

School Planning Team

**Rutherford County (750) Public District - FY 2018 - Holloway High School (750-0037) Public School - School Plan - Rev 0**

**Please identify all planning team members, including team member titles. The school plan must be developed in consultation with teachers, principals, other school leaders, paraprofessionals in the school, administrators (including administrators of Title programs), students (if a secondary school), other appropriate school personnel, and with parents of students.**

Sumatra Drayton- Principal  
Fred Campbell III- Assistant principal  
Jennifer Courtney- School counselor  
Dr. Jessica Supakhan- CTE  
Bobbie Palmer- School media specialist  
Eldridge Sprolden- Science department chair  
Rachel Haynes- Parent  
Allen Daugherty- Student

**Describe how the school actively and consistently involves all stakeholders identified in the development of the school plan and how the plan is regularly monitored and revised based on students' needs.**

Parents maintain close ties with the school because of our interview process.  
They are in and out of the building daily so the lines of communication are always open.  
At least half of our students are brought to school daily by their parents and this allows us to have frequent contact with them before school and during dismissal.  
We have a parent member on our Leadership Team that helps with planning decisions by providing the "parent perspective".  
Electronic parent surveys are conducted at least twice a year during student-lead conferences, if there are any concerns after reading the surveys we address them at that time...  
We invite parents into our building if students need assistance with college readiness i.e. ACT sign ups, applying for student financial aid, college nights for applying to colleges...  
The Advisory Committee meets twice a year, this committee is comprised of two representatives from each CTE cluster in the industry and higher education...we use their suggestions and try to tailor them into our current curriculum...

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					
<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, and 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					
<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, and 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					
<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, and 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. Other data points may be inserted 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>78.5</b>		<b>64.3</b>		<b>25</b>
- Asian					
- Black or African American			*		
- Hispanic or Latino			*		
- Native American / Alaskan Native					
- Native Hawaiian / Pacific Islander					
- White			<b>60</b>		
<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, and identify underlying causes for each. Cite specific examples and address racial/ethnic subgroups where relevant. (Include all local data analyzed as part of the comprehensive needs assessment.)

**Progress:**

Holloway had growth of 3.2 in 2016; this is up from -0.1 in 2015 for all student groups. This is attributed to the assessment of every students the first week of school. This determines if they are ready for English I. If not, students are assigned to reading in content before taking English I. However, TVAAS results in 2017 English was a Level 3 .

**Subject Year Number of Average Average Average Average Growth Standard Growth Measure**

		Students	Score	Percentile	Predicted Score	Predicted Percentile	Measure	Error	Percentile
<b>English I</b>	2014	13	707.7	42	694.6	27	6.9 G	4.4	94
	2015	11	696.5	28	696.7	28	-0.1 LG	3.4	47
	2016	12	322.3	52	314.9	36	<u>3.2 G</u>	1.9	92

**Rationale:**

The school's emphasis on administering and assessing common formative assessment tools. Also, the administration of our first assessment to determine Lexile scores. Every student in the school is tested and the information is disseminated to all departments. Multiple benchmark assessments are done to identify specific areas of need. Student are assigned remediation during the EXCEL period on Tuesday and Thursdays each week. Those students that do not need math or science intervention may be assigned additional days in the ELA department

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.

**Challenge:**

The economically disadvantaged students present the biggest challenge for us. HHS is 46.3% Economically Disadvantaged. Holloway has 11.4% percent of its population as students with disabilities. While most SWD's are on consultation we still have several who require reading and math intervention 4-22 hours a week. Holloway currently has three English Language Learner's in our building requiring additional support.

We have seen an increase in SWD the last couple of years. The size of our school limits the number of course offering available. This limits the opportunities we have to address many of their deficiencies.

**English II - Data Tables**

<b>English II – % 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>52</b>		<b>40</b>		<b>35.7</b>

- Asian				
- Black or African American			*	
- Hispanic or Latino			*	
- Native American / Alaskan Native				
- Native Hawaiian / Pacific Islander				
- White			43.5	40.9
<b>Economically Disadvantaged</b>			42.1	15.4
<b>Students with Disabilities</b>			*	
<b>English Learners</b>				

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

**Progress:**

Holloway had growth of 1.8 in 2016; this is up from -4.34 in 2015 for all student groups. HHS went down in the percent of students proficient/advanced in 2016 to 35.7%. which down 4.3% decrease from 2015. This drop could be the equivalent to a single student because of our small N number. We will review, analyze, and revise when additional school data is received. However, TVAAS results in 2017 English was a Level 3 .

Subject	Year	Number of Students	Average Score	Average Percentile	Average Predicted Score	Average Predicted Percentile	Growth Measure	Standard Error	Growth Measure Percentile
English II	2014	23	683.9	22	690.0	27	-3.0 LG	4.0	22
	2015	28	685.2	21	694.0	29	-4.4 LR	3.3	14
	2016	27	311.9	51	309.1	44	<u>1.8 G</u>	1.4	78

**Rationale:**

The economically disadvantaged students present the biggest challenge for us. This group presents with a plethora of problems that occur outside the school walls. Many of them are struggling with the basic needs of food, shelter, and safety. This makes excessive absenteeism a major concern. The PLC teams all have common planning now and have created common formative assessment to help address weakness identified in students.

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.

**Challenge:**

Economically disadvantaged students saw drop from 42.1% last year proficient/advanced to 15.4% in 2016. We have seen an increase in SWD the last couple of years. The size of our school limits the number of course offering available. This limits the opportunities we have to address many of their deficiencies. Whenever possible these students are placed in math and/ or reading intervention classes.

English III - Data Tables

English III – % Proficient / Advanced	2013-14	Improvement	2014-15	Improvement	2015-16
<b>All Students</b>	<b>27.5</b>		<b>20.4</b>		<b>14.3</b>
- Asian					
- Black or African American			<b>14.3</b>		<b>16.7</b>
- Hispanic or Latino			*		
- Native American / Alaskan Native					
- Native Hawaiian / Pacific Islander					
- White			<b>24.1</b>		<b>14.6</b>
<b>Economically Disadvantaged</b>			<b>9.4</b>		<b>8.7</b>
<b>Students with Disabilities</b>			*		
<b>English Learners</b>					

After analyzing data for all students, provide a summary of the progress and challenges, and 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.)



**Challenge:**

English III seen a decrease in growth in 2016 -2.7 down 2.0 from previous year. English III has been an opportunity area for HHS. Since many of our students enter with a credit deficit English 3 is the first course taken at HHS. Benchmark testing is done to assess student needs. If the students ha schedule allows we will schedule a content area reading class before entering English III. The size of our school limits the number of course offering available. This limits the opportunities we have to address many of their deficiencies. The ELA team has a action plan in place to increase rigor at in English II to prepare current students for the next level. However, TVAAS results in 2017 English was a Level 3 .

**Rationale:**

Subject	Year	Number of Students	Average Score	Average Percentile	Average Predicted Score	Average Predicted Percentile	Growth Measure	Standard Error	Growth Measure Percentile
English III	2014	35	689.6	30	690.8	31	-0.1 LG	4.9	43
	2015	47	700.6	34	701.5	35	-0.7 LG	3.8	43
	2016	55	317.9	41	321.2	47	<u>-2.7 R</u>	1.3	13

English 3 is the first English course taken at HHS by many of our students. Benchmark assessment made of all of our students is to determine Lexile scores. Every student in the school is tested and the information is disseminated to all departments. Multiple benchmark assessments are done to identify specific areas of need. ELA students are assigned remediation during the EXCEL period on Tuesday and Thursdays each week. Those students that do not need math or science intervention may be assigned additional days in the ELA department.

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.

**Challenge:**

Many of our student live in single parent homes or with grandparents. A large number have been identified as ATLAS because they do not have a safe place to sleep each night on a consistent basis. We attempt to meet their basic needs (Maslow) before we can educate them.

We have seen a 200 % increase in the number of SWD the last couple of years. Many of those students have real low reading Lexile scores and math skills requiring them to have math and reading intervention classes. The size of our school limits the number of course offering available. This limits the opportunities we have to address many of their deficiencies.

Algebra I - Data Tables

Algebra I – % Proficient / Advanced	2013-14	Improvement	2014-15	Improvement	2015-16
<b>All Students</b>	<b>42.3</b>		<b>77.3</b>		<b>13.3</b>
- Asian					
- Black or African American			*		
- Hispanic or Latino			*		
- Native American / Alaskan Native					
- Native Hawaiian / Pacific Islander					
- White			<b>81.3</b>		<b>10</b>
<b>Economically Disadvantaged</b>			<b>81.3</b>		<b>10</b>
<b>Students with Disabilities</b>			*		
<b>English Learners</b>					

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

**Progress:**

Algebra I has been a strong point for HHS with consistent gains across all student subgroups. .

Integrated I saw a huge decrease in proficient/advanced from 77.3% in 2014-15 to 13.3% in 2015-16. this could be because the EOC testing instrument changed and also word got out the assessment wasn't going to count for a grade and students didn't do their best. However, TVAAS result in 2017 for Math was a Level 5.

**Rationale:**

Subject	Year	Number of Students	Average Score	Average Percentile	Average Predicted Score	Average Predicted Percentile	Growth Measure	Standard Error	Growth Measure Percentile
<b>Algebra</b>	2014	24	704.2	29	698.2	26	4.9 LG	8.0	62

Subject	Year	Number of Students	Average Score	Average Percentile	Average Predicted Score	Average Predicted Percentile	Growth Measure	Standard Error	Growth Measure Percentile
I									
	2015	20	731.2	42	697.8	23	26.1 B	8.6	93
	2016	15	308.3	54	288.3	24	<u>15.0 B</u>	3.5	98

We believe that the drop in scores could be attributed to several factors:

- a. the change in testing platform
- b. Student were aware that the EOC test would not factor into their final grade because of the media. Many students didn't give their best effort.

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.

**Challenge:**

Many students before taking Algebra I or integrated Math I need to take content math their first semester at HHS. The size of our school limits the number of course offering available. This limits the opportunities we have to address many of their deficiencies.

The economically disadvantaged students present the biggest challenge for us. This group presents with a plethora of problems that occur outside the school walls. Many of them are struggling with the basic needs of food, shelter, and safety. This makes our excessive absenteeism a major concern.

We have seen a 200% increase in SWD in the last couple of years. Most of these students present with low reading Lexiles scores and limited math skills. This requires them to need math and reading intervention classes.

Algebra II - Data Tables

Algebra II – % Proficient / Advanced	2013-14	Improvement	2014-15	Improvement	2015-16
<b>All Students</b>	<b>28.9</b>		<b>35.7</b>		<b>9.8</b>
- Asian					
- Black or African American			<b>33.3</b>		
- Hispanic or Latino			*		

- Native American / Alaskan Native				
- Native Hawaiian / Pacific Islander				
- White			<b>37.5</b>	<b>9.4</b>
<b>Economically Disadvantaged</b>			<b>30.4</b>	<b>7.1</b>
<b>Students with Disabilities</b>				
<b>English Learners</b>				

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

**Progress:**

Although HHS had growth in this area we are concerned because there has been a steady decline in growth over the past two years. Once data is available we can analyze which subgroups are impacted by lack of growth. TVAAS result in 2017 for Math was a Level 5

**Rationale:**

Subject	Year	Number of Students	Average Score	Average Percentile	Average Predicted Score	Average Predicted Percentile	Growth Measure	Standard Error	Growth Measure Percentile
Algebra II	2014	34	716.8	40	693.4	24	20.6 B	7.1	89
	2015	39	717.4	35	706.1	28	10.4 G	6.3	70
	2016	40	296.0	36	295.2	35	<u>0.6 LG</u>	2.0	55

Algebra 2 is the first Math course taken at HHS. Over half of our school population is made up of students that enter their senior year needing Algebra 2. The size of our school limits the number of course offering available. This limits the opportunities we have to address many of their deficiencies.

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.

**Challenge:**

Algebra 2 is the first Math course taken at HHS. Over half of our school population is made up of students that enter their senior year needing Algebra 2. The size of our school limits the number of course offering available. This limits the opportunities we have to address many of their deficiencies.

The issue with most of our population is the fact many of them live in poor neighborhoods and trouble making ends meet. Many of them are referred to ATLAS because they do not have a safe place to sleep each night on a consistent basis. We must meet their basic needs (Maslow) before we can educate them. We have seen a 200% increase in SWD the last couple of years. Many of those students present with low reading Lexile scores and math skills that require them to have math and reading intervention classes.

**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>40.7</b>		<b>41.6</b>		<b>34.8</b>
- Asian					
- Black or African American			*		
- Hispanic or Latino			*		
- Native American / Alaskan Native					
- Native Hawaiian / Pacific Islander					
- White			*		<b>29.4</b>
<b>Economically Disadvantaged</b>			*		<b>20</b>
<b>Students with Disabilities</b>			*		
<b>English Learners</b>					

After analyzing data for all students, provide a summary of the progress and challenges, and 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.)

**Challenge:**

Although biology still has growth; over the past two years that growth has been declining at a steady rate (-3.0 and -3.3); when data becomes available we can identify the subgroups which are opportunities for improvement and address them. Biology I achievement saw a decline as well from 41.6% of students proficient/advanced in 2014-15 to 34.8% proficient/advanced in 2016. Improve chemistry and biology value-added for all students and subgroups. 2016 -2017 experienced a significant drop. The growth measure of 4.2 (Level 3). However, TVAAS results for 2017 revealed science is a level 2.

Subject	Year	Number of Students	Average Score	Average Percentile	Average Predicted Score	Average Predicted Percentile	Growth Measure	Standard Error	Growth Measure Percentile
Biology I	2014	25	697.6	31	688.3	24	6.4 G	6.4	78
	2015	10	689.5	22	681.2	17	3.4 LG	6.9	66
	2016	22	696.7	30	696.6	30	0.1 LG	4.0	49
	3-Yr-Avg	57	695.8	30	690.3	25	<u>3.4 G</u>	3.4	69

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.

**Challenge:**

The economically disadvantaged students present the biggest challenge for us. This group presents with a plethora of problems that occur outside the school walls. Many of them are struggling with the basic needs of food, shelter, and safety. This makes our excessive absenteeism a major concern.

We have seen a 200% increase in SWD in the last couple of years. Most of those have presented with low reading leLexile scores and math skills requiring them to have math and reading intervention classes. Many of them are referred to ATLAS because they do not have a safe place to sleep each night on a consistent basis. We must meet their basic needs (Maslow) before we can educate them.

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.

**Progress:**

Geometry saw growth in 2016 +1.4, We will review, analyze, and revise when additional school data is received. TVAAS result in 2017 for Math was a Level 5

Subject	Year	Number of Students	Average Score	Average Percentile	Average Predicted Score	Average Predicted Percentile	Growth Measure	Standard Error	Growth Measure Percentile
Geometry	2016	18	296.7	40	294.9	36	<u>1.4 LG</u>	3.1	62

**Progress**

Chemistry saw growth in 2016 +2.8, We will review, analyze, and revise when additional school data is received. **Improve chemistry and biology value-added for all students and subgroups.** 2017 TVAAS data experienced a significant drop. The growth measure -8.5 (Level 2) TVAAS results for 2017 revealed science is a level 2.

Subject	Year	Number of Students	Average Score	Average Percentile	Average Predicted Score	Average Predicted Percentile	Growth Measure	Standard Error	Growth Measure Percentile
Chemistry	2015	31	683.9	26	692.1	30	-7.2 LR	6.9	27
	2016	29	694.8	32	691.5	30	<u>2.8 LG</u>	5.8	56

**Progress:**

US History saw gain in 2016 of +0.1 up from -.1.1 in 2014, We will review, analyze, and revise when additional school data is received. 2017 TVAAS data results revealed history as a level 3.

Subject	Year	Number of Students	Average Score	Average Percentile	Average Predicted Score	Average Predicted Percentile	Growth Measure	Standard Error	Growth Measure Percentile
US History	2014	33	513.7	26	515.0	28	-1.0 LG	3.7	36
	2016	50	330.9	44	330.7	44	<u>0.1 LG</u>	1.4	51

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N/A

ACT - Data Tables

ACT Scores	2013-14	2014-15	2015-16
<b>Composite</b>	<b>16.6</b>	<b>16</b>	<b>17.6</b>
<b>English</b>	<b>15.6</b>	<b>14.8</b>	<b>16.4</b>
<b>Math</b>	<b>16.3</b>	<b>16.2</b>	<b>17.8</b>
<b>Reading</b>	<b>17.6</b>	<b>15.9</b>	<b>17.7</b>
<b>Science</b>	<b>16.4</b>	<b>16.7</b>	<b>18.1</b>

Graduation Rate - Data Tables

Graduation Rate	2013-14	Improvement	2014-15	Improvement	2015-16
<b>All Students</b>	<b>87.7</b>	<b>0</b>	<b>87.7</b>	<b>4.1</b>	<b>91.8</b>
- Asian					<b>100</b>
- Black or African American	<b>100</b>	<b>-11.8</b>	<b>88.2</b>	<b>-7.2</b>	<b>81</b>
- Hispanic or Latino			<b>80</b>	<b>20</b>	<b>100</b>
- Native American / Alaskan Native					
- Native Hawaiian / Pacific Islander					
- White	<b>86.8</b>	<b>1.8</b>	<b>88.6</b>	<b>6.4</b>	<b>95</b>
<b>Economically Disadvantaged</b>	<b>86.5</b>	<b>1.3</b>	<b>87.8</b>	<b>12.2</b>	<b>100</b>
<b>Students with Disabilities</b>			<b>85.7</b>	<b>0</b>	<b>85.7</b>
<b>English Learners</b>			<b>100</b>	<b>0</b>	<b>100</b>



Analyze the school's ACT data, summarize the progress and challenges, and describe how the school will address those challenges and increase the ACT scores of students (including ACT re-take, ACT preparation courses, etc.). Address how the school is considering variation across subjects, and across different subgroups (i.e. BHN, ELL, SWD, ED).

**Progress:**

Trends/Ranges 2014-2017

Math

2014	2015	2016
16.3 (+.3)	16.2 (-.1)	17.4 (+1.2)

English

2014	2015	2016
15.6 (+1.5)	14.8 (-.8)	16.3 (+1.5)

Reading

2014	2015	2016
17.6 (+1.7)	15.9 (-1.7)	16.0 (+.1)

Science

2014	2015	2016
16.4 (+.2)	16.7 (+.3)	17.9 (+1.2)

Latest ACT composite score was 16.3 for 2017

**Rationale:**

We have increased the rigor in the course offerings. We now offer more Chemistry classes than Principles of Technology and more Pre-Calculus classes than Bridge Math. We believe this has helped raise the scores.

We also offer ACT prep as a course to all student. We require all student attend ACT Boot Camp before every test

ACT workshops available during excel time (1206-1246 pm)

ACT prep classes offered three sections per semester to provide intervention/strategies in each of the four components of the ACT These classes are taught by content area teachers.

ACT boot camps offered the week before each ACT administration: long intense interventions/strategies in each ACT category along with test-taking strategies...

Intense reading interventions to increase stamina in students; all students will read in all subject areas to increase stamina and vocabulary...

All of the faculty attended an ACT professional development training by A List Education Corp. This training was sponsored by the Tennessee State Department of Education.

Instill a culture of the ACT as the "great equalizer" . Helping students to understand that a composite score of 21 puts them in position to attend a four-year post-secondary institution and be successful.

Administration, faculty, and staff all encourage students to reach a "21" on the ACT by making this our culture through house competitions, incentives for students etc....

**Review the school's graduation data and summarize progress and challenges students are facing, especially if graduation rates are below 90 percent. Consider graduation rates overall, and among different subgroups (i.e. BHN, ELL, SWD, ED). Include information regarding early identification of students at risk of not graduating and the supports provided to those students.**

### **Graduation Rate**

2013 - 76.7

2014 - 87.7

2015 - 87.7

2016- 92.6

2017- 73.08

### **Progress:**

Holloway High has continued to improve the graduation rate over the past four years from 76.7 in 2013 to 92.6 in 2016. However, we experienced a significant decrease to 73.08% in 2017

Holloway saw its greatest improvement in graduation rate in economically disadvantaged students from 88.6% in 2015 to 95% in 2016.

**Challenges:**

Excessive absenteeism and economically disadvantaged continue to be our area of concern. Also, we saw a decline of -7.2% of African American student graduation rate from 2015 (88.2%) and 2016 (81%).

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**Student Enrollment - (represents student enrollment on October 1)**

	2013-14		2014-15		2015-16	
	#	%	#	%	#	%
<b>All Students</b>	<b>99</b>		<b>118</b>		<b>123</b>	
- Asian	1	1	1	0.8	4	3.3
- Black or African American	17	17.2	29	24.6	29	23.6
- Hispanic or Latino	12	12.1	10	8.5	12	9.8
- Native American / Alaskan Native	1	1	1	0.8		
- Native Hawaiian / Pacific Islander						
- White	68	68.7	77	65.3	78	63.4
<b>Economically Disadvantaged</b>	<b>64</b>	<b>64.6</b>	<b>70</b>	<b>59.8</b>	<b>57</b>	<b>46.3</b>
<b>Students with Disabilities</b>	<b>5</b>	<b>5.1</b>	<b>8</b>	<b>6.8</b>	<b>14</b>	<b>11.4</b>
<b>English Learners</b>			<b>2</b>	<b>1.7</b>	<b>1</b>	<b>0.8</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			
<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>87.3</b>	<b>88.1</b>	<b>87.6</b>
- Asian	96.4	98.2	94.6
- Black or African American	87.6	91	86.4
- Hispanic or Latino	87.4	88.7	92.4
- Native American / Alaskan Native	49.9	59.8	
- Native Hawaiian / Pacific Islander			
- White	87.2	87	87.1
<b>Economically Disadvantaged</b>	<b>85.6</b>	<b>88.4</b>	<b>85.2</b>
<b>Students with Disabilities</b>	<b>93.8</b>	<b>86.1</b>	<b>87.9</b>
<b>English Learners</b>	<b>83.4</b>	<b>92</b>	<b>85.5</b>

**Chronic Absenteeism - Data Tables**

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

	2013-14	2014-15	2015-16
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	10% or More		20% or More		10% or More		20% or More		10% or More		20% or More	
	#	%	#	%	#	%	#	%	#	%	#	%
<b>All Students</b>	<b>46</b>	<b>36.8</b>	<b>30</b>	<b>24</b>	<b>52</b>	<b>31</b>	<b>62</b>	<b>51.4</b>	<b>43</b>	<b>30.1</b>	<b>29</b>	<b>20.3</b>
- Asians												
- Black or African American												
- Hispanic or Latino												
- Native American / Alaskan Native												
- Native Hawaiian / Pacific Islander												
- White												

**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>	<b>46</b>	<b>36.8</b>	<b>30</b>	<b>24</b>	<b>52</b>	<b>31</b>	<b>62</b>	<b>51.4</b>	<b>43</b>	<b>30.1</b>	<b>29</b>	<b>20.3</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>9</b>	<b>60</b>	<b>1</b>	<b>6.7</b>	<b>4</b>	<b>30.8</b>	<b>1</b>	<b>7.7</b>	<b>4</b>	<b>30.8</b>	<b>2</b>	<b>15.4</b>
<b>Grade 10</b>	<b>8</b>	<b>44.4</b>	<b>3</b>	<b>16.7</b>	<b>12</b>	<b>42.9</b>	<b>8</b>	<b>28.6</b>	<b>7</b>	<b>23.3</b>	<b>4</b>	<b>13.3</b>
<b>Grade 11</b>	<b>8</b>	<b>29.6</b>	<b>7</b>	<b>25.9</b>	<b>11</b>	<b>26.8</b>	<b>23</b>	<b>56.1</b>	<b>8</b>	<b>38.1</b>	<b>5</b>	<b>23.8</b>
<b>Grade 12</b>	<b>21</b>	<b>32.3</b>	<b>19</b>	<b>29.2</b>	<b>25</b>	<b>41.7</b>	<b>30</b>	<b>50</b>	<b>24</b>	<b>30.4</b>	<b>18</b>	<b>22.8</b>

**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.**

	<b>2013-14</b>		<b>2014-15</b>		<b>2015-16</b>	
	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>
<b>All Students (students suspended; not incidents)</b>					<b>16</b>	<b>13</b>
- Asian						
- Black or African American						
- Hispanic or Latino						
- Native American / Alaskan Native						
- Native Hawaiian / Pacific Islander						
- White						
<b>Economically Disadvantaged</b>						
<b>Students with Disabilities</b>						
<b>English Learners</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.**

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

<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>3</b>	<b>42.9</b>				
<b>Grade 10</b>	<b>1</b>	<b>6.3</b>				
<b>Grade 11</b>	<b>4</b>	<b>26.7</b>	<b>2</b>	<b>6.9</b>		
<b>Grade 12</b>	<b>4</b>	<b>6.6</b>	<b>2</b>	<b>3.5</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>						
- Asian						
- Black or African American						
- Hispanic or Latino						
- Native American / Alaskan Native						
- Native Hawaiian / Pacific Islander						



- White						
Economically Disadvantaged						
Students with Disabilities						
English Learners						

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

	2013-14		2014-15		2015-16	
	#	%	#	%	#	%
All Students						
Kindergarten						
Grade 1						
Grade 2						
Grade 3						
Grade 4						
Grade 5						
Grade 6						
Grade 7						
Grade 8						
Grade 9	0	0				
Grade 10	0	0				
Grade 11	0	0	0	0		
Grade 12	1	1.6	3	5.3		

**Review student attendance and chronic absenteeism data. Discuss progresses and challenges with student attendance, especially if chronic absenteeism rates exceed 10% (overall or by school, grade level or subgroup), and identify specific steps to be taken to ensure that students**

have opportunities to learn.

**Challenge:**

Holloway High school has an attendance issue. Last year 50% of our students were considered chronically absent. Absenteeism by far is our greatest opportunity to improve and attendance affects student learning. HHS does not have a full-time nurse which results in many students being sent home which might have otherwise be convinced to remain in school. Chronic absenteeism is prevalent across all student subgroups. We discovered most of our students were chronically absent at their previous school. Since much of our population is 18 years old before they graduate it limits our ability to enforce the attendance policy.

We contact every parent by telephone daily when a student misses school. We send an attendance letter after the student misses 3 days. We request parent conferences with all chronically absent students. We also have visited the homes of several students. Student are referred to the Truancy officer after 5 absences. We discourage student from checking out early. All teachers begin the school year by contacting parent and explaining the attendance policy.

**Review student discipline data. Discuss progress and challenges with student discipline. If suspension and/or expulsion rates exceed state average by 25% (i.e. out-of-school suspension rates above 7.75% or expulsion rates above .25%), describe the steps to be taken to reduce lost instructional time and/or disparate impact. - Note: 2015-16 statewide suspension rate was 6.2% and the statewide expulsion rate was .2%.**

Our goal is keep students in class so there is no lost instructional time. This is an area where we do not have an issue, due to the chronic absenteeism we try our best to keep students in class.

**Describe the school's progress and challenges in providing safe, supportive and healthy environments and the steps to be taken to ensure that all students are provided with such a learning environment.**

**Progress:**

At HHS we strive to create a positive, safe learning environment for all students. We have created “The Houses of Holloway” program in which students are placed into houses for the entire year. Each house has house leaders( teachers) and students are held to a “code of ethics” to improve student character. We spend the first week of school doing what we call " Relationship Week". During this time student become familiar with the characteristics of the "HOUSE " they have been assigned . Each teacher serves as a HOUSE leader and mentor to a assigned group of students. We also talk with teachers about using positive talk in the classroom and taking every opportunity to promote "GRIT" in students.

**Challenge:**

We continue to look for resources that will support our unique student populations needs.  
We do not have a full time nurse on site which contributes to our excessive absenteeism.  
The school resource officer assigned to our school is also supervisor for the school traffic guards.

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

STAFF Characteristics	2013-14		2014-15		2015-16	
	#	%	#	%	#	%
<b>Principal – Years in position</b>	2		3		4	
<b>Teaching Staff (Certified) – Number of Teachers</b>	17		17		18	
<b>1 to 3 years</b>	6	35	6	35	6	35
<b>4 to 10 years</b>	5	29	5	29	5	27.7
<b>11 to 20 years</b>	3	18	5	29	5	27.7
<b>21 + years</b>	3	18	1	6	2	11

**How are new teachers supported in the school? What strategies are currently in place to generate growth among new hires?**

All new teachers are assigned a teacher mentor for their first year. Typically, the teacher in the department head or lead teacher. Teachers are also encouraged to attend the Rutherford County School Summer Conference each year and all new teachers 0-3 years' experience) are required to attend A.S.I.S.T training in the summer. Teachers are also encouraged to attend all professional development workshops offered here at the school. Administration also has meeting with new teachers to assist them with resources to be successful.

**What retention practices, incentives, or growth opportunities are in place, specifically for teachers who have demonstrated strong performance over time?**

Administration always recognizes and celebrates good teaching practices throughout the year. The building principal gives out the "Hawksome" award to a teacher who goes beyond the call of duty. Attendance awards are given out at the end of each year to those who have zero absences. Teachers are also put in position of leadership, we have a nine-person leadership team here at HHS which includes six teachers who serve as a voice for their departments.

**What procedures are in place to ensure that low income and minority students are not being taught at a higher rate than other students by ineffective, inexperienced, or out-of-field teachers. Include steps to be taken in order to address these disparities and ensure equitable access to highly-effective teachers.**

A majority of our faculty (65%) has between 4-20 years of classroom experience. We have five teachers with 0-3 years of teaching experience with two teachers in their first year. Our student population is between 150-160 students each semester with about 17% of the population special education students. The limited course offerings are designed to ensure students graduate on time. Over forty percent of our students are economically disadvantaged. With our small staff students are taught by all teachers.

School Plan - Additional Areas

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

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

**Additional Areas**

**RTI2**

Describe the school's progress in implementing RTI2 across all grades. Identify areas of strength and weakness, identify root causes and discuss actions needed.

We currently utilize an "EXCEL" period daily for RTI2. This is a 40 minute "skinny" block incorporated into the student's schedule. Students are assigned remediation or enrichment activities as deemed necessary. All students are assessed in each course prior to placement.

The RTI (EXCEL) schedule is as follows:

Monday & Wednesday – Math

Tuesday & Thursday – ELA

Friday - Science & History.

Teachers can request students for additional remediation anytime during the week if the student is already assigned to designated content area on that day. For example, a science teacher can request to see a math student on Monday if that student is not assigned for remediation in math. Our baseline/frequent assessments reveal that there are multiple gaps in most of our students learning. We have found that many of our students are missing the content knowledge from the middle grades. Since most of our student population are in upper grades we have fewer opportunities to address weaknesses. We have decided to increase the emphasis on reading across curricula in an attempt to have an impact in all areas. Chronic absenteeism is also an on going challenge.

## 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, identify root causes and discuss actions needed.

All students have RCS email communication capabilities with teachers. We encourage our teachers to communicate with students via email and a variety of other types communication tools such as REMIND. Each classroom has at least two desktop computers. Teachers use a variety of programs and applications for daily instruction; such as: KAHOOTIT, PollEverywhere, Mastery Prep, Edmodo, NearPod, Shmoop, Office 365 and all products offered in their software package such as SWAY, One Note, One Drive etc... Student are encouraged to bring their own devices to use in the classroom for many of these applications. There is Wi-Fi throughout the school. The faculty limits the need for technology outside of school because many of our students do not have internet access at home.

The students have all been trained to use Microsoft 365 email and teachers have assignments submitted via email. The faculty receives a technology needs survey at the beginning of each year.

## Professional Development

Describe the prior year professional development activities and how effectively these activities addressed teacher needs and student learning.

The faculty and administration received professional development from Dr. Jesse Jackson III the author of "Don't Kick Them Out". The in-service focused on becoming a trauma-informed school and how to deal with students who have experienced trauma. Holloway would be considered a level five trauma informed school.

The faculty did three book studies: "Move Your Bus" by Ron Clark "Visible Learning for Teachers" by John Hattie and " Don't Kick Them out" by Dr. Jesse Jackson Jr.

These in services specifically addressed the needs of a "trauma informed" school. This provided us with a plethora of tools to use.

Teachers are now more empathetic as well as observant. We also were able to identify best practices based on " effect size" from Hattie. The faculty has access to a plethora of professional development opportunities offered onsite by our Technology Coach. Each session is selected to specifically address an area of need.

Discuss the focus of professional development for teachers, paraprofessionals, and other school leaders that will build capacity and positively impact student academic achievement.

Since the majority of our student's are chronically absent and economically disadvantaged much of our training is centered around building relationships with students and parents. Visible Learning teaches us that positive Teacher - Student relationships yield's a .72 Effect size. Without positive relationships, we cannot build trust with our students. We encourage all teachers to reach out to parents/guardians of our students. Each teacher is required to contact the parents or guardian within the first week of school. Teachers are required to identify the "effect size " of every strategy used.

**Parent and Family Engagement**

Describe the parent and family engagement activities that have occurred in the prior year and how the activities have impacted student achievement.

Every student at Holloway High must submit an application and then be interviewed by the principal. This process begins the open door policy we have between parents and the school. The majority of the students are brought to school by their parents, which provides another point of contact daily. We enjoy a very friendly arrangement with the city of Murfreesboro Recreation Department at Patterson Park. Parents are surveyed at least twice a year. The survey results continue to be very positive. Parents are invited to get assistance from our counselor in filing financial aid forms. Parents are also invited to attend all Tennessee Promise meetings, they are welcome to come in and use our facilities for submitting student financial aid for college, ACT sign up and apply for colleges.

Describe the strategies used to implement effective parent and family engagement activities that are meaningful and aligned with student academic achievement. If applicable, address activities specifically designed to engage the parents and families of English learners.

Each year we have an open house during the summer just before school begins to “showcase” our school and what we have to offer. This is an opportunity for parents/guardians to visit our school and talk with teachers, former students, administration about the work we do here at Holloway. Also, teachers are required to make positive contacts with each parent/guardian of each student on their rosters during the first week of school. We want to start each year off on a positive note with parents Every student at Holloway High must submit an application and then be interviewed by the principal. with a parent in attendance.



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

Over the past five years we have focused on meeting students where they are and growing them academically and socially. We use a comprehensive approach to learning and teach the whole student. Our TVAAS results prove we are consistently growing students.  
 ACT scores have increased along with our Graduation Rate. Nearly all EOC assessment have increased as well.  
 We believe that our success is a direct result of our focus on student - teacher relationships, providing better feedback to students, and helping student raise their expectations. The first week of school at HHS is called "Relationship Week". Student's are inducted into the "HHS House" system. All students are assigned a teacher mentor within the "House" system. Teachers have a common planning periods. This allow them to assess student work and identify students that need additional help. Teachers have forty - five minutes daily to provide RTI2 each week. Teachers conduct weekly PLC meeting in all content areas to help plan for the upcoming week, review student data, and create action plans. Research shows that the "effect size" for teacher - student relationship and response to intervention exceeds two years of growth for most students. All of these items factor into the growth we experience here at Holloway.

**List, in priority order, the top 3-5 areas of need as identified through the needs assessment. These should be the areas that can be addressed in the coming year. Prioritizing needs will identify the most critical areas where your 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))
Attendance	School climate	9-12 grades	All students and subgroups
Increase reading lexiles	All content areas	9-12 grades	All students and subgroups
Increase science achievement	Science	9-12 grades	All students and subgroups
Increase ACT Composite	ACT	10-12 grades	All students and subgroups

**Assurance**

\* The strategies developed and implemented within and through this plan will specifically address the priority needs identified.

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**Plan Items ( )**

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

Description:

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

**School-Level: Holloway will continue to recruit the best talent for each position as those positions become available. All new teachers are assigned a teacher mentor for the first two years of their teaching assignment. We encourage all new teachers to seek out resources from the media center and administration is always an available resource. We have new teacher meetings throughout the year to hear concerns, offer resources, or just listen to them and help them become more effective teachers.**

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: Currently, Holloway doesn't have any teacher scoring below a level three in teacher effectiveness.**

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

Description:

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

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

Description:

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

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

Description:

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

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

Description:

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

**School-Level: Currently, Holloway is a four in math and three in literacy with a combined score of three in math and literacy. We will continue to have baseline testing to assess where students are at the beginning of the semester. We will continue to have benchmark testing to track progress of all students in math and ELA to determine additional skilled-based instruction during RTI2 time. Each department head is responsible for their content area and all assessments are updated in OneNote and shared with the principal and assistant principal every four weeks. Teachers are required to attach an "effect score" to all activities. The administration checks lesson plans to assure teachers are using the best practice strategies.**

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: Holloway is currently at a level three in literacy. Many of our students fall below the 25th percentile when they come to Holloway; therefore, we will continue to have baseline testing to assess where students are at the beginning of the semester. We will continue to have benchmark testing to track progress of all students in math and ELA to determine additional skilled-based instruction during RTI2 time. Each department head is responsible for their content area and all assessments are updated in OneNote and shared with the principal and assistant principal every four weeks. Teachers are required to attach an "effect score" to all activities. The administration checks lesson plans to assure teachers are using the best practice strategies.**

**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, personalizing learning, and trainings that address SWD and at risk populations throughout FY 17.

**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.

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

Description:

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

**School-Level: Holloway will increase 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.

**School-Level: Holloway will increase ACT Composite score by .5 annually to work toward the state goal of 21 by 2020.**

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

Description:

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

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

Description:

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

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

Description:

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

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

Description:

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

**School-Level: Holloway High will demonstrate expected or above expected growth on 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%,

**School-Level: Holloway will increase graduation rate by +0.5% to a 92.6% from our current standing at 92.1%**

**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: School level**

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: Students will have the expectation of showing up for class each day with minimal disruption to instructional time. All field trips, off campus activities, pep rallies are at the discretion of the building principal. All students will have a safe learning environment which promotes academic achievement. All teachers and staff are responsible for ensuring each students has a safe environment which is conducive to healthy learning. All students will spend twenty minutes each day in activity period with their teacher mentor.**

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

§ 6.1) District-Level: Decrease chronic absenteeism in all K-12 schools

Description:

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

§ 6.2) District-Level: Behavioral interventions and supports

Description:

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

§ 6.3) District-Level: Healthy students

Description:

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

School Plan Related Documents

**Rutherford County (750) Public District - FY 2018 - Holloway High School (750-0037) Public School - School Plan - Rev 0**

**Optional Documents**

<b>Type</b>	<b>Document Template</b>	<b>Document/Link</b>
(School Plan) Additional Supporting Documents	N/A	
(School Plan CFA) School-wide Budget for SW Schools [Upload up to 1 document(s)]	N/A	