Scholars with Honors (AP average of 3.25 or better). 4 of these were AP Scholars with Distinction (AP average of 3.5 or better).

\* Three year trend for most classes show growth in the numbers taking the course (drop may be accounted for in others - specifically US History - by dual enrollment).

\* 20.5% of our seniors took and passed at least one exam.

\* 13.3% of our juniors took and passed at least one exam.

\* 3.5 % of our sophomores took and passed at least one exam.

2015-2016 AP scores:

Biology: Total Student 46; Average Score: 2.33

Calculus AB: Total Students 13 ; Average Score 1.46

Calculus BC: Total Students 11; Average Score 2,09

Chemistry: Total Students 40: Average Score 2.53

English Language and Composition: Total Students 77; Average Score 2.83

English Literature and Composition Total Students 53 Average Score 2.79

Human Geography Total Students 67 Average Score 2.19

Physics C: Electricity and Magnetism Total Students 8 Average Score 1.88

Physics C: Mechanics Total Students 8 Average Score 3.00

Psychology Total Students 31 Average Score 2.68

Statistics Total Students 50 Average Score 2.68

Studio Art: 2-D Design Portfolio Total Students 9 Average Score 2.56

United States Government and Politics Total Students 10 Average Score 2.30

United States History Total Students 66 Average Score 2.11

Physics 1 Total Students 19 Average Score 2.05

### **Dual Enrollment**

\* 9 dual enrollment courses are offered on campus.

\* We have 166 students enrolled in at least one dual enrollment course on our campus. Our total course enrollment for English 1010, English 1020, HIST 1010, HIST 1020, COMM 2200, Art Appreciation, Intro to Music, College Stats, College Algebra is 425.

### **Blackman Collegiate Academy**

\* 82 Freshmen

\* 80 Sophomores

\* 79 Juniors

\* 64 Seniors

\* 305 Total Enrollment

\* BCA senior's ACT average stands now at 28.13.

Post-Secondary for c/o 2016

\* 60% 4 year school

\* 20% 2 year school

\* 6% military

\*14% undecided

**Progress:** Strong AP and Dual enrollment program; more students overall taking college credit; progress in educating on TN Promise, dual enrollment grants, Hope Scholarship, parent nights, adding more dual enrollment courses yearly (for 16-17 will add up to 4 more dual enrollment courses); we have courses in English, Math, Social Studies, Speech, Fine Arts (and hope to add more gen ed electives and foreign language).

**Challenge:** Paying for books, courses, and exams for Economically Disadvantaged Students; encouraging more students to take post secondary courses while still in high school

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Student Enrollment - (represents student enrollment on October 1)

	2013-14		2014-15		2015-16	
	#	%	#	%	#	%
<b>All Students</b>	<b>1989</b>		<b>2022</b>			
- Asian	88	4.4	110	5.4		
- Black or African American	357	17.9	418	20.7		
- Hispanic or Latino	104	5.2	117	5.8		
- Native American / Alaskan Native	2		7	0.3		
- Native Hawaiian / Pacific Islander			2	0.1		
- White	1436	72.2	1368	67.7		
- Black / African American, Hispanic, Native American						
<b>Economically Disadvantaged</b>	<b>522</b>	<b>26.2</b>	<b>472</b>	<b>23.4</b>		
<b>Students with Disabilities</b>	<b>184</b>	<b>9.3</b>	<b>184</b>	<b>9.1</b>		
<b>English Learners</b>	<b>15</b>	<b>0.8</b>	<b>20</b>	<b>1</b>		

Student Attendance

Student Attendance - Elementary and Middle Grades

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

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

**Student Attendance - High School**

	2013-14		2014-15		2015-16	
	#	%	#	%	#	%
<b>All Students</b>				<b>95.1</b>		
- Asian				<b>96.4</b>		
- Black or African American				<b>96</b>		
- Hispanic or Latino				<b>95.4</b>		
- Native American / Alaskan Native				<b>91.8</b>		
- Native Hawaiian / Pacific Islander				<b>99.5</b>		
- White				<b>94.8</b>		
- Black / African American, Hispanic, Native American						
<b>Economically Disadvantaged</b>				<b>94.1</b>		
<b>Students with Disabilities</b>				<b>95.4</b>		
<b>English Learners</b>				<b>96.7</b>		

**Chronic Absenteeism - Data Tables**

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

	2013-14				2014-15				2015-16			
	10% or More		20% or More		10% or More		20% or More		10% or More		20% or More	
	#	%	#	%	#	%	#	%	#	%	#	%
<b>All Students</b>		9.8		2.6		16.2		5.3		10.1		4
- Asians												
- Black or African American												
- Hispanic or Latino												
- Native American / Alaskan Native												
- Native Hawaiian / Pacific Islander												
- White												
- Black / African American, Hispanic, Native American												
<b>Economically Disadvantaged</b>												
<b>Students with Disabilities</b>												
<b>English Learners</b>												

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

	2013-14				2014-15				2015-16			
	10% or More		20% or More		10% or More		20% or More		10% or More		20% or More	
	#	%	#	%	#	%	#	%	#	%	#	%
<b>All Students</b>		9.8		2.6		16.2		5.3		10.1		4
<b>Kindergarten</b>												
<b>Grade 1</b>												

Grade 2												
Grade 3												
Grade 4												
Grade 5												
Grade 6												
Grade 7												
Grade 8												
Grade 9		7		2.7		12.6		1.9		7.2		3
Grade 10		8.4		1.5		13.4		4.5		9.1		3.6
Grade 11		10.4		2.2		16.2		5.2		10.6		2.8
Grade 12		13.7		4		23		9.8		14.3		6.8

**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	
	#	%	#	%	#	%
<b>All Students (students suspended; not incidents)</b>	<b>136</b>	<b>6</b>	<b>118</b>	<b>5.3</b>		
- Asian		1.9		2.6		
- Black or African American	40	9.6	39	8.2		
- Hispanic or Latino		6.1		5.4		
- Native American / Alaskan Native						
- Native Hawaiian / Pacific Islander						
- White	85	5.2	68	4.5		
- Black / African American, Hispanic, Native American						
<b>Economically Disadvantaged</b>	<b>39</b>	<b>7.5</b>	<b>51</b>	<b>9.9</b>		



<b>Students with Disabilities</b>	<b>28</b>	<b>9.4</b>	<b>18</b>	<b>6.1</b>		
<b>English Learners</b>		<b>9.1</b>		<b>11.8</b>		

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

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

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

	2013-14	2014-15	2015-16
--	---------	---------	---------

	#	%	#	%	#	%
<b>All Students (students expelled; not incidents)</b>		0		0.4		
- Asian		0		0		
- Black or African American		0		0.8		
- Hispanic or Latino		0		0		
- Native American / Alaskan Native						
- Native Hawaiian / Pacific Islander						
- White		0		0.3		
- Black / African American, Hispanic, Native American						
<b>Economically Disadvantaged</b>		0		0.2		
<b>Students with Disabilities</b>		0		0		
<b>English Learners</b>		0		0		

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

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

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

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

- 5% have chronic absenteeism
- Seniors have largest numbers in chronic absenteeism
- Reduce school initiated exclusions, such as suspension
- Create incentives for good attendance
- Strive to have every student feel close to a supportive adult at the school
- Create an environment where every student can be successful in something
- When a student is absent, immediately talk to their family member in person, not an answering machine

**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%.**

2015-2016 Suspension data:

115 students (5.4 % of population) were suspended out of school, 0.8 % below state average

5 students (0.2 % of population) were expelled from school, same as state average.

232 Students (11 % of population, a 47.6 % reduction from previous year) were in school suspended.

**Changes implemented in the 2015-2016 school year to address discipline:**

\* ISS schedule:

8:30 AM: Classroom assignments/Compass Oddesey

10:00 AM: Behavior Modules (Articles or case studies on various behaviors with questions)

10:30 AM: Discussion of behavior modules

10:45 AM: Walk around campus

11:00 AM: Lunch

11:30 AM: Practice ACT(Timed, Different section each day)

End of ACT: Around 12:15-12:30Pm (go over ACT answers)

1:00 PM: Walk Around campus/track

1:30 PM: Classroom Assignment/Compass Odyssey

3:00 PM: Independent Reading (Need a bookshelf with donated books)

3:30 PM: Dismissal

\* Addition of Friday school for minor offenses.

\* Automated phone system to notify parents of unexcused tardy or check out by student to reduce disciplinary actions needed.

**Changes implemented in the 2016-2017 school year to address discipline:**

\* Tardies to school and dress code are sent to a central location first thing each morning and addressed at that time.

\* Four deans of students have 1st period supervision to address issues and support each other.

\* One dean of students works with our lunch and learn program during 4th period to address any issues in that program in a timely fashion

**Rutherford County (750) Public District - FY 2017 - Blackman High School (750-0004) 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	0		1		2	
Teaching Staff (Certified) – Number of Teachers	130		134		135	
1 to 3 years	12	9	13	10	16	11
4 to 10 years	27	21	27	20	28	20
11 to 20 years	38	29	39	29	37	27
21 + years	53	41	55	41	54	39
Level 1 Teachers	0	0	0	0	0	0
Level 2 Teachers	0	0	0	0	1	1
Level 3 Teachers	13	10	16	12	19	13
Level 4 Teachers	51	39	60	45	88	64
Level 5 Teachers	66	51	58	43	27	19
Teacher attendance rate		94		94		94

School Plan - Additional Areas

**Rutherford County (750) Public District - FY 2017 - Blackman High School (750-0004) 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.

**RTI Reading**

RTI reading intervention was piloted at the start of the 2015-2016 school year. By the end of the year, we served 34 kids total. 16 of these were at Tier II level and 18 were Tier III level. Due to scheduling challenges, Tier II and Tier III students were in mixed classes. According to data from Aimsweb, our progress monitoring tool, though most students did not make gains in their reading fluency, most students made enough gains in comprehension to progress out of the intervention program. The few that would have continued in the program moved to different schools (relocation or alternative school).

The main strength of the program would be the variety of resources available and the quality of training at the county level. The challenges of the program in its initial year had to do with scheduling. All involved being new to RTI made navigating scheduling a challenge which lead to Tier II and Tier III kids being in mixed classes.

**RTI Math**

Blackman High School 2015-2016 Math Tier III RTI students were benchmark tested at the beginning of the year. As the year progressed, we progress monitored the students weekly on their mathematical computation and mathematical application. All testing and work was completed without the use of a calculator. Through the course of the year, the students progressed significantly in the following areas: integer operations, solving one and two step equations, analyzing graphs, calculating measures of central tendency, simplifying integer expressions, ordering rational and irrational numbers, completing sequences, solving explicit proportions, and using formulas. Minimal progress was made on the following concepts: solving multi step equations, simplifying variable expressions, finding the greatest common factor of a set of numbers, using estimates, and rounding decimals. No significant progress was made overall in the following areas: fraction operations, word problems, calculating the percent of a number, and setting up proportions given a picture or scenario.

## 2016-2017 Implementation

In our second year of implementing RTI, we are serving 17 at the Tier III level and 22 at the Tier II level. This year the classes have been separated by tiers. So far, the strength of the program has been the separation of students into tiered classes as well as having an interventionist who is more familiar with best practice strategies and routines. The downfall this year has been with our testing/scheduling procedure. The scores from the testing measures we used didn't justify placement in reading intervention classes despite students being identified as candidates according to previous TVAAS data.

## Technology Access and Use

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

Students at Blackman High School have access to technology through a variety of means. The number of student computers in core academic classrooms ranges from one to five per room. The number of machines in computer-dependent CTE courses such as programming, computer apps, and virtual enterprise is twenty-five per room. Additionally, we have computer labs that are available for all classes to reserve and use as needed. The locations and number of computers per lab are as follows: C06 (41 computers), D17 (31 computers), G20 (28 computers), G21 (34 computers), laptop lab 1 (35 computers), laptop lab 2 (7 computers). In order to make these spaces easier to reserve, we will be moving to an online self-reservation calendar through [www.teamup.com](http://www.teamup.com). The library has 16 computers in the main area and 19 computers in its lab. The library is open to students before and after school. All labs are available to students during Prime Time.

We have implemented a Bring Your Own Device (BYOD) program. Students are allowed to bring their own laptops and other mobile devices to connect to the school's wifi to use for instructional purposes. Each teacher designates his/her room as a green, yellow, or red zone. The type of zone may change depending on the specific activity on a particular day. In red zones, students are asked to silence or turn off their devices. In yellow zones, students are allowed to use their devices after obtaining permission from the teacher. In green zones, students may have their devices out and use them. Signs explaining the policy have been posted around the school and in the classrooms. In August, our teachers were surveyed regarding instructional technology. They reported that their students access technology in the following ways: BYOD 73.8%, computers in classrooms 58.5%, computer labs 50.8%, laptop labs 20%, library/ media center 35.4%, and other 10.8%.

We implemented a Technology Tuesday program where teachers modeled the implementation of BYOD tools for other teachers. The observers were able to visit the demonstration classrooms during and watch a lesson in action. Then, they could discuss management and practical tips with the modeling teacher. Teachers could go during their planning periods. Alternatively, a substitute was provided to cover the class of an observing teacher for one period if needed.

The Rutherford County School District now provides all RCS students with access to Microsoft Office 365 for Education. High school students have anytime, anywhere access to Microsoft Office Web Apps as well as One Drive document storage, and the Outlook Email Web App in a monitored email environment. Students are able to download Microsoft Office for free at home as well. Students were given an overview of the account at school. An explanation of RCS guidelines appear in the Rutherford County School System Student Handbook and Code of Behavior and Discipline. Complete details are provided on our website. <http://www.bhs.rcschools.net/bhs/html/office365.html>

In August, our teachers were surveyed regarding instructional technology. They plan to use technology in the following ways: 76.9% whole group instruction,

41.5% small group instruction, 67.7% individual student assignments, 52.3% sharing files and notes with students, 41.5% collecting assignments, etc. From students digitally, 47.7% differentiated instruction, 53.8% introducing a lesson, and 10.8% other. Sharing files with and collecting files from students happens primarily through Office 365 and Edmodo. These two technology tools help us to make our students more college and career ready.

We have two primary areas of strength. Seven of the sixty-five respondents identified the technology coach as a strength in our school. The root cause of this is that RCS sees the need to provide support and training rather than hardware alone. The technology coach provides professional development during and after school as well as online, team-teaches model lessons, assists with first-line technical support, and implements programs such as Technology Tuesdays, and the technology planning committee, which includes faculty, staff, administration, and students. Additionally, seven of the sixty-five respondents identified Office 365 as a strength. This is a strength because this tool exposes our students to the type of technology they will be using in college and in their careers. Students and teachers are able to collaborate and share files, utilize Class Notebook, create professional-quality materials, and more. Students and employees receive five free downloads of Microsoft Office at home.

Our primary weakness is the age of our student computers in the classrooms. The root cause of this problem is funding. Computers are purchased by the district or by the CTE department. Our classroom computers are replaced on a rotating refresh cycle as the county budget allows. In the last two years, we received new computers for shared computer labs so that we could have a common space for all classes to use as needed. We will be replacing the oldest classroom machines this school year. All teachers in the math department will receive two new student computers. The math department is one of our largest departments and they received new, technology-rich textbooks this year. The oldest CTE lab computers will also be replaced. These are located in the virtual enterprise classroom.

Students and teachers at Blackman High School have access to technology through a variety of means. Teachers implement technology through diverse instructional methods. We have several, innovative programs available and adequate support for these programs. We have identified our weakness of older computers in the classrooms and are working to correct it.

## Professional Development

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

PD opportunities were provided based on school goals due to recent data (quantitative and qualitative; teacher and administrator) new initiatives, new curriculum/text/testing.

#### **Administrative offerings:**

8-4-15

- PLC expectations
- Primetime expectations (intervention, enrichment, critical reading/close reading, ACT practice)
- Common Formative Assessments
- Discipline changes due to data review and in attempt to keep students in instruction as much as possible (Lunch & Learn, ISS changes)
- Character Education (new program from summer PD of assistant principal)



- ACT data review and school plan
- Close Reading – level 5 science teacher led this
- Professional Ethics
- Finance (updates/refinement of procedures due to audit results)
- TNReady & MICA – technology
- Underachievers – strategies to identify and reach underachieving students (by gifted teacher)
- Honor Code

8-5-15

- PLC work – norms, essential learning targets, review of last year's goals, setting this year's goals, developing CFAs, primetime plan
- Data review – administration with tested departments

8-6-15

- Advanced Placement – review of data and instructional reports
- Emergency Procedures
- New teacher meeting with administration (review of expectations/BHS procedures)
- Fall 2015
- TEAM Evaluation Training – all teachers, Fall 2015, afternoon PD
- TVAAS Training – all teachers, Fall 2015, afternoon PD

9-3-15

- Data spreadsheet with all students data review (with EOCs, tvaas, predictions sorted by PLC and teacher)

11-5-15

- Rigor in the Classroom: Everyday Strategies (Lana Bellar & Sandy Rogers)
- Collegiate Academy Faculty Council

1-5-16

- Gale Virtual Reference Library
- PLCs: Making CFAs Work for You and Your Students – Dr. Andrea Anthony
- New to BHS meeting with administration

1-28-16

- ACT plan for prep per PLC for spring test

4-7-16

- Office 365: Sharepoint
- Edmodo: testimonials and the future
- ACT data review (results from morning ACT test prepared by committee to be ready for afternoon PLC review and strategy for upcoming ACT test); goals and interventions turned in by PLC

9-2015 through 5-2016

- To address retention of teachers (two years of larger than expected turnover), administrators met with new to BHS teachers to review expectations and teach instructional strategies, critical reading strategies, evaluation model, areas of need within the rubric (questioning, thinking, problem solving), discipline, classroom management – meetings were monthly
- 

Fall 2015

- TEAM Evaluation Training – all teachers, Fall 2015, afternoon PD
- TVAAS Training – all teachers, Fall 2015, afternoon PD

**Technology Coach offerings:**

(these were offered based on school goals and needs assessment given by Tech Coach)

- After school and/or During School:
- Office 365 and OneDrive for Beginners
- Edmodo to Motivate Students
- Close Reading with Technology
- Digital Portfolios
- Are You Ready for TNReady?
- Getting Started with Documents Based Questioning
- Britannica Resources for High School Classrooms and Libraries
- Infographics – A Digital Research Project Alternative
- Let's Give Them Something to Talk About - Motivate Students with Audio and Video
- OneNote Class Notebook
- Excel – Basics for Visual Representation and Data Analysis
- Nearpod: The Interactive Presentation Program for BYOD
- Office 365: Everything 365 – Advanced
- During School and/or on PD Days:
- Test Prep Resources for Social Studies

- TNReady Assessment Tools (MICA, Mist, Edulastic, Mastery Connect)
- TNReady Resources and Information
- A Teacher's Website: Creating a Virtual Class Outside the Classroom
- New Teacher Technology Orientation (iNow, Network, ExamView)
- Shmoop
- Online ACT Prep Resources
- Office 365: Class Notebook
- Interwrite
- Dreamweaver
- Compass Odyssey
- TVAAS Data Analysis
- BYOD Tools
- Creating Your Teacher Webpage
- LoggerPro
- MobyMax
- MIST
- ELMO
- Skype
- iMovie
- Weebly
- Digital Citizenship (to teachers and students via news station)
- Google Virtual Reality

Throughout the Year:

- Tech Tuesdays – teachers using technology for instruction open up their classrooms for others to visit to see technology in action (subs provided by admin)

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

Weakness

Individualized PD should be implemented more.

**Parent Involvement**

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

ACT Night- a presentation by the guidance counselors explaining ACT scores and the implications of scores in post-secondary education opportunities.

College Planning Night- FASFA, Tennessee Promise, HOPE scholarships along with the application process of each is explained in detailed. Colleges and universities set up informational booths for parents and students to visit and inquire about academic and financial requirements specific to the institution as well as programs of study available.

Weekly after school Parent/Teacher conferences: Blackman High School's faculty is available every Thursday afternoon (3:30-4:30) to meet with parents to discuss students' academic deficiencies, progress, and to formulate plans of action unique to each individual situation.

Spring Freshman Orientation: Freshmen families are invited to a short presentation explaining high school academic credit requirements and the many programs available at Blackman High School (AP, dual credit, Blackman Collegiate Academy, CTE, JROTC). Every program, organization and sport has a booth for interested families to visit and get information.

Parent communication: School messenger, Remind 101, BHS website, and monthly newsletters from BCA and the guidance department spotlight and describe programs and resources available for academic support along with events and deadlines for scholarships, Governor's schools, local camps and enrichment opportunities.

Parent Organizations and Booster Clubs: Research clearly shows that students who are involved in after school/extra-curricular activities have higher academic achievement and less discipline. Blackman High School has over 750 parents/guardians actively involved in booster clubs and/or parent organizations. Blackman High School has the following parent booster clubs and/or parent organizations: Band Booster, JROTC Booster, Boys Basketball Booster, Girls Basketball Booster, Wrestling Booster, Football Cheerleading Booster, Baseball Booster, Football Booster, Dance Team Booster, Choir Booster, Softball Booster, Girls Soccer Booster, Boys Soccer Booster, Volleyball Booster, Track and Field Booster, Cross Country Booster, Basketball Cheerleading Booster, Freshman Cheerleading Booster, Ultimate Frisbee Parent Organization, and Hockey Parent Organization.

**To strengthen activities:**

In an effort to strengthen parent involvement at Blackman High School, the administration and the counseling department created a program that outlines available resources as well promoting programs (AP, dual credit, Blackman Collegiate Academy, CTE, JROTC) that promote student involvement and academic achievement. Teams of administrators and guidance counselors attend booster club and neighborhood association's meetings to connect with and inform parents.

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

PTO was disbanded due to lack of interest. Parents are very involved (see above) in their students' activities; however, leadership needs to be developed or a different approach taken to reach parents academically.

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

Increase in ACT composite score for the past 3 years

- Reading complex text in every course
- ACT emphasized in every course
- ACT word of the day
- ACT tutoring sessions
- Underclassman took full length practice tests
- Compass Odyssey
- PLC emphasis on ACT
- Rigorous course placement emphasized for all students
- Limited directed studies and teacher aides
- Instructional time protected
- ACT prep course
- ACT professional development

Increase in graduation rate for the past 3 years

- Positive relationships (graduation coach/counselors)
- Early detection methods
- Lunch and Learn
- Credit and course recovery options
- Teachers contact parents of failing students
- Parent-teacher conferences every Thursday afternoon
- Assistants principals/counselors contact parents of students who failed each term to work out a recovery plan

Increase in college preparatory courses (AP/Dual Enrollment)

- TN Promise
- Dual enrollment grant
- Collegiate Academy
- Hope Scholarship
- Parent nights
- Partnership with MTSU
- New course offerings

Decrease in Discipline Issues

- Positive relationships
- Lunch and learn
- Assign Friday school instead of ISS to protect instructional time
- New ISS structure and schedule (students take practice ACT test and write essays)
- Dean of students

Blackman Collegiate Academy

- Members take more rigorous cohort courses
- Members are required 20 extracurricular/service hours per year
- Members must complete a life experience component
- Underclassmen conduct teacher-led cross curricular research
- Seniors conduct independent research in their major focus content area
- Senior Capstone Project mimics collegiate thesis work
- Added courses such as Speech and Critical Thinking
- MTSU library access
- MTSU writing center access

Positive Climate and Culture

- Student involvement builds a sense of community and student investment
- 19 TSSAA sports

60 student clubs and organizations  
 Students peer tutor on campus and tutor at the elementary and middle schools  
 Students annually support the Red Cross, Second Harvest Food bank, UNICEF, Breast Cancer Awareness  
 Blackman Pride

Course Offerings are college and career oriented

Culinary Arts runs the Blaze Bistro (cafe) and caters school events  
 STEM conduct project-based learning  
 Radio/TV airs daily news broadcasts schoolwide  
 Agricultural science run a greenhouse and offer animal grooming services to the public  
 Marketing runs Blaze Savings and Loans (bank) and Sketch It Up (coffee shop)  
 Heath Science students conduct clinical hours at Adams Place and St. Thomas Rutherford  
 Graphic Arts offers professional printing services to students and teacher  
 Information Systems students receive internationally recognized industry certifications  
 21 AP classes offered  
 9 dual enrollment offered  
 Strong Fine Arts programs that serve over 1/3 of our student population  
 Strong JROTC department with two instructors and 200+ cadets

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))
Academic achievement/growth	Math	Integrated Math I, Geometry, Algebra II	All students
Increased rigor in literacy (writing & reading)	ELA/all content areas	9-12	All students
Advisory curriculum for college/career readiness	Counseling	9-12	All students
ACT increase	Math, Science, English, SS	9-12	Black/African American Males & SWD
Cultural diversity	Climate/Culture	9-12	All non-whites

Plan Items ( )

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

Description:

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

**School-Level: BHS will recruit, retrain, and train highly effective teachers to meet both curricular and social-emotional needs of our growing and diverse student population.**

Performance Measure:

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

**School-Level: Increase the number of teachers scoring at level 3 or better while decreasing the number of teacher scoring at level 1 and 2. Retain 90% of level 3 and above teachers each year.**

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

Description:

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

**School-Level: Faculty mentoring program and administrative mentoring programs will meet consistently to provide support for all teachers who are new to teaching or new to BHS. Teachers have one mentor who is an instructional mentor and another who is a school mentor and meet bi-monthly. Administrators meet formally once per month with all new teachers.**

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

Description:

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

**School-Level: Provide Plan of Assistance for teachers who have an effectiveness score of less than 3.**

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

Description:

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

**School-Level: Provide staff development on cultural diversity.**

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

Description:

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

**School-Level: II. BHS will demonstrate expected or above average growth in ELA and Math while decreasing the percentage of students in grades 9-12 scoring below the 25th percentile. (performance measure - TVAAS 3 or higher in Math and ELA)**

Performance Measure:

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

**School-Level: A. Special Education teachers are mandated to pull out students for intervention during primetime intervention time daily (performance measures - SWD students will score above the 25th percentile on Math and ELA) B. Multiple intervention opportunities are in place for subgroup students (morning ELL tutoring session, primetime tutoring for ELL, SWD intervention classes, SWD pull out during primetime) (performance measure - SWD and ELL students will score above the 25th percentile on Math and ELA) C. Software writing program for inclusion, ELL, SWD will be piloted (performance measure - SWD, ELL above 25% in Math and ELA; inclusion classes participating in the pilot will score at expected or above average levels) D. BHS will use multiple communications to keep parents informed of their children's progress (website, iNow, parent meetings, parent/teacher conference with online and phone in sign up). (performance measure - )**

**S** 2.1) District-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.

**S** 2.2) District-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.



**S** 2.3) District-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.

**S** 2.4) District-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.

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

Description:

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

**School-Level: BHS will provide tutors for elementary schools in reading A. Key Club B. Collegiate Academy**

Performance Measure:

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

**School-Level: BES ELA 3 and above**

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

Description:

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

**School-Level: BHS teachers will participate in PD throughout the school year.**

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

Description:

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

**School-Level: BHS will provide tutors for elementary schools in reading A. Key Club B. Collegiate Academy**

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

Description:

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

**School-Level: BHS will provide tutors for elementary schools in reading A. Key Club B. Collegiate Academy**

**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.

**School-Level: BHS will increase composite ACT scores annually by .3 or higher.**

Performance Measure:

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

**School-Level: BHS will increase composite ACT scores annually by .3 or higher.**

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

Description:

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

**School-Level: BHS teachers will participate in ACT PD throughout the school year.**

**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: Support for student instruction and resources**

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

**School-Level: A. BHS teachers will participate in ACT PD throughout the school year. B. BHS teachers will utilize the Shmoop ACT software; each student will receive login and training. C. BHS will form an ACT team to implement ACT plan (developed last year and revised this year) D. Students will take more and higher level courses (fewer study halls, more electives, more dual enrollment, more AP, more honors) (performance - ACT composite of .3 or higher)**

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

Description:

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

**School-Level: A. BHS teachers will participate in ACT PD throughout the school year. B. BHS teachers will utilize the Shmoop ACT software; each student will receive login and training. C. BHS will form an ACT team to implement ACT plan (developed last year and revised this year) D. Students will take more and higher level courses (fewer study halls, more electives, more dual enrollment, more AP, more honors) (performance - ACT composite of .3 or higher)**

**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

**School-Level: V. BHS will increase graduation rate (performance measure graduation rate increase by .2 annually) A. Aps and counselors meet with students who fail a class each 9 weeks. B. Admin meets with teachers with high failure rates to go over assessment and support for failing students C. Graduation coach works with teachers to make intervention plans for Atlas students D. Intervention plans in place for all students (RTI, primetime, tutoring opportunities before school, after school, and during primetime - some voluntary and some mandated)**

Performance Measure:

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

**School-Level: BHS will increase graduation rate (performance measure graduation rate increase by .2 annually) A. Aps and counselors meet with students who fail a class each 9 weeks. B. Admin meets with teachers with high failure rates to go over assessment and support for failing students C. Graduation coach works with teachers to make intervention plans for Atlas students D. Intervention plans in place for all students (RTI, primetime, tutoring opportunities before school, after school, and during primetime - some voluntary and some mandated)**

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

Description:

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

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

Description:

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

frame of the cohort

School Plan Related Documents

**Rutherford County (750) Public District - FY 2017 - Blackman High School (750-0004) Public School - School Plan - Rev 0**

**Optional Documents**

<b>Type</b>	<b>Document Template</b>	<b>Document/Link</b>
School Plan Supporting Documents	N/A	

School Plan Checklist




**Rutherford County (750) Public District - FY 2017 - Blackman High School (750-0004) Public School - School Plan - Rev 0**

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

<input type="checkbox"/> <b>1. School Plan - Planning Team</b>	<input type="text" value="OK"/>	Andrea Anthony	11/15/2016 4:09:06 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"/> <b>2. Needs Assessment - Academic Data Guiding Questions (Elementary and Middle Grades)</b>	<input type="text" value="Not Applicable"/>	Andrea Anthony	11/15/2016 4:09:06 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"/> <b>3. Needs Assessment - Academic Data Guiding Questions (High School)</b>	<input type="text" value="OK"/>	Andrea Anthony	11/15/2016 4:09:06 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"/>	<b>4. Needs Assessment - College/Career Readiness Data Guiding Questions</b>	<input type="text" value="OK"/>	Andrea Anthony	11/15/2016 4:09:06 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"/>	<b>5. Needs Assessment - School Climate &amp; Culture Guiding Questions</b>	<input type="text" value="OK"/>	Andrea Anthony	11/15/2016 4:09:06 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"/>	<b>6. Needs Assessment - Human Capital Data</b>	<input type="text" value="OK"/>	Andrea Anthony	11/15/2016 4:09:06 PM
	1. School entered current-year data in the Staff Characteristics data table.			
<input type="checkbox"/>	<b>7. Needs Assessment - Additional Areas Guiding Questions</b>	<input type="text" value="OK"/>	Andrea Anthony	11/15/2016 4:09:06 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"/>	<b>8. Needs Assessment - Summary</b>	<input type="text" value="OK"/>	Andrea Anthony	11/15/2016 4:09:06 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"/>	<b>9. Prioritized Goals and Strategies - Goals</b>	<input type="text" value="OK"/>	Andrea Anthony	11/15/2016 4:09:06 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.			
	<b>10. Prioritized Goals and Strategies - Strategies</b>	<input type="text" value="OK"/>	Andrea Anthony	11/15/2016 4:09:06 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.			
	<b>11. Prioritized Goals and Strategies - Action Steps</b>	<input type="text" value="OK"/>	Andrea Anthony	11/15/2016 4:09:06 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.			
	<b>12. Component Relationships - Title I Schools Only</b>	<input type="text" value="Not Applicable"/>	Andrea Anthony	11/15/2016 4:09:06 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.			