

Appling Middle School

2015 - 2016

School Improvement

Plan

School Plan - Summary of Accomplishments and What's Working

Bartlett (794) Public District - FY 2016 - Appling Middle School (794-0007) Public School - School Plan - Rev 0

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

Appling Middle School met and exceeded its achievement goal in math as established by the Tennessee Department of Education. This includes double-digit gains in the category 3-8 math and a 6.67% increase in 7th grade math in isolation. For the category 3-8, math showed growth from 54.3% to 65.6%, exceeding the 2014-2015 goal of 57.2%. Seventh grade showed gains from 53.8% in 2013-2014 to 60.4% in 2014-2015, exceeding the achievement goal of 56.7%.

Appling also met its Racial Gap Closure Goal for math students in grades three through eight. For this category in 2013-2014, gap size was 10.5%. For this same group the 2014-2015 gap was reduced to 8.6 %, meeting and exceeding the objective of 9.8%.

Achievement gains and gap closures in Math can be attributed to: the consistent use of RTI2, which permitted teachers to monitor and adjust instruction, the consistent use of benchmark testing to drive instruction for all students, and effective use of professional learning communities in which teachers created common formative assessments to target specific content needs. In addition, students were provided four weeks of additional reinforcement and enrichment by way of the Saturday Scholars program established to improve student performance.

School Climate and Culture – Consider a variety of data sources related to school climate and culture and summarize. Cite specific examples where possible, considering differences in subgroups where relevant. Data evaluated could include safety, discipline, survey responses (parent, teacher, and/or student), attendance, etc.

Attendance

Appling Middle School currently has 663 students enrolled; 209 6th graders, 240 seventh graders, and 214 students in grade 8. For the 2014-2015 school year, we served 681 students. A breakdown of student population included, 2.1% English Language Learners, 35.1% Economically Disadvantaged, and 13.2% Students with Disabilities. For the 2013-2014 school year we served 596 students of which 1.7% were English Language Learners, 28.2% were Economically Disadvantaged, and 11.1% were students with Disabilities. Our goal is to have every student present, every day of the week, with an overall goal for attendance at 96%.

According to the School Report Card published by the Tennessee Department of Education, Appling's attendance grew 1.1% from 2014 (94.7%) to 2015 (95.8%). Last year the school leadership identified student attendance as an issue to be addressed and formed an Attendance Committee to devise and implement a plan of improvement. To begin, students are provided with a quarterly tracker that they use to monitor their own attendance. This strategy has been helpful by increasing student awareness of the actual amount of time spent in and out of school. Other changes include increased contact with parents of absent students, visuals and t-shirts to promote school attendance, and acknowledging and rewarding students for excellent attendance.

We continue the practice of notifying central office when students have five or more unexcused absences. The district then, provides warning letters to these parents. Subsequent truancy letters are sent to students who continue to show absences.

Discipline

For the 2014-2015 school year, 22 students received suspensions. This number is down from 25 suspensions for the 2013-2014. Of the students suspended for 2015, 11 were black, 10 were white, 18 were male and 4 females. These numbers suggest a need to work more closely with boys, providing conflict resolution and problem solving strategies. There were no students expelled from school in 2014.

Appling currently uses the "WHAT" system of discipline designed to focus students on behaviors that make for successful school and relationships. Students are encouraged to work to the best of their ability, have what they need to succeed, act as responsible students, and treat people, possessions, and time with respect. Used on a daily basis, this system helps students to take responsibility for negative behaviors and to formulate better choices for future action.

To strengthen our discipline, Appling looked to implement Positive Behavior Intervention Strategies. Coupled with our motto of E3- Excellence, Everybody, Every Day, the newly created PBIS team implemented "PAWS," a program to reinforce and reward consistent positive behaviors. The plan allows for both grade level and individual rewards in response to students who are observed exhibiting positive behaviors.

Additional ongoing strategies to promote positive behavior include, Peer Mediation, Behavior Trackers, Behavior Plans, the No Bullying Curriculum, counseling for groups and individuals, and professional development for teachers.

School administrators, teachers, and guidance counselors will continually promote healthy relationships with students, parents, and parent organizations. These positive interactions will become the foundation from which all of our students exhibit appropriate behaviors.

School Plan - Additional Areas

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

STAFF Characteristics	2012-13		2013-14		2014-15	
	#	%	#	%	#	%
Principal – Years in position					4	
Teaching Staff (Certified) – Number of Teachers					43	
1 to 3 years					2	4
4 to 10 years					13	31
11 to 20 years					11	25
21 + years					17	40
Teacher attendance rate						96
Level 1 Teachers					4	19
Level 2 Teachers					1	5
Level 3 Teachers					6	28
Level 4 Teachers					1	5
Level 5 Teachers					9	43

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

School	Report as	2012-13	2013-14	2014-15
Length of school year – Instructional days	(#)			180
Length of school day – Instructional minutes	(#)			420

Consider your progress in the following areas:

- RTI2
- Professional Development
- Teacher Recruitment, Retention, and Evaluation
- Technology Access and Use

Reflect on what has gone well and where there is room for improvement.

RTI2 was effectively implemented at Appling with consideration for limited personnel. While we did not have a specified Intervention teacher, selected classroom teachers successfully monitored the process. iStation data reflect positive movement through the tiers with students showing growth and maintaining progress. We will continue to use RTI2 to grow our students, with the added benefit of now having a single designated teacher to monitor the process. This change should increase fidelity to the process and benefit students even more.

Professional Development opportunities are available to teachers from the beginning of the school year through the end of the year. School achievement data, other student needs, and teacher survey have been used to drive topic selection for teacher training. District personnel, school administrators, and teachers all share in the delivery of information for professional growth. Ongoing training has also been provided by the Southwest CORE Offices. In some instances the Southwest CORE training team has come to Appling to specifically address needs. At other times the Leadership Team, that participates in offsite training receives information for redelivery to the school.

Teacher retention at Appling has never been an area of concern. Many faculty members enjoy the family like atmosphere of the school and are satisfied with their positions. Recent survey reported on the TDOE site shows that 97% of teachers agree or strongly agree that teachers like being at this school. When new teachers are needed, Appling selects from the pool of candidates created by Bartlett City Schools.

For the 2014-2015 school year, Appling operated with two computer labs, 2 laptop carts, 30 iPads, and 30 iPods. This technology was used for student research, project based learning, teacher led instruction and assessment. The age and limited number of the devices was sometimes problematic, making for limited usage. For the 2015-2016 school year, Bartlett City Schools implemented a 1 to 1 initiative, providing a computer for each student. Increased internet bandwidth has facilitated student use.

For the 2014 school year most classrooms were equipped with a Promethean Board. Currently, all teachers have this technology. All technology can be used more effectively with increased/ongoing teacher training on integrating technology in the classroom.

Consider your progress in the following areas:

- Parent and Community Involvement
- Communicating Assessment Results with the Community
- Other stakeholder Engagement Efforts

Reflect on what has gone well and where there is room for improvement.

Parents are a vital part of Appling Middle School. Through the PTSA, they support academic programing and provide materials for instruction, student motivation, and teacher refreshments. They are highly visible throughout building and volunteer in various areas such as chorus, band, sports, and teacher support. We are likewise well connected to the community, hosting an annual career day, during which community stakeholders share their professions with students. Our community is also a reliable resource, with several local businesses supporting the various organizations of the school.

Means of communicating with the community include, Blackboard Connect, Weekly notices from the principal, School and teacher webpages, Rapid Response messages, PTSA meetings, Open House, Remind 101, phone calls, and individual and mass emails. The School Report Card and Mission Statement can be easily located on the School Website. School events and achievements have also been published in the local community newspaper. Additionally, our guidance department conducts informative meetings to assist parent with issues surrounding school and parenting.

A need in parental and community involvement is to increase diversity among the parents who support the school.

School Plan - Prioritized List of Needs

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*** 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.**

Priorities for Appling Middle Schools follow:

1. All Students declined in Reading/Language Arts achievement. Students in category 3-8 decreased by .6%, while seventh grade students dropped 3.5%. Considering that next year RLA will be categorized 6-8, reading achievement for all students needs to be addressed. Appling Middle School will increase the number of students proficient and advanced, relative to other schools in the district and state.
2. The achievement gap for Students with Disabilities in Reading/Language Arts grew by 19.5%. Appling Middle School will reduce the gap for these students, increasing the number of students scoring proficient and advanced, relative to other schools in the district and state.
3. The achievement gap for Students with Disabilities in Math grew by 11.8%. Appling Middle School will reduce the gap for these students, increasing the number of students in this category scoring proficient and advanced, relative to other schools in the district and state.
4. The achievement gap for Economically Disadvantaged student in Math grew by 3.1%. Appling Middle School will reduce the gap for these students, increasing the number of students in this category scoring proficient and advanced, relative to other schools in the district and state.
5. The achievement gap for Economically Disadvantaged students in RLA increased by 1.8%. Appling Middle School will reduce the gap for these students, increasing the number of students in this category scoring proficient and advanced, relative to other schools in the district and state.

School Plan Prioritized Goals and Strategies

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Plan Items ()

1) District-Level: 3-5 Reading/Language Arts - School-Level: 6-8 Reading Language Arts

Description:

District-Level: Bartlett City Schools met its achievement goals in reading/language arts for 2014-15. However, 4th grade students' stand alone data lagged behind other grade levels in 3-5.

School-Level: All Students declined in Reading/Language Arts achievement. Students in category 3-8 decreased by .6%, while seventh grade students dropped 3.5 percent. Considering that for next school year RLA reading will include all students in grades 6-8, reading achievement for all students needs to be addressed.

Performance Measure:

District-Level: In the 2015-16 school year, Bartlett City Schools will improve its percentile rank in 3-5 reading/language arts in terms of the number of students scoring proficient/advanced relative to other districts in the state.

School-Level: In the 2015-2016 school year Appling Middle School will increase the number of students proficient and advanced, relative to other schools in the state.

1.1) District-Level: Prof Develop- Improve Student Performance - School-Level: Professional Development- Improve Student RLA Performance 6-8

Description:

District-Level: Provide ongoing, high quality professional development at the school site for administrators, teachers and other instructional staff to focus on changing instructional practices that result in improved student performance.

School-Level: Professional Development at the school level to focus specifically on vocabulary building, increased comprehension, reading stamina, and responding thoroughly to text dependent questions. Additional training to be provided for Co-Teachers addressing strategies and interpersonal skills.

1.1.1) Grade level teachers will meet weekly in PLC meetings. Admin will facilitate meetings and invite needed support for additional professional development

Description:

These meetings will be used to analyze student data to determine existing gaps, identify those teachers exceling with these groups and determine what strategies these teachers are using.

Teachers will develop common formative assessments to monitor progress and make changes were needed.

Benchmark Indicator:

Common formative assessments, Amplify, PLC meeting fidelity

Person Responsible:

Administrators and Teachers

Estimated Completion Date:

5/20/2016

S 1.2) District-Level: Prevention/intervention 3-5 Reading/Language Arts - **School-Level: Prevention/Intervention 6-8 Reading/Language Arts**

Description:

District-Level: Provide academic interventions and other focused supplemental supports to improve achievement and close gaps in reading and mathematics.

School-Level: Maximize use of available intervention strategies (RTI2) and provide differentiated instruction, specifically targeting deficits as determined by AIMSWEB.

AS 1.2.1) Implementation of system plan for RTI2 and increase inclusion of students with disabilities

Description:

Schools will implement RTI 2- guaranteeing all students access to quality Tier 1 instruction and interventions based on specific skill deficit. Schools will utilize strategies such as fidelity in implementation of interventions, co-teaching, peer tutors, formation of behavior plans to ensure inclusion of students with disabilities. School counselors and IEP teams will broaden and inform options available to ensure successful transition and improve graduation rates.

Benchmark Indicator:

Aimsweb student reports, RTI2 fidelity checks, Common formative assessments

Person Responsible:

Administrators, Teachers, Donna Gay

Estimated Completion Date:

5/20/2016

AS 1.2.2) Intervention period built into schedules for elementary, middle, and high

Description:

All schools will build an intervention block into their daily schedule. Each student will get personalized intervention/enrichment in their skill deficit as measured by current data results.

Benchmark Indicator:

Monitoring of compliance and improvement in student achievement

Person Responsible:

Administrators, Teachers, RTI Teacher, Donna Gay

Estimated Completion Date:

8/28/2015

G 2) District-Level: Reading/Language Arts SWD gap closure - **School-Level: Reading/Language Arts SWD gap closure; grades 6-8**

Description:

District-Level: Bartlett City Schools SWD achievement gap for 2014-15 was 38.5% for 3-8 reading/language arts.

School-Level: The achievement gap for Students with Disabilities in Reading/Language Arts grew by 19.5% from 2014 to 2015.

Performance Measure:

District-Level: In the 2015-16 school year, Bartlett City Schools will close its achievement gap for SWD in 3-5 reading/language arts relative to other districts in the state.

School-Level: For the 2015-2016 school year, Appling Middle School will reduce the gap in

Reading/Language Art for SWD, increasing the number of students scoring proficient and advanced, relative to other schools in the state.

S 2.1) District-Level: High quality professional development of instructional staff - **School-Level: High quality professional development to include General and Special Education teachers**

Description:

District-Level: Provide high-quality professional development regarding differentiating instruction for all levels of learners

School-Level: Provide engaging professional development for teachers on practical strategies for differentiating instruction for all middle school learners

AS 2.1.1) Grade level teachers will meet weekly in PLC meetings. Admin will facilitate meetings and invite needed support for additional professional development

Description:

These meetings will be used to analyze student data to determine existing gaps, identify those teachers exceling with these groups and determine what strategies these teachers are using. Teachers will develop common formative assessments to monitor progress and make changes were needed.

Benchmark Indicator:

Common Formative Assessments, Aimswebb, teacher observation

Person Responsible:

Administrators and Teachers

Estimated Completion Date:

5/20/2016

AS 2.1.2) Prevention/intervention (Reading & Mathematics)

Description:

Provide academic interventions and other focused supplemental supports to close gaps in reading and mathematics.

Benchmark Indicator:

Teacher Feedback,

Person Responsible:

Kristy Ford, Katie McCain, Sarah Huffman

Estimated Completion Date:

9/25/2015

S 2.2) District-Level: Prevention/intervention (Reading-SWD) - **School-Level: Prevention/Intervention for 6-8 SWD in RLA**

Description:

District-Level: All teachers will be provided PD in using aims web (August - ongoing) with SPED teachers & psychologists receiving additional specialized PD (September - ongoing)

School-Level: Professional development for all General Education and SPED teachers, focusing on effective Prevention/Intervention strategies for middle grade students

AS 2.2.1) Implementation of system plan for RTI2 and increase inclusion of students with disabilities

Description:

Schools will implement RTI 2- guaranteeing all students access to quality Tier 1 instruction and interventions based on specific skill deficit. Schools will utilize strategies such as fidelity in implementation of interventions, co-teaching, peer tutors, formation of behavior plans to ensure inclusion of students with disabilities. School counselors and IEP teams will broaden and inform options available to ensure successful transition and improve graduation rates.

Benchmark Indicator:

Common Formative Assessments, Aimswebb, teacher observation, school counselors

Person Responsible:

Administrators, Teachers, RTI2 Teacher, Guidance Counselor

Estimated Completion Date:

5/20/2016

G 3) District-Level: Mathematics 6-8 - **School-Level: Math Students with Disabilities, 6-8**

Description:

District-Level: Bartlett City Schools met its achievement goals in math for 2014-15. However, 6th grade students' stand alone data lagged behind other grade levels in 6-8.

School-Level: For the 2014 school year, the achievement gap for Students with Disabilities in Math grew by 11.8% at Appling.

Performance Measure:

District-Level: In the 2015-16 school year, Bartlett City Schools will improve its percentile rank in 6-8 math in terms of the number of students scoring proficient/advanced relative to other districts in the state.

School-Level: For the 2015-2016 school year, Appling Middle School will reduce the gap for these students, increasing the number of students in this category scoring proficient and advanced, relative to other schools in the state.

S 3.1) District-Level: Prof Develop- Understand Student Needs - **School-Level: Professional Development - Differentiating to meet the needs of all learners.**

Description:

District-Level: Provide ongoing, high quality professional development at the school site for administrators, teachers and other instructional staff to understand students' instructional levels and areas of need

School-Level: Provide high quality professional development for General Education and SPED teachers, focusing on effective math practices/strategies for use with students at all levels

AS 3.1.1) Grade level teachers will meet weekly in PLC meetings. Admin will facilitate meetings and invite needed support for additional professional development

Description:

These meetings will be used to analyze student data to determine existing gaps, identify those teachers exceling with these groups and determine what strategies these teachers are using. Teachers will develop common formative assessments to monitor progress and make changes were needed.

Benchmark Indicator:

Common Formative Assessments, Aimwebb, Teacher Observation

Person Responsible:

Teachers, Administrators

Estimated Completion Date:

5/20/2016

S 3.2) District-Level: Prevention/intervention (Mathematics 6-8)

Description:

District-Level: Provide academic interventions and other focused supplemental supports to improve achievement in 6-8 mathematics

School-Level: Provide academic intervention and supports to close achievement gaps in math

AS 3.2.1) Implementation of system plan for RTI2 and increase inclusion of students with disabilities

Description:

Schools will implement RTI 2- guaranteeing all students access to quality Tier 1 instruction and interventions based on specific skill deficit Schools will utilize strategies such as fidelity in implementation of interventions, co-teaching, peer tutors, formation of behavior plans to ensure inclusion of students with disabilities. School counselors and IEP teams will broaden and inform options available to ensure successful transition and improve graduation rates.

Benchmark Indicator:

Common Formative Assessments, Aimswebb, Teacher Observation

Person Responsible:

Administrators and Teachers

Estimated Completion Date:

5/20/2016