

**Rutherford County (750) Public District - FY 2018 - Homer Pittard Campus School (750-0065) Public School - School Plan - Rev 0**

**Plan Items ( )**

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

Description:

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

**School-Level: Recruit, retain, and train highly effective teachers to meet curricular needs of our all of diverse students 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 4 or 5.**

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

Description:

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

**School-Level: Establish a Leadership Team and encourage and provide teachers with multiple leadership opportunities, develop new teacher mentoring support procedures, and support teachers through the TEAM evaluation process.**

**AS 1.1.1) School Leadership**

**Description:**

Select the Leadership Team members based on interest and application process as suggested by Dr. Cruz. Leadership Team members reflect and plan for the following school year. Each grade level teacher on the team assumes specific responsibilities for the grade level PLC. Provide additional leadership opportunities and support to all teachers to create collective teacher efficacy through opportunities to sponsor academic clubs and sports. All teachers are leaders in their active roles of mentors to support and coach Residency I candidates from MTSU. Highlight teacher leaders in the Leader Letter distributed by administration each week.

**Benchmark Indicator:**

Teacher survey results specifically targeting perception of leadership opportunities within the building, Leadership Team agendas and minutes, PLC agendas and minutes, master schedule, Leader Letters, and Residency I documentation.

**Person Responsible:**

Sherry King and M'Lisa Miffleton

**Estimated Completion Date:**

5/25/2018

**AS 1.1.2) Mentor Program**

**Description:**

Teachers new to HPCS are mentored by their grade level partner to support and assist them with school and classroom policies and procedures, collaborative lesson planning, school wide discipline, and MTSU expectations for mentor teachers as well as to answer other questions regarding the expectations for the position. All new teachers are supported through informal observations, meetings with the administration once per 6 weeks, opportunities to observe outside the classroom, and are connected as needed with Central Office staff Lisa Kegler and Kathy Daugherty, for assistance in ELA, Susan Loveless for assistance in Math, and Stephanie Finley for assistance in Science. In addition, each grade level will be assigned a common planning time and PLC will focus on collaborative team-work as a support to instruction.

**Benchmark Indicator:**

Percentage of new teachers obtaining an effectiveness level of 3 or above, PLC agendas and minutes,

master schedule.

Person Responsible:

Sherry King and M'Lisa Miffleton

Estimated Completion Date:

5/25/2018

**AS** 1.1.3) Professional Development

Description:

Encourage all teachers to attend ELA, Math, and Science professional development sessions offered by RCS specific to grade level as well as standards training provided by the state. Additionally, RCS offers a multitude of professional development opportunities aligned to the TEAM rubric. School administrators highlight and encourage teachers to participate in on-going, relevant PD.

Benchmark Indicator:

Percentage of teachers obtaining an effectiveness level of 3 or above. Total hours of professional development earned by teachers and evidenced on in-service logs.

Person Responsible:

Sherry King and M'Lisa Miffleton

Estimated Completion Date:

5/11/2018

**S** 1.2) District-Level: Ensure highly qualified and trained teachers for all students. - **School-Level: Recruit, Retain, and train highly effective teachers.**

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: Recruit, retain, and train highly effective teachers to meet identified curricular and**

**instructional needs.**

**AS 1.2.1) Recruitment**

**Description:**

Attend RCS Recruitment Fair and other outside opportunities to seek out applicants who possess characteristics and qualities of highly effective teachers focused on increased student achievement and whom also meet MTSU adjunct requirements for employment.

**Benchmark Indicator:**

Percentage of highly qualified teachers hired from recruiting activities. Percentage of teachers hired obtaining Level 4 or 5 effectiveness levels.

**Person Responsible:**

Sherry King and M'Lisa Miffleton

**Estimated Completion Date:**

2/28/2018

**AS 1.2.2) Highly Qualified Teachers and Educational Assistants**

**Description:**

Ensure that all teachers and educational assistants hired are highly qualified and highly effective.

**Benchmark Indicator:**

Highly qualified status of teachers and educational assistants.

**Person Responsible:**

Sherry King

**Estimated Completion Date:**

9/29/2017

**AS 1.2.3) Provide Educational Assistants**

**Description:**

Provide educational assistants to support TIER I small group instruction in grades K-2 and support TIER II and TIER III intervention groups. Provide on-going training to educational assistants to ensure effective support to classroom teachers and the intervention period.

Benchmark Indicator:

HR records, RTI schedule, EA schedule, attendance at optional training, informal observation to see that training is being implemented

Person Responsible:

Sherry King

Estimated Completion Date:

8/31/2017

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

Description:

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

**School-Level: Provide staff development and training to teachers and instructional staff to meet the instructional needs of our students who receive RTI support for Tier II, Tier III, and SWD in addition to our high achieving population**

**[AS]** 1.3.1) Provide professional development on research-based strategies and programs.

Description:

Special education teacher trained on research-based, multi-sensory strategies in teaching reading and math content areas, such as Orton-Gillingham, etc. Teachers trained in high impact strategies through Visible Learning, the Read to Be Ready training for K-2 teachers, Number Talks training for K-5 teachers, and on-going training in the i-Ready Math series and Empowering Writers. All K-5 teachers will attend a grade level appropriate sessions on Literacy and Science with Stephanie Finley.

Benchmark Indicator:

Record of PD training, evaluation surveys, and observation data

Person Responsible:

Sherry King and M'Lisa Miffleton, Susan Loveless, Kathy Daugherty

Estimated Completion Date:

5/11/2018

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

Description:

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

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

Performance Measure:

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

**School-Level: Increase TVAAS scores in all subject areas.**

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

Description:

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

**School-Level: All faculty members will be trained on required state and local trainings that address SWD and at risk populations.**

**AS** 2.1.1) School Counselor Training

Description:

School counselor will participate in the annual district wide training (ATLAS) supporting our high poverty

and at-risk populations. School counselor will conduct school level training for all faculty and staff.

Benchmark Indicator:

In-service agenda and minutes, sign in sheet, school counselor documentation

Person Responsible:

Sarah Kohlman

Estimated Completion Date:

8/11/2017

**AS** 2.1.2) Special Education Teacher Training

Description:

Special education teacher will participate in district wide training supporting our SWD population. Special education teacher will conduct school level training for all faculty and staff as needed.

Benchmark Indicator:

Sign in sheet, in-service agenda and minutes, PD records, evidence of academic growth in SWD population

Person Responsible:

Lorine Nolan ,Angela Barnes

Estimated Completion Date:

8/11/2017

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

Description:

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

**School-Level: Provide staff for instructional technology, instructional interventions, Tier I support, counselor and student support.**

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

**Description:**

School counselor will provide group and individual support based on family and student needs in the areas of social, emotional, and academic support. Teachers, parents, and the RTI team will refer students in need of support. The school counselor will maintain documentation for all meetings with parents and students. The school counselor will hold informal, monthly parent training sessions through our Lightning Parent Power Hour. Topics will be determine by survey needs assessments to meet the specific needs and interests of our population.

**Benchmark Indicator:**

School counselor documentation and records, school counselor meeting schedule

**Person Responsible:**

Sarah Kohlman

**Estimated Completion Date:**

5/25/2018

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

**Description:**

Technology coach will work with teachers on integrating technology into daily lessons and work with students to utilize technology with their learning. The technology coach will offer one-on-one and PLC training, after school professional development, and model lessons or co-teach with students. The technology coach will attend all PLC meetings on his designated days at HPCS.

**Benchmark Indicator:**

Technology Coach schedule and documentation, in-service agendas and sign in sheets, PLC agendas and minutes.

**Person Responsible:**

Herman Nelson

**Estimated Completion Date:**



5/25/2018

**AS 2.2.3) Intervention team will provide skills based interventions for Tier II and Tier III students**

**Description:**

Students who score at or below the 25th percentile as a baseline on benchmark screeners will receive intervention instruction based on skills deficits. A dedicated RTI time per grade level (L.E.A.D.) is set aside daily for intervention instruction. The special education teacher and educational assistants work with individual students one on one or in small groups. Progress monitoring is conducted throughout the year to ensure that student progress is being made and that they are receiving the instruction in the best placement to be successful. A request for a part time instructional coach to assist with the implementation of RTI will be placed in the administrator's budget request.

**Benchmark Indicator:**

Master Schedule, RTI Team Meeting Notes, RTI documentation, budget request, fidelity monitoring, TV/AAS

**Person Responsible:**

Lorine Nolan, Sherry King, M'Lisa Miffleton

**Estimated Completion Date:**

4/27/2018

**AS 2.2.4) Educational Assistants will provide additional small group instruction support for TIER I instruction.**

**Description:**

Educational assistants will provide small group TIER I instructional support to grade levels K-1 daily as scheduled.

**Benchmark Indicator:**

Master schedule, lesson plans

**Person Responsible:**

Sherry King

**Estimated Completion Date:**

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

Description:

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

**School-Level: Provide all teachers with programs, software, and professional development on using resources that are designed to increase literacy and math achievement.**

**AS** 2.3.1) Enhance Science Instruction to Improve Science Achievement and TVAAS in grades 3-5.

Description:

The master schedule has been adjusted to dedicate a block of time earlier in the day for all tested grade levels in order for Science to be explicitly taught on a daily basis. This will be a protected instructional block of time and administration will conduct fidelity checks to ensure compliance. The Science portion of the TCAP practice test will be administered as a benchmark assessment once in the fall (October) and once in the spring (February) to guide instruction and provide necessary student interventions and enrichment opportunities as needed throughout the school year. In addition to the TCAP Science Practice Test, students will be exposed to TCAP Science Item Sampler questions to ensure all students are being exposed to multiple media. Grades 3-5 will utilize the county adopted Science workbooks to supplement instruction and serve as a guide to ensure all standards are being taught. The 3-5 Science teacher will implement Visible Learning strategies using the four quadrant feedback chart and implement word walls to increase the rigor and depth of vocabulary knowledge to create assessment capable learners. Information from the current TVAAS Data Dashboard will be analyzed to determine which quintiles student growth is not occurring and develop an action plan to specifically address needs of these students. Stephanie Finley, district science specialist will be utilized as an additional available resource to help guide and direct the planning of instruction.

Benchmark Indicator:

Results from Science benchmark assessments (fall/spring), results from Data Dashboard, walk-through observations and fidelity checks.

Person Responsible:

Sherry King

Estimated Completion Date:

2/27/2018

**AS** 2.3.2) Professional development to support and increase Math achievement.

Description:

Encourage attendance to all math standards and scope / sequence district grade level planning sessions; schedule vertical PLC sessions to align math instruction across grade levels; purchase of Standards Companion to break apart math standards; provide Grade Level Math Standards and assessment resources notebooks to grade level teams; encourage attendance to TNCore training in math standards and preparation for TNReady assessments; on-going i-Ready Math training; Number Talks training and video microteaching Number Talks self-reflections; on and off campus Talent Sharing opportunities; training conducted by Susan Loveless, district K-5 Math Specialist.

Benchmark Indicator:

In-service agendas, staff development agendas and logs, PLC agenda and minutes, iReady diagnostic data, TNReady Assessment, CFA data, PD records, observation data

Person Responsible:

Sherry King and M'lisa Miffleton, Susan Loveless

Estimated Completion Date:

5/25/2018

**AS** 2.3.3) Professional development to support and increase ELA achievement.

Description:

Vertical planning sessions for ELA instruction through multi-grade level PLC, TNCore training for leaders and staff in ELA and preparation for TNReady assessments, on-going Read to Be Ready (Interactive Read-Aloud) training for K-2 teachers, and on and off campus talent sharing opportunities. Encourage attendance to all ELA standards and scope / sequence district grade level planning sessions; schedule

vertical PLC sessions to align ELA instruction across grade levels; use of Standards Companion to break apart ELA standards; provide Grade Level ELA Standards and assessment resources notebooks to grade level teams; encourage attendance to TNCore training in ELA standards and preparation for TNReady assessments; on-going Fountas and Pinnel training; on and off campus Talent Sharing opportunities; training conducted by Lisa Kegler, district K-5 ELA Specialist and Kathy Daugherty, district RTI coach.

**Benchmark Indicator:**

In-Service logs, PLC agenda and minutes, school calendar, easyCBM winter and spring benchmarks, Fountas and Pinnell guided reading spring benchmark, CFA data, TNReady Assessment, PD records, observation data

**Person Responsible:**

Sherry King and M'Lisa Miffleton

**Estimated Completion Date:**

4/27/2018

**AS 2.3.4) Writing training to support and increase achievement in ELA.**

**Description:**

HPCS will provide on-going training and workshops on Empowering Writers to facilitate consistency in writing instruction across all grade levels in an effort to increase student achievement and growth with support from district specialist, Lisa Kegler.

**Benchmark Indicator:**

In-Service and professional development agendas and logs, teacher lesson plans, TNReady writing assessment portion of ELA, CFA data, observation data.

**Person Responsible:**

Sherry King and M'Lisa Miffleton

**Estimated Completion Date:**

12/22/2017

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

Description:

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

**School-Level: Keep parents informed of their child's academic performance and progress.**

**AS** 2.4.1) Parent Partner Involvement

Description:

HPCS will offer multiple opportunities for parents to partner with the school and the learning process of their students through volunteering their services to assist individual teachers with any need in and out of the classroom, making copies for the school as a whole, acting as involved members of the school parent teacher organization, solicit sponsors and parent involvement for the many activities that raise needed funds for the school and assist in building a community and culture geared towards successful student learning, notably: Back to School and End of Year picnics, Red Ribbon Week, various Music Programs set up, Registration set up, Spirit Store, Fall Festival, Field Trip sponsors, Book Fair, Veterans Day program, Reading in the Schools Day and Read Across America Week, Night of the Arts, Skate and Spirit Nights, Smart Card sales, provide student incentives for various achievements, Kindergarten Circus, First Grade Publishing Party, and act as proctors during state assessments.

Benchmark Indicator:

HPCS school calendar, PTC website, weekly/monthly newsletters, parent conference logs, CS news emails from administration.

Person Responsible:

Sherry King

Estimated Completion Date:

5/25/2018

**AS** 2.4.2) Family and Community Events

**Description:**

Offer school family events for parents, students, and staff in order to build community and a culture conducive to student learning. Some examples are: back to school and end of year picnics, Night of the Arts, Spirit and Skate Nights, Red Ribbon Week, grade level music programs, Fall Festival, Veterans Day program, Reading in the Schools Day and Read Across America Week, Night of the Arts, Kindergarten Circus, First Grade Publishing Party, and family nights and/or PTC meetings geared towards informing parents of academic expectations in ELA, Math, and Writing.

**Benchmark Indicator:**

Attendance records, sign in sheets, notes and minutes from meetings

**Person Responsible:**

Sherry King

**Estimated Completion Date:**

5/25/2018

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

**Description:**

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

**School-Level: Increase the percentage of 1st and 2nd graders reading at or above grade level.**

**Performance Measure:**

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

**School-Level: Increase or maintain the percentage of 1st and 2nd graders scoring at or above the 90th percentile on the universal screener assessments from fall to spring.**

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

Description:

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

**School-Level: K-2 teachers will participate in state and local literacy training focusing on K-3 literacy.**

**AS** 3.1.1) HPCS will increase early literacy achievement.

Description:

K-2 teachers will participate in the state's early literacy initiative, Read to Be Ready, to increase student achievement as facilitated by state trainer, Kathy Daugherty. This is a three year commitment with ongoing training, modeling, and planning. Vertical PLCs will be scheduled to allow for the sharing of strategies and resources within grade levels K-3.

Benchmark Indicator:

In-Service and staff development logs and agendas, PLC agenda and minutes, easyCBM universal screener data for winter and spring benchmarks, grade level CFA's in ELA, Fountass and Pinnell guided reading levels spring benchmark data

Person Responsible:

Kathy Daugherty, Sherri King

Estimated Completion Date:

12/22/2017

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

Description:

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

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

**AS** 3.2.1) Track K-5 Student Reading Levels from Fall to Spring

Description:

All K-5 teachers will track student reading levels throughout the year and intervene and enrich as needed. Intervention and enrichment will be provided through direct, Tier I whole group instruction and small guided reading groups, through Tier II and III interventions, as well as, Tier I enrichment opportunities. Benchmarks will be given 3 times; fall, winter, spring using both the Fountas & Pinnell Assessment Tool and the easyCBM universal screener for both reading fluency and reading comprehension.

**Benchmark Indicator:**

Student reading level tracking document, easyCBM benchmarks and progress monitoring, grade level CFA results, formal and informal walk-through observations, PLC Agendas/Minutes.

**Person Responsible:**

Sherry King

**Estimated Completion Date:**

5/18/2018

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

**Description:**

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

**G** 4) District-Level: In order to prepare students for College and Career, RCS will increase Academic Performance on ACT Composite.

**Description:**

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

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

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

**Description:**



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

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

Description:

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

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

Description:

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

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

Description:

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

Performance Measure:

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

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

Description:

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

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

counselors, graduation coaches, and interventionist

Description:

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

**G** 6) District-Level: Safe and Healthy Students - **School-Level: Provide a Safe and Healthy Learning Environment for All Students**

Description:

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

**School-Level: All students will be provided with equal access to a safe learning environment that promotes academic achievement, limits the amount of lost instructional time and ensures that all students have the opportunity to learn.**

Performance Measure:

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

**School-Level: Daily True Blue Tributes, Number of disciplinary actions reported, student attendance rate and chronic absenteeism rate.**

**S** 6.1) District-Level: Decrease chronic absenteeism in all K-12 schools - **School-Level: Maintain or decrease the current rate of 10% of students who are reported as chronically absent.**

Description:

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

**School-Level: Provide opportunities throughout the school year for students to be motivated and excited about coming to school and on time.**

**AS** 6.1.1) Implementation of the morning Lightning Leader Clubs.

Description:

After arriving each morning to Campus School, students who do not choose to eat breakfast may select from a variety of club activities based on their individual preference. Currently, club options include Open Library, Computer Lab, PE (out-side play or free-play indoors), Art, or 4th and 5th grade students may choose from Choir which meets twice per week.

Benchmark Indicator:

Monthly reports of student attendance, tardies, and behavior incident reports.

Person Responsible:

Sherry King

Estimated Completion Date:

12/22/2017

**S** 6.2) District-Level: Behavioral interventions and supports - **School-Level: Offer behavioral interventions and support.**

Description:

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

**School-Level: Implementation of programs, initiatives, and support plans that recognize students for positive behavior, address identified behavior needs, and provide appropriate students supports.**

**AS** 6.2.1) Implementation of TRUE BLUE Code and Habits including TRUE BLUE Tributes, Lightning Bolts, and TRUE BLUE Coins as Student Recognition Initiatives

Description:

All students will be taught the TRUE BLUE Code and TRUE BLUE Habits found in the Campus School Student Handbook during the first six weeks of school and reinforced throughout the year. Lightning

Bolts and TRUE BLUE Coins will be used as reinforcement for whole class or individual student behavior respectively. Lightning Bolts will be used for whole class rewards and individual students may spend their coins at the TRUE BLUE Store. Each teacher will recognize each student in their classroom with a TRUE BLUE Tribute at a minimum of once every nine weeks and students will be celebrated for these tributes during school-wide, live morning announcements.

Benchmark Indicator:

TRUE BLUE Tributes, Awarded Lightning Bolts and Coins spent at store, student discipline reports and referrals

Person Responsible:

Sherry King

Estimated Completion Date:

12/22/2017

**AS** 6.2.2) Implementation of Restorative Discipline Practices Initiative

Description:

The administrative team along with the school counselor and classroom teachers will be working to implement the use of Restorative Discipline Practices as an effective way to hold students accountable for their behavior and repair harm. Through this practice we will seek to develop strong relationships and restore a sense of community to the classroom and school as the need arises.

Benchmark Indicator:

Monthly discipline reports, and student referral's to school counselor

Person Responsible:

Sherry King

Estimated Completion Date:

12/22/2017

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

**Description:**

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

**School-Level: Provide resources to students and families to support healthy students**

**AS 6.3.1) Implementation of the Campus School TRUE BLUE Student Advocacy Program**

**Description:**

At the beginning of the school year, each student will be assigned a Campus School advocate/mentor with whom they will stay throughout their time at Campus School. Each advocacy group will consist of 10-12 students from each of the grades K-5 with the 5th graders serving as student/peer mentors to the Kindergartners. Student Advocacy Leaders will model and encourage leadership qualities in all students, create an atmosphere conducive to learning and collaboration, reinforce responsibility and self-monitoring, emphasize a laser focus on learning, provide consistent standards school wide for expected behavior. Through our monthly, TRUE BLUE Student Advocacy Program, all students will be taught character education that is aligned closely to the 7 Habits of Happy Students and recognized daily during morning assembly for displaying these traits.

**Benchmark Indicator:**

Monthly attendance and tardy reports, student behavior incident reports, and TRUE BLUE Tributes

**Person Responsible:**

Sherry King

**Estimated Completion Date:**

12/22/2017

**AS 6.3.2) Implementation of the Lightning Parent Power Hour**

**Description:**

The School Counselor will hold informal, monthly parent informational sessions. Topics will be based on a parent survey needs assessment to best meet the needs of our families at Campus School.

**Benchmark Indicator:**

Agenda and sign in sheet from monthly meetings

Person Responsible:

Sherry King

Estimated Completion Date:

12/22/2017

**AS** 6.3.3) Physical Activity and Movement

Description:

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

Benchmark Indicator:

Master Schedule and grade level classroom schedules

Person Responsible:

Sherry King

Estimated Completion Date:

5/18/2018