

School Plan History Log

Shelby County (792) Public District - FY 2019 - Havenview Middle School (792-2325) Public School - School Plan - Rev 0

| Date | User | Status (S) / Comment (C) | S / C |
|--------------------------|------------------------|---|-------|
| 9/26/2018 4:24:04 PM | Deborah Currie | Status changed to 'LEA School Plan Reviewer Approved'. | S |
| 9/26/2018 2:51:26 PM | Darla Young | Status changed to 'School Plan Reviewer Approved'. | S |
| 9/25/2018 12:44:56 PM | Theresa Utley | Status changed to 'Draft Completed'. | S |
| 9/25/2018 12:43:47 PM | Theresa Utley | Status changed to 'School Plan Reviewer Returned Not Approved'. | S |
| 9/21/2018 10:58:43 AM | Gwendolyn long | Status changed to 'Draft Completed'. | S |
| 9/12/2018 8:39:07 AM | Theresa Utley | Status changed to 'School Plan Reviewer Returned Not Approved'. | S |
| 8/30/2018 1:55:07 PM | Gwendolyn long | Status changed to 'Draft Completed'. | S |
| 7/17/2018 9:16:54 AM | Gwendolyn long | Status changed to 'Draft Started'. | S |
| 1/3/2018 4:53:56 PM | ePlan Administrator | Status changed to 'Not Started'. | S |

School Planning Team

Shelby County (792) Public District - FY 2019 - Havenview Middle School (792-2325) 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.

See Committee Planning Sign-Ins

Darla Young – Principal

Brenda Thompson - Asst. Principal

Theresa Utley – Title I Advisor

Gwen Long, PLC Coach

Dorothy Hudson – PLC Coach

Brenda Thompson – Assistant Principal

Shaundra Gatewood - Professional School Counselor

Granger Brown - Math

Ambernesha Gray - ELA

Eunice Harris - SPED ELA

Nia Kimble - Science

Ms. Carmelia Cowan- Parent

Trenea Frazier - School Secretary

Christina Cunningham - SPED Math

Marencia Boyd - Interventionist

Isaac White - Family Engagement Specialist

Beverly Davis - Community Member

Ms. Felicia Moore- Parent

William Carver- Parent

Kellis Beasley- Student

William Griffin - Paraprofessional (Computer Lab Assistant)

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.

Our parents are consistently involved in the planning process of developing our school's policy, processes and School Improvement Plan monthly. Stakeholders are encouraged to participate in Havenview's Title I Annual Parent Meeting, SIP planning meetings, PTO, Leadership Council (our school's site based decision committee). Information regarding our school's data and needs, teaching and learning environment, instructional practices and student achievement are consistently shared and updated to reflect the needs of our students. This information is recorded for the purposes of including it within the school's improvement plan which is a working document, which allows addendum to be made when needed. Our Leadership

Council and PTSO are held monthly to share communications pertaining to student achievement from both the district and school level administration as well as these meetings afford opportunities to our parents to share and have their concerns addressed by our administrative and instructional leadership team. All parents have access to the School Improvement Plan, Family Engagement Plan, and the School, Parent and Student Compact. HMS' School Improvement Plan is reviewed at the Leadership Council Meetings.

Shelby County (792) Public District - FY 2019 - Havenview Middle School (792-2325) Public School - School Plan - Rev 0

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 | 2014-15 | Improvement | 2015-16 | Improvement | 2016-17 |
|---|---------|-------------|---------|-------------|---------|
| All Students | 18 | | | | 8.6 |
| - Asian | * | | | | * |
| - Black or African American | 17.6 | | | | 8.6 |
| - Hispanic or Latino | * | | | | * |
| - Native American / Alaskan Native | | | | | * |
| - Native Hawaiian / Pacific Islander | | | | | * |
| - White | * | | | | * |
| Economically Disadvantaged | 13.6 | | | | 7.2 |
| Students with Disabilities | 0 | | | | ** |
| English Learners | | | | | * |

After analyzing data for all students in this content area, provide a summary of the progress and challenges, and identify underlying causes for each. Discuss the progress and challenges of students overall and in traditional subgroups. Cite specific examples and include local data analyzed as part of the comprehensive needs assessment.

All Students

Summary of Progress

During the 2017-2018 school year, 26.2 percentage of students scored at the 40th percentile or above in Reading on the Spring 2018 NWEA/MAP while 10.4 percentage of students scored at the 65th percentile or above. Hence reflecting a decrease of 4.8 from fall to spring of students scoring at the 40th percentile or above and a 1.5 change from fall to spring of students scoring at the 65th percentile or above.

On the Spring 2018 in Reading, 28.5 percentage of 8th grade students slightly out scored the other grades with 28.5 percentage of students scoring at the 40th percentile. The 6th graders scored 23.6 percentage and 7th graders scored 26.9 percentage. The 7th grade students slightly outscored the 6th and 8th grade students in Reading with a percentage of 12.2 of 7th graders scoring at the 65th percentile. 51.3 percentage of 8th grade students meet their RIT goal. Female students at Havenview scored better in Reading than males: 32.3 percentage of the female students scored at the 40th percentile; with 20.4 of the males. 13.5 percentage of female students scored at the 65th percentile as compared to 7.4 percentage of males. There was a 3 percentile difference in median growth with the females having 39 percentile and males having 33 percentile. Overall, the females performed better in meeting the reading RIT goal with 44.4 females meeting the RIT goal, and 39.6 males meeting the RIT goal.

HMS administered common formative assessments in the fall, winter and spring of the 2017-18 school year. The test in the fall was a diagnostic assessment and the test in the Spring was a mock assessment (mirroring the TNReady assessment) The Common Formative Assessments use TNReady standards to determine growth and mastery, using below basic, basic, approaching, on track and mastery as a means of measuring student TNReady Mastery. On the ELA CFA (common formative mock assessment), 2.3% or five students in the 6th scored on-track/mastery and 33.6% or seventy-four 6th graders scored in the approaching category. Of the 183 7th grade students, no students scored on-track/mastery. There were 202 eight grade students tested for the Mock assessment. Twenty (9.9%) of those students scored on-track/mastery.

Of the 687 who took the ELA TNReady test, 6.4% were on track; 48.2% were approaching and 45.3% were below. There was a 1.4% decrease from the previous year of those on track plus mastered. All grades experienced a negative percentage change in on track plus mastered

Causes of Progress

- Collaborative team teaching was used in English inclusion classrooms.
- Using the Memphis Model, Peer Power tutors were assigned to English classroom to provide additional assistance to the students.
- Data was analyzed by teachers during PLC meetings and action plans created
- Teachers utilized various resources to help with areas of deficiencies (Common Lit online resources, ACT online, Goalbook resources, Mastery Connect, Achieve the Core resources, Triumph Learning Performance Coach books (purchased with Title One dollars). Teachers volunteered time before or after school to tutor students.
- Teachers received consistent coaching assistance from instructional coach, PLC coach and administrators as well as other teachers.

Causes of challenges

- § Students not reading on grade level. According to the Lexile Report, as of the Spring 2018, the average lexile rating for 6th grade students was 619 equating to the educational grade level between 3.3 and 3.5. The average lexile rating for 7th grade students was 691, which equates to the educational grade level between 3.9 and 4.1. The average rating for 8th grade students was 727, which equates to the educational grade level between 4.3 and 4.5. Overall, each grade level is reading at least 3 grade levels below the actual grade.
- § The lack of training for the new EL curriculum and EL teacher resources were not accurate.
- § Students and some teachers not taking the tests seriously due to the testing irregularities and the media reporting the test would not count. As well as students being over-tested.
- § There were 3 new teachers and their inexperience could have contributed to the scores. Additionally, one seasoned teacher resigned at the beginning of

the second semester of school (January 2018) causing the class to have a substitute and another teacher was out on maternity leave.

§ Students lacking foundation skills and behavior related problems.

§ Even though, each teacher tutored after school at least once a week and Saturday tutoring sessions were held, students' attendance was sporadic

Economically Disadvantaged Students:

The non-economically disadvantaged students performed better than the ED students in Reading on the Spring 2018 MAPS/NWEA. 39.7 percentage of non-ED students scored at the 40th percentile as compared to the ED students scoring 24.8 percentage. 12.01 percentage of non ED students scored at the 65th percentile, followed closely by the economically disadvantaged students scoring 10.2 percentage. 51.1 percentage of non-economically disadvantaged students were successful in meeting the RIT goal; 41.1 economically disadvantaged were successful. There were 58 non-economically disadvantaged students tested as compared to 548 economically disadvantaged students. As it relates to the common formative assessments, there was a slight increase in the number of students that scored on-track/mastery from the diagnostic assessment to the Mock assessment. The number of students that moved to approaching from the diagnostic to the mock assessment was significant.

Of the 417 ED students who took the ELA TNReady test, .4% mastered; 8.1% were on track; 52.6% were approaching and 38.9% were below. There was a 1.2% decrease from the previous year of those on track plus mastered as well as an 1.2% increase of those scoring below. The 7th graders showed the greatest change with a 2.7% decrease of students scoring below and .2% decrease of students scoring on track plus mastery.

Of the 270 non-economically disadvantaged (non-ED) students who took the ELA TNReady test, 8.5% scored mastery and on track; 52.6 were approaching and 38.9 were below. A decrease of 3.2% was realized for students scoring below coupled with a decrease of 2.8% of students scoring on track plus mastery. The 7th graders showed the greatest change in those scoring below with a 7.6% decrease. Whereas, the 6th graders showed a minimal increase of .8% of those scoring on track plus mastery.

Causes of Progress

- Collaborative team teaching was used in English inclusion classrooms.
- Using the Memphis Model, Peer Power tutors were assigned to English classroom to provide additional assistance to the students.
- Data was analyzed by teachers during PLC meetings and action plans created
- Teachers utilized various resources to help with areas of deficiencies (Common Lit online resources, ACT online, Goalbook resources, Mastery Connect, Achieve the Core resources, Triumph Learning Performance Coach books (purchased with Title One dollars). Teachers volunteered time before or after school to tutor students.
- Teachers received consistent coaching assistance from instructional coach, PLC coach and administrators as well as other teachers.

Causes of challenges

§ Many students at Havenview experience financial hardships and are economically disadvantaged. The high percentage of low performing students is a direct correlation to their economic status.

- § Students not reading on grade level.
- § The lack of training for the new EL curriculum and EL teacher resources were not accurate.
- § Students and some teachers not taking the tests seriously due to the testing irregularities and the media reporting the test would not count. As well as students being over-tested.
- § There were 3 new teachers and their inexperience could have contributed to the scores. Additionally, one seasoned teacher resigned at the beginning of the second semester of school (January 2018) causing the class to have a substitute and another teacher was out on maternity leave.
- § Students lacking foundational skills and behavior related problems.
- § Even though, each teacher tutored after school at least once a week and Saturday tutoring sessions were held, students' attendance was sporadic

Students with Disabilities:

Students without disabilities scored better than students with disabilities on the MAP/NWEA Reading in all categories, with 29.5 percentage of students scoring at the 40th percentile, as compared to 2.7 percentage of students with disabilities. 11.6 percentage of students without disabilities scored at the 65th percentile and 1.4 percentage of students with disability scored at the same percentile. 34.8 percentage of students with disabilities met the RIT goal as compared to 43 percentages of without disabilities meeting the RIT goal. There was a total of 533 students without disabilities tested and 73 students with disabilities.

Of the 608 students without disabilities who took the ELA TNReady test, 7.4% were on track and mastery; 52.8% were approaching and 39.8% were below. There was a 2.3% decrease from the previous year of those on track plus mastered as well as an 1.8% increase of those scoring below. The greatest change was realized in the 7th graders with a 5.8% decrease of students scoring below and in the 6th grade with a .9% decrease of those scoring on track plus mastery.

Of the 79 students with disabilities who took the ELA TNReady test, 12.7% were approaching and 87.3 were below. No students scored on track plus mastery. There was an 1.8% increase from the previous year of students scoring below. All grades realized a gain, ranging from 1.3%-1.9%, in students scoring below. No students scored on track plus mastery.

Causes of Progress

- Collaborative team teaching was used in English inclusion classrooms.
- Using the Memphis Model, Peer Power tutors were assigned to English classroom to provide additional assistance to the students.
- Data was analyzed by teachers and co-teachers during PLC meetings and action plans created
- Teachers utilized various resources to help with areas of deficiencies (Common Lit online resources, ACT online, Goalbook resources, Mastery Connect, Achieve the Core resources, Triumph Learning Performance Coach books (purchased with Title One dollars). Teachers volunteered time before or after school to tutor students.
- Teachers received consistent coaching assistance from instructional coach, PLC coach and administrators as well as other teachers.
- Teachers volunteered time before or after school to tutor students

Summary of Challenges:

Students with learning disabilities comprise of about 17% of our student body population. Students that fall under this category are often severely below grade level in Reading and Language Arts. With this information in mind, the greatest challenge is often to successfully meet the needs of these students. With the use of inclusion English Language Arts and Interventionist, hopefully many of the exceptional students will be able to experience increased success opportunities in the academic environment.

- IEP Goals written on a level in which students will not master TNReady
- More time for collaborative planning needed to compliment the co-teaching model
- Students being over tested
- The lack of training for the new EL curriculum and EL teacher resources were not accurate.
- Students and some teachers not taking the tests seriously due to the testing irregularities and the media reporting the test would not count. As well as students being over-tested.
- There were 3 new teachers and their inexperience could have contributed to the scores. Additionally, one seasoned teacher resigned at the beginning of the second semester of school (January 2018) causing the class to have a substitute and another teacher was out on maternity leave.
- Students lacking foundational skills and behavior related problems.

Even though, each teacher tutored after school at least once a week and Saturday tutoring sessions were held, students' attendance was sporadic

B/H/N Subgroup:

Based upon the racial/ethnic subgroups for which data is available, 26.5 percentage of Black students scored at the 40th percentile and 10.4 percentage scored at the 65th percentile on the Reading portion of the NWEA/MAP. With 586 black students participating in the assessment, 41.9 percentage met the RIT goal. The one student who participated in the MAP, scored at the 40th and 65th percentile (reflecting a 100 percent). **There were less than ten six Black/Hispanic/Native students to participate in the MAP.**

Of the 680 none Black/Hispanic/Native students who participated in the ELA TNReady test, 6.5% were on track and mastery; 48.4% were approaching and 45.1% were below. There was a 1.5% decrease from the previous year of those on track plus mastered as well as an 1.2% increase of those scoring below. The greatest change was realized in the 7th graders with a 6.1% decrease of students scoring below and in the 6th grade with a .7% decrease of those scoring on track plus mastery. **There were less than ten Black/Hispanic/Native students participating in the ELA TNReady test.**

If the school has an EL subgroup, describe how the data for the ELs will be used to inform the ESL instructional program.

N/A

3-8 Mathematics - Data Tables

| 3-8 Mathematics - % Proficient / Advanced | 2014-15 | Improvement | 2015-16 | Improvement | 2016-17 |
|--|----------------|--------------------|----------------|--------------------|----------------|
| All Students | 23.7 | | | | 6.6 |
| - Asian | * | | | | * |
| - Black or African American | 23.4 | | | | 6.5 |
| - Hispanic or Latino | * | | | | * |
| - Native American / Alaskan Native | | | | | * |
| - Native Hawaiian / Pacific Islander | | | | | * |
| - White | * | | | | * |
| Economically Disadvantaged | 21.1 | | | | 6.3 |
| Students with Disabilities | 10.4 | | | | 6.2 |

English Learners

*

After analyzing data for all students in this content area, provide a summary of the progress and challenges, and identify underlying causes for each. Discuss the progress and challenges of students overall and in traditional subgroups. Cite specific examples and include local data analyzed as part of the comprehensive needs assessment.

All Students

Summary of Progress: During the 2017-2018 school year, 24.3 percentage of students scored at the 40th percentile or above in Mathematics on the Spring 2018 NWEA/MAP while 7.4 percentage of students scored at the 65th percentile or above. Hence reflecting an increase of 4.5 from fall to spring of students scoring at the 40th percentile or above and a 2.4 improvement from fall to spring of students scoring at the 65th percentile or above.

On the Spring 2018 in Mathematics, 8th grade students slightly out scored the other grades with 32.7 percentage of students scoring at the 40th percentile. The 6th graders scored 18.3 percentage and 7th graders scored 22.0 percentage. The 8th grade students slightly outscored the 6th and 7th grade students in Mathematics with a percentage of 10.5 of 8th graders scoring at the 65th percentile. 76.3 percentage of 8th grade students meet their RIT goal. Female students at Havenview scored better in Mathematics than males: 25.6 percentage of the female students scored at the 40th percentile; with 23.1 of the males. 9.1 percentage of female students scored at the 65th percentile as compared to 5.9 percentage of males. There was a 5 percentile difference in median growth with the females having 44 percentile and males having 49 percentile. Overall, the males performed better in meeting the mathematics RIT goal with 51.4 males meeting the RIT goal, and 49.1 females meeting the RIT goal. A whopping 98.9% percentage of expected growth was met.

HMS administered common formative assessments in the fall, winter and spring of the 2017-18 school year. The test in the fall was a diagnostic assessment and the test in the Spring was a mock assessment (mirroring the TNReady assessment) The common formative assessments use TNReady standards to determine growth and mastery, using below basic, basic, approaching, on track and mastery as a means of measuring student TNReady Mastery. On the Mathematics CFA (common formative mock assessment), 2.6% or five students in the 6th scored on-track/mastery and 29.5% or fifty-six 6th graders scored in the approaching category. Of the 183 7th grade students, no students scored on-track/mastery. There were 190 eight grade students tested for the Mock assessment. Two-hundred forty-six students in the 7th grade participated in the mathematics Mock assessment with only five or 1.6% scoring on-track/mastery.

Of the 224 8th grade students who participated in the mathematics mock assessment, forty-six, or 20.5% scored on-track/mastery.

Of the 687 who took the Math TNReady test, 7.7% were on track/mastery; 31.4% were approaching and 60.9% were below. There was a 1.8% increase from the previous year of those on track plus mastered and a 3.1 decrease in those scoring below. The 8th graders experienced the greatest positive change, with an increase of 10.4% scoring on track/mastery and a decrease of 17.5% of those scoring below.

Underlying Cause of Progress:

- Collaborative team teaching was used in mathematic inclusive classrooms.
- Using the Memphis Model, Peer Power tutors were assigned to mathematic classroom to provide additional assistance to the students.
- Data was analyzed by teachers during PLC meetings and action plans created

- Teachers utilized various resources to help with areas of deficiencies (Common Lit online resources, ACT online, Goalbook resources, Achieve the Core resources, Triumph learning performance coach book purchased with Title One dollars, Mastery Connect purchased with Title One dollars.).

- Progress can also be attributed to the Title One funded interventions in the form of after and Saturday school tutoring and Tiger Tutorial Time. As well as the subject specific parent training provided in the form of Parent University.

- Two very experienced 8th grade math teachers

Summary of Challenges:

- Lack of training for the new Eureka Math curriculum and insufficient Eureka Math resources.

- There were many new teachers (4) and their inexperience in the building contributed to the lack of student growth.

- Teachers and students not taking the test seriously, due to the numerous of tests given, and the media reporting the test would not count due to the testing irregularities.

- Also, a lack of and minimal gain experienced in the 6th and 7th grade math classes can be attributed to the turnover and experienced level of teachers

- Teachers beginning at various times in the school year tend to have a negative impact on students.

- Intervention avenues in the form of IReady, Tutoring, Tiger Tutorial Time, Saturday TNReady Sessions were implemented but students' attendance for attendance for after school interventions (tutoring and Tiger Tutorial Time) was sporadic

- Students lacking foundational skills and behavior related problems

Economically Disadvantaged Students

Of the 418 ED students who took the Math TNReady test, 5.3% were on track/mastery; 29.4 were approaching and 65.3 were below. mastered; 8.1% were on track; 52.6% were approaching and 38.9% were below. There was minimal change from the previous year, with .8% decrease of those scoring below and .5% decrease of those scoring on track/mastered. The 8th graders showed the greatest change with a 13.9% decrease of students scoring below and 6.3% increase of students scoring on track plus mastery.

Of the 269 non-economically disadvantaged (non-ED) students who took the MathTNReady test, 11.5% scored on track/mastery; 34.6% were approaching and 53.8% were below. A decrease of 5.3% was realized for students scoring below coupled with an increase of 5.4% of students scoring on track plus mastery. The 8th graders showed the greatest change with an incredible decrease of 22.7% of students scoring below and an awesome increase of 17.7% of students scoring on track/mastery.

Underlying Cause of Progress:

- Collaborative team teaching was used in mathematic inclusive classrooms.

- Using the Memphis Model, Peer Power tutors were assigned to mathematic classroom to provide additional assistance to the students.

- Data was analyzed by teachers during PLC meetings and action plans created

- Teachers utilized various resources to help with areas of deficiencies (Common Lit online resources, ACT online, Goalbook resources, Achieve the Core resources, Triumph learning performance coach book purchased with Title One dollars, Mastery Connect purchased with Title One dollars.).

- Progress can also be attributed to the Title One funded interventions in the form of after and Saturday school tutoring and Tiger Tutorial Time. As well as the subject specific parent training provided in the form of Parent University.

- Two very experienced 8th grade math teachers

Summary of Challenges:

- Many students at Havenview experience financial hardships and are economically disadvantaged. The high percentage of low performing students is a direct correlation to their economic status.

- Lack of training for the new Eureka Math curriculum and insufficient Eureka Math resources.

- There were many new teachers (4) and their inexperience in the building contributed to the lack of student growth.

- Teachers and students not taking the test seriously, due to the numerous of tests given, and the media reporting the test would not count due to the testing irregularities.

- Also, a lack of and minimal gain experienced in the 6th and 7th grade math classes can be attributed to the turnover and experienced level of teachers

- Teachers beginning at various times in the school year tend to have a negative impact on students.

- Intervention avenues in the form of IReady, Tutoring, Tiger Tutorial Time, Saturday TNReady Sessions were implemented but students' attendance for attendance for after school interventions (tutoring and Tiger Tutorial Time) was sporadic

- Students lacking foundational skills and behavior related problems

Students with Disabilities:

Of the 608 students without disabilities who took the Math TNReady test, 8.6% were on track and mastery; 34.5% were approaching and 56.9% were below. There was an 1.6% increase from the previous year of those on track plus mastered as well as an .1% decrease of those scoring below. The greatest positive change was realized in the 8th graders with a whopping 15.9% decrease of students scoring below and an 10.8% increase of those scoring on track plus mastery.

Of the 79 students with disabilities who took the Math TNReady test, 1.3% were on track/mastery; 7.6% were approaching and 91.1% were below. There was an 4.3% decrease from the previous year of students scoring below and a small increase of .4% of those scoring on track/mastery. The 6th grade students realized the greatest decrease of 8.7% scoring below from the previous year coupled with the 8th graders showing the greatest increase of 3.8% scoring on track/mastery.

Students with learning disabilities comprise of about 11.5% of our student body population. Students that fall under this category are often severely below grade level in the area of reading and math. With this information in mind, the greatest challenge is often to successfully meet the needs of these students. With the use of inclusion Math and Interventionist, hopefully many of the exceptional students will be able to experience increased success opportunities in the academic environment.

Underlying Cause of Progress:

- WEZ instructional mathematical coach worked collaboratively with math teachers, empowering them to incorporate research-based instructional methods into their classrooms.
- Collaborative team teaching was used in mathematic inclusive classrooms.
- Using the Memphis Model, Peer Power tutors were assigned to mathematic classroom to provide additional assistance to the students.
- Data was analyzed by teachers during PLC meetings.
- Action plans were created based on data and teacher discussions.
- Teachers utilized various resources to help with areas of deficiencies (Common Lit online resources, ACT online, Goalbook resources, Achieve the Core resources, Triumph learning performance coach book purchased with Title One dollars, Mastery Connect purchased with Title One dollars,).
- Progress can also be attributed to the Title One funded interventions in the form of after and Saturday school tutoring and Tiger Tutorial Time. As well as the subject specific parent training provided in the form of Parent University.
- Two very experienced 8th grade math teachers

Challenges

- IEP Goals written on a level in which students will not master TNReady
- Lack of training for the new Eureka Math curriculum and insufficient Eureka Math resources.
 - Many students at Havenview experience financial hardships and are economically disadvantaged. The high percentage of low performing students is a direct correlation to their economic status.
- Lack of training for the new Eureka Math curriculum and insufficient Eureka Math resources.
- There were many new teachers (4) and their inexperience in the building contributed to the lack of student growth. Teachers beginning at various times during the school year.
- Teachers and students not taking the test seriously, due to the numerous of tests given. and the media reporting the test would not count due to the testing irregularities.
- Also, a lack of and minimal gain experienced in the 6th and 7th grade math classes can be attributed to the turnover and experienced level of teachers
- Intervention avenues in the form of IReady, Tutoring, Tiger Tutorial Time, Saturday TNReady Sessions were implemented but students' attendance for attendance for after

school interventions (tutoring and Tiger Tutorial Time) was sporadic

Students lacking foundational skills and behavior related problems

BHN SUBGROUP

Of the 680 Black/Hispanic/Native students who participated in the Math TNReady test, 7.6% were on track and mastery; 31.3% were approaching and 61.1% were below. There was a 1.7% increase from the previous year of those on track plus mastered as well as a 2.9% decrease of those scoring below. The greatest positive change was realized in the 8th graders with a whopping 17.4% decrease of students scoring below and an incredible 10.5% increase of those in the 6th grade with a .7% decrease of those scoring on track plus mastery. **There were less than ten none Black/Hispanic/Native students participating in the Math TNReady test.**

If the school has an EL subgroup, describe how the data for the ELs will be used to inform the ESL instructional program.

N/A

3-8 Science - Data Tables

| 3-8 Science - % Proficient / Advanced | 2014-15 | Improvement | 2015-16 | Improvement | 2016-17 |
|---------------------------------------|-------------|-------------|---------|-------------|-------------|
| All Students | 32.3 | | | | 36.4 |
| - Asian | * | | | | * |
| - Black or African American | 31.9 | | | | 36.3 |
| - Hispanic or Latino | * | | | | * |
| - Native American / Alaskan Native | | | | | * |
| - Native Hawaiian / Pacific Islander | | | | | * |
| - White | * | | | | * |
| Economically Disadvantaged | 26.9 | | | | 33.5 |
| Students with Disabilities | 8.1 | | | | 12 |
| English Learners | | | | | * |

After analyzing data for all students in this content area, provide a summary of the progress and challenges, and identify underlying causes for each. Discuss the progress and challenges of students overall and in traditional subgroups. Cite specific examples and include local data analyzed as part of the comprehensive needs assessment.

All Students:

HMS students did not participate in the science portion of the NWEA/MAP during the 2017-2018 school year; however, they did participate in the common formative assessment create by the instructional science coach.

The WEZ Science diagnostic assessment was administered the second week of the 17-18 school year. At that time, all students fully enrolled tested in classes where there was a permanent teacher. Over 100 students did not test in science 6, because there was not a teacher of record. After review of the data, there was growth across all grade bands between the diagnostic assessment and the mock assessment. The cut scores used to determine the passing rate for the diagnostic assessment were reflective of the last released cut scores. In October, the TN DOE released the Spring 2017 cut scores which increased the score needed for proficiency by 2% for Science 6 and 3% for and Science 7 & 8. If the Spring 2017 cut scores, were available before data disaggregation for the WEZ diagnostic assessments and all students were tested, the passing rate would be less than 4.9%. Overall, there is an increase in the passing rate for each grade band and the overall science scores at Havenview Middle School. Science 6 improved by 10.6% between the diagnostic and mock assessments. Science 7 improved by 10.8%, and Science 8 improved by 16.3%. There was an overall increase in the passing rate for HMS science of 12.5% between the diagnostic and mock assessments.

Of the 681 who took the Science TNReady test, 38.2% were on track/mastery; 32.3% were approaching and 29.5% were below. There was a 2.4% increase from the previous year of those on track plus mastered and a 3.5% decrease of those scoring below. The greatest improvements were realized with 8th graders experiencing a 6.9% decrease of those scoring below and 7th graders experiencing a 3.3 increase of those scoring on-track/mastery.

Several factors contributed to the minimal increase in achievement between the pre and post assessments in science at Havenview MS. The root causes include, but is not limited to, inconsistency in staffing for science 6 and science 8. There was not a TOR in place at the onset of the school year in science 6. There was a permanent substitute teacher and very little diagnostic data collected for the students for the diagnostic and Q1 CFA. There was a TOSA (teacher on special assignment) sent for the science 6 vacancy. Based on data from informal class and lesson observations from the science instructional coach and building administration at Havenview MS, the decision was made to get replace the TOSA in the science 6 position. Neither the TOSA nor the new teacher who arrived at the onset of the 2nd quarter had teaching experience outside of subbing for SCS. In August of 2017 one of the science 8 teachers took an extended leave. There was a certified sub in place for roughly 130 Science 8 students from September to November 2017. In January of 2018, a TOSA was approved to fill the vacancy. At that time, the decision was made by the building principal to split the students to insure the students received instruction from the best available person. This included two former Level 5 teachers, the media specialist and science/math interventionist, as well as the highly qualified TOSA. This change occurred late January of 2018. Information regarding the TOR's return changed throughout the school year, and the teacher did not return until after testing concluded. This inconsistency played a major role in the overall data on the assessments. An additional factor is the overall inexperience of the science team at HMS. There was 1 teacher with less than 1-year experience, 2 teachers who were in their 2nd year teaching (one of which is in a new grade band), as well as a TOSA. Even with coaching and support from the science coach, PLC Coach, interventionist and building administration, this put a strain on the learning environment.

The frequency of testing due to the SCS testing calendar for NWEA/MAP testing, as well as common assessments administered in the Whitehaven Empowerment Zone, led to small windows to correct any student misconceptions before taking the Mock assessment the week of March 5-9, 2018. Additionally, the overall rigor increased on the common assessments administered throughout the school year. The diagnostic assessment was a sample of tested SPLs. The length and rigor of the diagnostic test did not mirror the length or rigor of the mock assessment given March 2018. The WEZ mock assessment was most aligned to the overall structure and length of the TCAP middle school science assessments, and intentionally more rigorous. The most important science was the focus on the mock assessment as it relates to TCAP Science 3-8 Blueprint for Science and the information provided by the TN DOE.

Despite the challenges, there was some improvement in achievement across all grade bands and for science at Havenview Middle School. This improvement is attributed to, but not limited to, frequent informal classroom observations with immediate feedback, discussion, and/or coaching conversation. There were weekly, and at times biweekly monitoring of teachers' practices to support great first teaching as it aligns to the instructional expectation for SCS, TEM, and the Whitehaven Empowerment Zone Instructional Foci. Teachers were provided opportunities to collaborate with peers within the school and within the zone, sharing best practices. Proven instructional practices as well as numerous resources with explanations to effectively implement the resources were also shared by the science instructional coach to all teachers at HMS. Data meetings

occurred to discuss the overall data after each WEZ common formative assessment to discuss trends, common issues whether with the actual assessment or with strategies to address the content. A pacing calendar was created to ensure all content was covered in time to review before the actual TN Ready assessment. At the time of the WEZ Mock assessment, all content was not covered. Teachers tracked assessment data and discussed best practices with the PLC Coach as well as the science coach. PLC meetings included information for instruction, pacing, framing of lesson, activities aligned to standards, and the opportunity to discuss the wording of questions. PLCs were conducted with the PLC coach weekly, and the science coach at least once after each CfA, and additionally as needed to share necessary information. Modeling of various parts lessons occurred in science 6. Teachers received information related to PD outside the building provided by the district, and the instructional coach followed up to clear up any misconceptions and/or discuss the best way to implement the information at Havenview MS.

2017-2018 Strategies & Practices

- Task Alignment – ensures all happenings in the class are aligned to the standard and objective
- Effective questioning – allowing proper wait time. Framing questions in a manner that allows students to think and discuss (HOT)
- Building assessments aligned to the standards – teacher generated assessments must mirror in content and structure the TCAP
- format of lesson – gradual release and maximizing instructional time; teaching bell-to-bell
- unpacking standards – teachers must know what the standards say to know what and how to teach the students. This facilitates task alignment and objective driven lessons
- higher order thinking strategies and question stems for science
- note taking strategies – maximizing time
- various methods to check for understanding for diverse learners and learning styles
- What Does Mastery Look Like (Achievement Level Descriptors from the TN DOE so teachers know if they are teaching to achievement
- Perfect Practice for bell work and exit task – exposing students to as many TCAP formatted question as possible
- Sharing of Etymology list for building vocabulary – building vocabulary allows students to understand concepts, connect science and understanding what test writers ask
- Data Digs with Students – build ownership in the learning
- Weekly feedback shared during Principal's Debriefing and Weekly Report regarding the happenings in the department with recommendations.

Economically Disadvantaged

Of the 413 economically disadvantaged students who took the Science TNReady test, 34.6% were on-track/mastery; 33.9% approaching and 31.5% below. There was a 3.3% decrease from the previous year of those scoring below as well as an 1.5% increase of those on track plus mastery. The greatest change from the previous year was realized by the 7th graders with a 7.6 decrease of students scoring below and an increase of 8.3% scoring on-track/mastery.

Of the 268 non- economically disadvantaged (non-ED) students who took the Science TNReady test, 43.7% were on-track/mastery; 29.9% approaching and 26.5% below. There was a 2.4% decrease from the previous year of those scoring below as well as an 1.5% increase of those on track plus mastery. The greatest change from the previous

year was realized by the 6th graders with a 7.6 decrease of students scoring below and an increase of 9.1% scoring on-track/mastery.

Students with disabilities

Of the 103 students with disabilities who took the Science TNReady test, 11.7% were on-track/mastery; 10.4% approaching and 77.9% below. There was a 3.2% increase from the previous year of those scoring below as well as an 3.9% increase of those on track plus mastery. The greatest change from the previous year was realized by the 6th graders with a 12.3% decrease of students scoring below and an increase of 9.6% scoring on-track/mastery.

Of the 481 students without disabilities who took the Science TNReady test, 41.6% were on-track/mastery; 35.1% approaching and 23.3% below. There was a .8% decrease from the previous year of those scoring below as well as a .2% decrease of those on track plus mastery. The greatest change from the previous year was realized by the 7th graders with a 4.1% decrease of students scoring below and an increase of 3.8% scoring on-track/mastery.

Students with learning disabilities comprise of about 11.5% of our student body population. Students that fall under this category are often severely below grade level in the area of reading. With this information in mind, the greatest challenge is often to successfully meet the needs of these students. With the use of inclusion Science and Interventionist in the 2018-2019 school year, hopefully many of the exceptional students will be able to experience increased success opportunities in the academic environment.

B/H/N Subgroup:

Of the 674 Black/Hispanic/Native students who participated in the Science TNReady test, 38.1% were on track and mastery; 32.5% were approaching and 29.4% were below. There was a 3.6% decrease from the previous year of those on track plus mastered as well as an 2.3% increase of those scoring below. The greatest changes were realized in the 8th graders with a 7.1% decrease of students scoring below and in the 7th grade with a 3.2% increase of those scoring on track plus mastery. There were less than ten non Black/Hispanic/Native students participating in the Science TNReady test.

If the school has an EL subgroup, describe how the data for the ELs will be used to inform the ESL instructional program.

N/A

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CHECK HERE IF NOT APPLICABLE (ELEMENTARY AND MIDDLE SCHOOLS)

High School Subjects

English I - Data Tables

| English I - % Proficient / Advanced | 2014-15 | Improvement | 2015-16 | Improvement | 2016-17 |
|--------------------------------------|---------|-------------|---------|-------------|---------|
| All Students | | | | | |
| - Asian | | | | | |
| - Black or African American | | | | | |
| - Hispanic or Latino | | | | | |
| - Native American / Alaskan Native | | | | | |
| - Native Hawaiian / Pacific Islander | | | | | |
| - White | | | | | |
| Economically Disadvantaged | | | | | |
| Students with Disabilities | | | | | |
| English Learners | | | | | |

After analyzing data for all students in this content area, provide a summary of the progress and challenges, and identify underlying causes for each. Discuss the progress and challenges of students overall and in traditional subgroups. Cite specific examples and include local data analyzed as part of the comprehensive needs assessment.

If the school has an EL subgroup, describe how the data for the ELs will be used to inform the ESL instructional program.

English II - Data Tables

| English II - % Proficient / Advanced | 2014-15 | Improvement | 2015-16 | Improvement | 2016-17 |
|--------------------------------------|---------|-------------|---------|-------------|---------|
| All Students | | | | | |

| | | | | | |
|--------------------------------------|--|--|--|--|--|
| - Asian | | | | | |
| - Black or African American | | | | | |
| - Hispanic or Latino | | | | | |
| - Native American / Alaskan Native | | | | | |
| - Native Hawaiian / Pacific Islander | | | | | |
| - White | | | | | |
| Economically Disadvantaged | | | | | |
| Students with Disabilities | | | | | |
| English Learners | | | | | |

After analyzing data for all students in this content area, provide a summary of the progress and challenges, and identify underlying causes for each. Discuss the progress and challenges of students overall and in traditional subgroups. Cite specific examples and include local data analyzed as part of the comprehensive needs assessment.

If the school has an EL subgroup, describe how the data for the ELs will be used to inform the ESL instructional program.

English III - Data Tables

| English III - % Proficient / Advanced | 2014-15 | Improvement | 2015-16 | Improvement | 2016-17 |
|---------------------------------------|---------|-------------|---------|-------------|---------|
| All Students | | | | | |
| - Asian | | | | | |
| - Black or African American | | | | | |
| - Hispanic or Latino | | | | | |
| - Native American / Alaskan Native | | | | | |
| - Native Hawaiian / Pacific Islander | | | | | |
| - White | | | | | |
| Economically Disadvantaged | | | | | |
| Students with Disabilities | | | | | |

English Learners

After analyzing data for all students in this content area, provide a summary of the progress and challenges, and identify underlying causes for each. Discuss the progress and challenges of students overall and in traditional subgroups. Cite specific examples and include local data analyzed as part of the comprehensive needs assessment.

If the school has an EL subgroup, describe how the data for the ELs will be used to inform the ESL instructional program.

Algebra I - Data Tables

| Algebra I - % Proficient / Advanced | 2014-15 | Improvement | 2015-16 | Improvement | 2016-17 |
|--|----------------|--------------------|----------------|--------------------|----------------|
| All Students | | | | ** | 6.5 |
| - Asian | | | | * | |
| - Black or African American | | | | ** | 6.7 |
| - Hispanic or Latino | | | | * | * |
| - Native American / Alaskan Native | | | | * | |
| - Native Hawaiian / Pacific Islander | | | | * | |
| - White | | | | * | |
| Economically Disadvantaged | | | | ** | 5.6 |
| Students with Disabilities | | | | * | |
| English Learners | | | | * | |

After analyzing data for all students in this content area, provide a summary of the progress and challenges, and identify underlying causes for each. Discuss the progress and challenges of students overall and in traditional subgroups. Cite specific examples and include local data analyzed as part of the comprehensive needs assessment.

If the school has an EL subgroup, describe how the data for the ELs will be used to inform the ESL instructional program.

Algebra II - Data Tables

| Algebra II - % Proficient / Advanced | 2014-15 | Improvement | 2015-16 | Improvement | 2016-17 |
|---|----------------|--------------------|----------------|--------------------|----------------|
| | | | | | |

| | | | | | | | |
|--------------------------------------|--|--|--|--|--|--|--|
| All Students | | | | | | | |
| - Asian | | | | | | | |
| - Black or African American | | | | | | | |
| - Hispanic or Latino | | | | | | | |
| - Native American / Alaskan Native | | | | | | | |
| - Native Hawaiian / Pacific Islander | | | | | | | |
| - White | | | | | | | |
| Economically Disadvantaged | | | | | | | |
| Students with Disabilities | | | | | | | |
| English Learners | | | | | | | |

After analyzing data for all students in this content area, provide a summary of the progress and challenges, and identify underlying causes for each. Discuss the progress and challenges of students overall and in traditional subgroups. Cite specific examples and include local data analyzed as part of the comprehensive needs assessment.

If the school has an EL subgroup, describe how the data for the ELs will be used to inform the ESL instructional program.

Geometry - Data Tables

| Geometry - % Proficient / Advanced | 2014-15 | Improvement | 2015-16 | Improvement | 2016-17 |
|---|----------------|--------------------|----------------|--------------------|----------------|
| All Students | | | | | |
| - Asian | | | | | |
| - Black or African American | | | | | |
| - Hispanic or Latino | | | | | |
| - Native American / Alaskan Native | | | | | |
| - Native Hawaiian / Pacific Islander | | | | | |
| - White | | | | | |
| Economically Disadvantaged | | | | | |

Students with Disabilities**English Learners**

After analyzing data for all students in this content area, provide a summary of the progress and challenges, and identify underlying causes for each. Discuss the progress and challenges of students overall and in traditional subgroups. Cite specific examples and include local data analyzed as part of the comprehensive needs assessment.

If the district has an English learner (EL) subgroup, describe how the data for the ELs will be used to inform the ESL instructional program.

Integrated Math I - Data Tables

| Math I - % Proficient / Advanced | 2014-15 | Improvement | 2015-16 | Improvement | 2016-17 |
|---|----------------|--------------------|----------------|--------------------|----------------|
| All Students | | | | | |
| - Asian | | | | | |
| - Black or African American | | | | | |
| - Hispanic or Latino | | | | | |
| - Native American / Alaskan Native | | | | | |
| - Native Hawaiian / Pacific Islander | | | | | |
| - White | | | | | |
| Economically Disadvantaged | | | | | |
| Students with Disabilities | | | | | |
| English Learners | | | | | |

After analyzing data for all students in this content area, provide a summary of the progress and challenges, and identify underlying causes for each. Discuss the progress and challenges of students overall and in traditional subgroups. Cite specific examples and include local data analyzed as part of the comprehensive needs assessment.

If the district has an English learner (EL) subgroup, describe how the data for the ELs will be used to inform the ESL instructional program.

Integrated Math II - Data Tables

| Math II - % Proficient / Advanced | 2014-15 | Improvement | 2015-16 | Improvement | 2016-17 |
|--------------------------------------|---------|-------------|---------|-------------|---------|
| All Students | | | | | |
| - Asian | | | | | |
| - Black or African American | | | | | |
| - Hispanic or Latino | | | | | |
| - Native American / Alaskan Native | | | | | |
| - Native Hawaiian / Pacific Islander | | | | | |
| - White | | | | | |
| Economically Disadvantaged | | | | | |
| Students with Disabilities | | | | | |
| English Learners | | | | | |

After analyzing data for all students in this content area, provide a summary of the progress and challenges, and identify underlying causes for each. Discuss the progress and challenges of students overall and in traditional subgroups. Cite specific examples and include local data analyzed as part of the comprehensive needs assessment.

If the district has an English learner (EL) subgroup, describe how the data for the ELs will be used to inform the ESL instructional program.

Integrated Math III - Data Tables

| Math III - % Proficient / Advanced | 2014-15 | Improvement | 2015-16 | Improvement | 2016-17 |
|--------------------------------------|---------|-------------|---------|-------------|---------|
| All Students | | | | | |
| - Asian | | | | | |
| - Black or African American | | | | | |
| - Hispanic or Latino | | | | | |
| - Native American / Alaskan Native | | | | | |
| - Native Hawaiian / Pacific Islander | | | | | |
| - White | | | | | |

| | | | | | |
|-----------------------------------|--|--|--|--|--|
| Economically Disadvantaged | | | | | |
| Students with Disabilities | | | | | |
| English Learners | | | | | |

After analyzing data for all students in this content area, provide a summary of the progress and challenges, and identify underlying causes for each. Discuss the progress and challenges of students overall and in traditional subgroups. Cite specific examples and include local data analyzed as part of the comprehensive needs assessment.

If the district has an English learner (EL) subgroup, describe how the data for the ELs will be used to inform the ESL instructional program.

Biology I - Data Tables

| Biology I - % Proficient / Advanced | 2014-15 | Improvement | 2015-16 | Improvement | 2016-17 |
|--|----------------|--------------------|----------------|--------------------|----------------|
| All Students | | | | | |
| - Asian | | | | | |
| - Black or African American | | | | | |
| - Hispanic or Latino | | | | | |
| - Native American / Alaskan Native | | | | | |
| - Native Hawaiian / Pacific Islander | | | | | |
| - White | | | | | |
| Economically Disadvantaged | | | | | |
| Students with Disabilities | | | | | |
| English Learners | | | | | |

After analyzing data for all students in this content area, provide a summary of the progress and challenges, and identify underlying causes for each. Discuss the progress and challenges of students overall and in traditional subgroups. Cite specific examples and include local data analyzed as part of the comprehensive needs assessment.

If the school has an EL subgroup, describe how the data for the ELs will be used to inform the ESL instructional program.

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N/A

ACT - Data Tables

| ACT Scores | 2014-15 | 2015-16 | 2016-17 |
|------------------|---------|---------|---------|
| Composite | | | |
| English | | | |
| Math | | | |
| Reading | | | |
| Science | | | |

Graduation Rate - Data Tables

| Graduation Rate | 2014-15 | Improvement | 2015-16 | Improvement | 2016-17 |
|--------------------------------------|---------|-------------|---------|-------------|---------|
| All Students | | | | | |
| - Asian | | | | | |
| - Black or African American | | | | | |
| - Hispanic or Latino | | | | | |
| - Native American / Alaskan Native | | | | | |
| - Native Hawaiian / Pacific Islander | | | | | |
| - White | | | | | |
| Economically Disadvantaged | | | | | |
| Students with Disabilities | | | | | |
| English Learners | | | | | |

Analyze the school's ACT data. Summarize the progress and challenges, especially in increasing the number of students who reach college

ready benchmarks and score above 21 on the ACT composite. Describe how the school will address those challenges and how the school is considering variation across subjects and different subgroups (i.e. BHN, EL, SWD, ED).

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, EL, SWD, ED).

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Student Enrollment - (represents student enrollment on October 1)

| | 2014-15 | | 2015-16 | | 2016-17 | |
|--------------------------------------|---------|------|---------|------|---------|------|
| | # | % | # | % | # | % |
| All Students | 719 | | 728 | | 654 | 100 |
| - Asian | 1 | 0.1 | 1 | 0.1 | 1 | 0.2 |
| - Black or African American | | 98.5 | 721 | 99 | 647 | 98.9 |
| - Hispanic or Latino | 7 | 1 | 5 | 0.7 | 5 | 0.8 |
| - Native American / Alaskan Native | | | | | 1 | 0.2 |
| - Native Hawaiian / Pacific Islander | | | | | | |
| - White | 2 | 0.3 | 1 | 0.1 | | |
| Economically Disadvantaged | 501 | 69.8 | 509 | 69.9 | 467 | 71.4 |
| Students with Disabilities | 142 | 19.7 | 162 | 22.3 | 133 | 20.3 |
| English Learners | 5 | 0.7 | 4 | 0.5 | 4 | 0.6 |

Student Attendance

Student Attendance - Elementary and Middle Grades

| | 2014-15 | | 2015-16 | | 2016-17 | |
|-----------------------------|---------|------|---------|------|---------|------|
| | # | % | # | % | # | % |
| All Students | | | | | | |
| - Asian | | 93.7 | | 92.2 | | 96.5 |
| - Black or African American | | 91.6 | | 91.7 | | |
| - Hispanic or Latino | | 93.7 | | 92.2 | | 96.5 |
| | | | | | | 98.2 |

| | | | | |
|--------------------------------------|-------------|-------------|-------------|--|
| - Native American / Alaskan Native | | | | |
| - Native Hawaiian / Pacific Islander | 96.6 | 97.2 | 98.2 | |
| - White | 95.7 | 96.6 | 91.7 | |
| Economically Disadvantaged | 93.2 | 91.4 | | |
| Students with Disabilities | 94.1 | 91.5 | 95.9 | |
| English Learners | 98 | 100 | 97.3 | |

| | | | | |
|---|----------------|----------------|----------------|--|
| Student Attendance - High School | | | | |
| | 2014-15 | 2015-16 | 2016-17 | |
| | % | % | % | |
| All Students | 90.9 | | 90.5 | |
| - Asian | | | | |
| - Black or African American | 90.9 | | 90.5 | |
| - Hispanic or Latino | | | | |
| - Native American / Alaskan Native | | | | |
| - Native Hawaiian / Pacific Islander | | | | |
| - White | | | | |
| Economically Disadvantaged | | | | |
| Students with Disabilities | | | | |
| English Learners | | | | |

| | | | | |
|---|----------------|----------------|----------------|-------------|
| Chronic Absenteeism - Data Tables | | | | |
| Students Who Were Chronically Absent (by subgroup) | | | | |
| | 2014-15 | 2015-16 | 2016-17 | |
| | 10% or More | 10% or More | 10% or More | 20% or More |

| | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
|--------------------------------------|----|------|----|-----|-----|----|----|-----|----|-----|----|----|---|---|
| All Students | 89 | 12.2 | 61 | 8.4 | 161 | 21 | 64 | 8.4 | 60 | 8.8 | ** | ** | | |
| - Asians | | | | | | | | | * | * | * | * | | |
| - Black or African American | | | | | | | | | 59 | 8.8 | ** | ** | | |
| - Hispanic or Latino | | | | | | | | | * | * | * | * | | |
| - Native American / Alaskan Native | | | | | | | | | * | * | * | * | | |
| - Native Hawaiian / Pacific Islander | | | | | | | | | | | | | | |
| - White | | | | | | | | | * | * | * | * | | |

Students Who Were Chronically Absent (by grade level)

| | 2014-15 | | | 2015-16 | | | 2016-17 | | | | | |
|---------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-----|----|----|
| | 10% or More | 20% or More | 20% or More | 10% or More | 20% or More | 20% or More | 10% or More | 20% or More | 20% or More | | | |
| | # | % | # | % | # | % | # | % | # | | | |
| All Students | 89 | 12.2 | 61 | 8.4 | 161 | 21 | 64 | 8.4 | 60 | 8.8 | ** | ** |
| Kindergarten | | | | | | | | | | | | |
| Grade 1 | | | | | | | | | | | | |
| Grade 2 | | | | | | | | | | | | |
| Grade 3 | | | | | | | | | | | | |
| Grade 4 | | | | | | | | | | | | |
| Grade 5 | | | | | | | | | * | * | * | * |
| Grade 6 | 29 | 12.7 | 15 | 6.6 | 49 | 20.2 | 16 | 6.6 | 18 | 8.3 | ** | ** |
| Grade 7 | 34 | 12.7 | 37 | 13.9 | 44 | 18.7 | 20 | 8.5 | 22 | 9.3 | ** | ** |
| Grade 8 | 26 | 9.8 | 9 | 3.4 | 68 | 23.6 | 28 | 9.7 | 20 | 8.8 | ** | ** |
| Grade 9 | | | | | | | | | | | | |
| Grade 10 | | | | | | | | | | | | |

Grade 11

Grade 12

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

| | 2014-15 | | 2015-16 | | 2016-17 | |
|---|---------|------|---------|------|---------|------|
| | # | % | # | % | # | % |
| All Students (students suspended; not incidents) | 239 | 25.2 | 239 | 25.2 | 295 | 34.3 |
| - Asian | | | | | * | * |
| - Black or African American | 238 | 22.3 | 238 | 22.3 | 293 | 33 |
| - Hispanic or Latino | 1 | 10 | 1 | 10 | * | * |
| - Native American / Alaskan Native | | | | | * | * |
| - Native Hawaiian / Pacific Islander | | | | | * | * |
| - White | | | | | | |
| Economically Disadvantaged | | | | | 217 | 37.6 |
| Students with Disabilities | 54 | 26.9 | 54 | 26.9 | 75 | 42.1 |
| English Learners | | | | | * | * |

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.

| | 2014-15 | | 2015-16 | | 2016-17 | |
|---------------------|---------|------|---------|------|---------|------|
| | # | % | # | % | # | % |
| All Students | 239 | 25.2 | 157 | 16.8 | 295 | 34.3 |
| Kindergarten | | | | | * | * |
| Grade 1 | | | | | * | * |

| | | | | | | | | | | | | | | | | | | | | | | | | |
|----------|--|--|--|--|----|------|------|------|------|------|------|--|--|--|--|--|--|--|--|--|---|---|---|---|
| Grade 2 | | | | | | | | | | | | | | | | | | | | | * | * | * | |
| Grade 3 | | | | | | | | | | | | | | | | | | | | | | * | * | * |
| Grade 4 | | | | | | | | | | | | | | | | | | | | | | | | |
| Grade 5 | | | | | | | | | | | | | | | | | | | | | | * | * | * |
| Grade 6 | | | | | | 77 | 21.8 | 38 | 11.5 | 93 | 31.8 | | | | | | | | | | | | | |
| Grade 7 | | | | | 91 | 23.7 | 39 | 13.1 | 101 | 33.7 | | | | | | | | | | | | | | |
| Grade 8 | | | | | 71 | 20.6 | 79 | 22 | 99 | 32.9 | | | | | | | | | | | | | | |
| Grade 9 | | | | | | | | | | * | * | | | | | | | | | | | * | * | |
| Grade 10 | | | | | | | | | | * | * | | | | | | | | | | | * | * | |
| Grade 11 | | | | | | | | | | * | * | | | | | | | | | | | * | * | |
| Grade 12 | | | | | | | | | | * | * | | | | | | | | | | | * | * | |

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

| | 2014-15 | | 2015-16 | | 2016-17 | |
|--|---------|-----|---------|-----|---------|-----|
| | # | % | # | % | # | % |
| All Students (students expelled; not incidents) | 7 | 0.7 | 7 | 0.7 | 13 | 1.5 |
| - Asian | | | | | * | * |
| - Black or African American | 7 | 0.7 | 7 | 0.7 | | 1.5 |
| - Hispanic or Latino | 0 | 0 | 0 | 0 | * | * |
| - Native American / Alaskan Native | | | | | * | * |
| - Native Hawaiian / Pacific Islander | | | | | * | * |
| - White | | | | | * | * |
| Economically Disadvantaged | | | | | 11 | 1.9 |
| Students with Disabilities | 0 | 0 | 0 | 0 | 1 | 0.6 |
| 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.

| | 2014-15 | | 2015-16 | | 2016-17 | |
|--------------|---------|-----|---------|-----|---------|-----|
| | # | % | # | % | # | % |
| All Students | 7 | 0.7 | 6 | 0.6 | 13 | 1.5 |
| Kindergarten | | | | | * | * |
| Grade 1 | | | | | * | * |
| Grade 2 | | | | | * | * |
| Grade 3 | | | | | * | * |
| Grade 4 | | | | | * | * |
| Grade 5 | | | | | * | * |
| Grade 6 | 1 | 0.3 | 2 | 0.6 | 3 | 1 |
| Grade 7 | 5 | 1.3 | 0 | 0 | 7 | 2.3 |
| Grade 8 | 1 | 0.3 | 4 | 1.1 | 3 | 1 |
| Grade 9 | | | | | * | * |
| Grade 10 | | | | | * | * |
| Grade 11 | | | | | * | * |
| Grade 12 | | | | | * | * |

Review chronic absenteeism data. Discuss progress and challenges with chronic absenteeism overall, by grade level, or subgroup, especially if rates exceed 10%. Identify steps to be taken to ensure students have opportunities to learn.

| | 6th grade | | 7th grade | | 8th grade | | Total | |
|----|-----------|-------|-----------|------|-----------|-------|-------|-------|
| | # | % | # | % | # | % | # | % |
| ED | 22 | 10.3% | 16 | 7.8% | 37 | 17.5% | 75 | 11.9% |

| | | | | | | | | |
|----------------|-----------|--------------|-----------|--------------|-----------|--------------|-----------|--------------|
| Non-ED | 0 | 0 | 0 | 10% | 1 | 3.7% | 3 | 4.5% |
| SWD | 3 | 9.7% | 3 | 9.4% | 6 | 19.4% | 12 | 12.8% |
| Non-SWD | 19 | 9.5% | 15 | 7.8% | 32 | 15.4% | 66 | 11% |
| Female | 0 | 0 | 0 | 0 | 2 | 18.2% | 2 | 7.1% |
| Male | 3 | 12.5% | 3 | 13.6% | 4 | 20% | 10 | 15.2% |

Action steps to ensure students have Opportunities to Learn:

- SART letters are sent out in a timely manner.
- Teachers monitor students' absences and contact parents when a student has 3 unexcused absences.
- Notes are entered into PowerSchool in a timely manner.

Students with perfect attendance are recognized.

Review student discipline data. Discuss progress and challenges with discipline overall, by grade level, or subgroups, especially if rates exceed 8 percent for out-of-school suspensions and .25 percent for expulsions. Identify specific steps to be taken to reduce lost instructional time and/or disparate impact.

| Discipline Data | | | |
|-----------------|---------------|----------------|--------------------|
| ISS | | | |
| | # of students | # of incidents | % of all incidents |
| SWD | 25 | 22 | 7.5% |
| Non-SWD | 76 | 60 | 4.9% |
| Female | 31 | 38 | 2.43% |

| | | | |
|-------------------|----------------------|-----------------------|---------------------------|
| Male | 51 | 63 | 4.03% |
| OSS | | | |
| | # of students | # of incidents | % of all incidents |
| SWD | 114 | 43 | 34.3% |
| Non-SWD | 561 | 279 | 35.9% |
| Female | 131 | 221 | 14.1% |
| Male | 191 | 454 | 29% |
| EXPULSIONS | | | |
| | # of students | # of incidents | % of all incidents |
| SWD | 0 | 0 | 0 |
| Non-SWD | 17 | 17 | 1.1% |
| Female | 4 | 4 | .25% |
| Male | 13 | 13 | .8% |
| REMAND | | | |
| | # of students | # of incidents | % of all incidents |
| SWD | 6 | 6 | 1.8% |
| Non-SWD | 13 | 13 | .8% |
| Female | 8 | 8 | .5% |
| Male | 11 | 11 | .7% |

5.5% of HMS students are economically disadvantaged

The 3rd 20-day reporting period, experienced the highest suspension rate at 22.7% followed closely by the 4th 20-day reporting period with a 21.5% suspension rate.

- incentives (Tiger Bucks, lunch options, Gold Card, open gym, etc).
- Follow PBIS plan with fidelity
- Utilize ISS more often
- Implement Peer Mediation team
- Increase academic/behavior supports and practices
- Increase the number of parent training/collaborations at flexible times
- Provide self-management training and support
- Improve social skills instructions
- Utilize functional behavior assessments
- Take advantage of the S-Team Plan with school psychologist and social work

Teacher will participate in data-based professional development focusing on the advancement of student progress. Provide parental training focusing on strategies to decrease unacceptable discipline.

Describe the priority for providing a safe, supportive, and healthy environment in the school and how the school will meet those needs.

The 2017-2018 school year, was the 2nd year of the new administrative staff and 90% of the faculty/staff was new to the building; therefore, still working on earning the trust of the students and parents. Going forward, the below actions will be provided to ensure a safe, supportive and healthy environment for all students:

- All faculty and staff are required to complete Safe Schools training.
- HMS has a very active school resource officer.
- Increased parental support

- Volunteers during the day
 - Additional assistance in the classroom by means of the Memphis Model
 - Students feel comfortable and open up to teachers, administrators and counselors
 - Building engineer serves as a mentor
 - Partnership with Sister's Network
 - School sponsored Health Fair and Golf Tournament
 - Guidance provides individual and group counseling
 - Guest and community stakeholders provided preventive workshops and services for students.
 - GRASSY Program SHAPE Program
 - Provide parental training
- Challenges –
- limited resources provided to students walking to and from school
 - Parent and student buy into preventive programs (GRASSY, SHAPE, etc)
 - Transportation for students remaining after school to participate in preventive programs
 - Funding to compensate school personnel
 - Going forward staff will be provided with more effective professional development
 - Solicit transportation for students from school adopters and stakeholder
 - Solicit funding to provide incentives
 - Provide additional preventive programs through the guidance department

Implement the Fight Free Program with fidelity

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

| STAFF Characteristics | 2014-15 | | 2015-16 | | 2016-17 | |
|--|---------|------|---------|------|---------|------|
| | # | % | # | % | # | % |
| Principal - Years in position | | | 1 | | 2 | |
| Teaching Staff (Certified) - Number of Teachers | 33 | | 38 | | 43 | |
| 1 to 3 years | 4 | 13 % | 4 | 11 % | 13 | 30 % |
| 4 to 10 years | 8 | 25 % | 6 | 16 % | 13 | 30 % |
| 11 to 20 years | 17 | 50 % | 23 | 61 % | 16 | 37 % |
| 21 + years | 4 | 13 % | 5 | 13 % | 1 | 2 % |

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

All new teachers in Shelby County Schools will participate in our New Teacher Mentoring program.; however, the program was only opened to new teachers to the profession. For the 2017-2018, Havenview had twelve new teachers who began at different times during the school year. Even though the teachers were provided with a site-based mentor, the one mentor did not meet the individual needs of each teacher. Each new teacher in core subjects was assigned an instructional coach. Monthly new teacher meetings were held with the instructional facilitator. Teachers participated in timely and effective professional development based on the needs of the teachers. Also, core teachers have inclusion teachers to assist with the students with disabilities. Teachers are encouraged to serve in leadership capacities and some attended the Leadership Institute with the school's administrative team. Some teachers are active members of the school's site based-decision making team, "WEZ Leadership Council". Teachers will be allowed opportunities to shadow and observe other experienced teachers throughout each quarter. In addition, weekly collaboration meetings among new teachers, mentors, instructional facilitators, professional learning coaches, and content coaches will be held to collaborate, provide feedback, and discuss questions, concerns, and available options for new teacher growth. These meetings will be held, in addition, to the other required faculty and professional learning committee meetings. In order to encourage growth and cohesiveness among faculty, each new teacher will participate in team-building opportunities throughout the school year. There will also have opportunities to attend off-site professional development for teacher specific content and attend on-site professional developments related to classroom management, gradebook, special education, data, and technology (resources, equipment, performance, and instructional based programs). For the new school year, each teacher will be partnered with a subject based mentor and instructional coach.

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

Highly Effective Teachers

Teachers participate in timely and effective professional development based on the needs of the teachers. Core teachers have a content specific instructional coach. Teachers participate in-school peer observations as well as vertically aligned peer observations (observing teachers at Whitehaven High School). Teachers are encouraged to participate in district provided professional development, some with a stipend. Teachers are encouraged to serve in leadership capacities and some attended the Leadership Institute with the school's administrative team. Some teachers are active members of the site-based decision making "Leadership Council", instructional leadership team (ILT) and Principal's Advisory Board. Going forward, new teachers will be paired with content mentors to obtain more individualized assistance. Mentors will receive a stipend at the end of the school year using Title One funds. In order to recruit and retain highly-qualified teachers, we will do the following:

- provide a cohesive, welcoming culture and climate
- network with surrounding school and universities
- uphold professional working conditions, promote team-building opportunities, continue with teacher recognition programs (achievement, birthdays)
- promote leadership roles within the school
- provide district yearly and continuous bonuses for teacher making a positive impact on student achievement and student growth
- continue to offer stipends for professional developments
- network with universities and institution to maintain district employee discounts for advance degrees.

Other incentives for highly qualified teacher would be teachers would be given preferred parking, signature logo shirts with accomplishments, and unlimited copier use.

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.

The process for reviewing and analyzing teacher placements and assignments for ineffective, inexperienced, out of field teachers would be based on annual teacher evaluations, the TEM rubric, tripod surveys, and data. If the teacher's practice average is less than 3, he/she will have an Initial Coaching Conversation to assist in determining areas of need and targeted indicators for improvement. Teachers will be placed on a PLP Plan which will intel specific weaknesses. The District is exploring the following initiatives and strategies to address the equitable distribution of effective teachers: 1.) creating incentives that work for experienced, effective teachers and leaders to move to and remain at high-need schools 2.) building principal capacity to implement strong recruitment and retention practices that can improve teacher talent 3.)enable and encourage target schools to hire earlier for vacancies 4.) help target school leaders develop retention strategies and hold them accountable for results 5.) work actively to distribute new teacher hires evenly across schools and provide intensive early support 6.) offer financial and/or leadership incentives to attract experienced and effective teachers to target schools 7.) recruit clusters of effective teachers and leaders to target schools 8.) network with other schools and prep programs to identify top candidates 9.) create accurate, positive representations of the school during recruitment 10.) rethink placement and assignment practices (like co-teaching) 11.) enforce a culture of motivation and collaboration for all teaching staff.

School Plan - Additional Areas

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

| School | Report as | 2014-15 | 2015-16 | 2016-17 |
|--|-----------|---------|---------|---------|
| 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.

RTI2

Data and feedback on RTI² and more than one area of progress the implementation across all grades.

1. Data

Currently there are 126 students identified at Havenview's Spring in the bottom 15% of the districts mandated MAP assessments. There are forty-one 6th graders in the bottom 15%. Twelve 6th graders with math deficiencies and twenty-nine with reading deficiencies. There are forty - two 7th graders in the bottom 15%. Eighteen of the 7th grade students have math deficiencies and twenty -four have reading deficiencies. There are forty -three 8th graders in the bottom 15%. Twenty-one have deficiencies in math and twenty -two have deficiencies in reading.

2. Area of progress

Math is one area of progress. Havenview currently have 10 less students that scored in the bottom 15% in math on the Spring assessment than on the Fall assessment.

Reading is another area of progress. Although the amount of student whom receive intervention did not improve, but average grade level of instruction has increased by at least one grades for 39 % of the students receiving intervention in reading fluency.

Teachers are ensuring the students are receiving computer based intervention as suggested.

Students are advocates of their learning and most complete the computer based instruction with little or no assistance from the interventionist.

· ***Multiple strengths and one weakness in RTI² implementation that is aligned to the data.***

3. Strengths

6th grade students have more students in tier 2 than in tier 3 in math. 6th grader had 5 students to test on grade level after EasyCBM drill down assessments.

7th grade students have 7 students in both tier 2 and tier 3 on math. 7th graders had 7 students to test on grade level after EsayCBM drill down assessments.

8th grade students also have more students in tier 2 in math than tier 3. 8th graders had 4 students to test on grade level after EasyCBM drill down assessments.

4. Weakness

There were no students to test on grade level in reading after drill down assessments.

-

· ***More than one root cause for the identified strength and weakness***

Weakness

5. Change of staff to implement instruction for RTI

6. Lack of staff to fully implement the program as suggested by the district.

7. Lack of time to fully train newly add staff on how to implement the district guide.

8. Lack of technology during the 1st semester

9. Student teacher ratio was high

Strength

10. First semester staff was fully trained on how to implement the district guide to RTI

11. First semester staff was trained on I-ready and how to appositely use the teacher tool

12. Teacher during the first semester was trained on how to use EdPlan to input students plans and parent letters for any changes to the intervention.

13. Teacher during the first semester were core teachers

More than one action to be taken to address identified weakness

14. Teachers of Math and RLA will implement RTI instruction for students during the 2018-2019 school year

15. All teachers will be trained on how to use Achieve 3000 and I ready

16. Teachers will receive ongoing training on RTI best practices

17. Intervention will ensure all teachers assigned to intervene with students are comfortable with the district's policy and guideline for RTI

18. Interventionist will ensure teacher receive the necessary training to be successful in the classroom

19. Student teacher ratio will improve

Technology Access and Use

Describe the level of access that students have to technology as part of the instructional program and the challenges faced in effectively integrating technology into the instructional program. What steps is the school taking to address these challenges? (Include possible funding sources to be used to support increased access to technology.)

During the 2017-2018 school year, Havenview Middle School made progress in providing our students with the necessary technology to meet the needs of today's learners. Twenty mobile Promethean boards were added during the school year. All teachers in the school were provided an opportunity to receive training for the new boards and were required to complete training in order to be assigned one. Thirty-six Dell computers and thirty-six HP computers are available to teachers to sign out for instructional use. LCD projectors are available for teachers not using a mobile Promethean Board. Forty document cameras are available to teachers. Twenty-three computer carts with a total of 438 laptops are available for instructional use. Three carts totaling fifty-four laptops are designated for use by the Special Education department. Twenty additional carts with laptops numbering 15 to 30 laptops on each cart with a total 438 devices are available for student instruction. Each department was assigned 2 laptop carts for instructional use. During the 2017-2018 the school wi-fi system was updated to support the use of a larger number of wireless devices. Going forward, with the usage of Title One funds, laptop carts will be purchased to ensure each core teacher has a laptop cart.

Students and teachers have access to a computer lab with 20 desktop computers as well as a mobile Promethean board. With Title One funds, computer lab will be updated. The lab is available to all teachers via a sign out system through the Library Media Specialist. Teachers are also able to reserve the Media center for instruction including technology based instruction from the Media Specialist. The Media Center has 4 desk top computers available for patron research, a printer, computer cart with 28 laptops and a mobile Promethean board. A poster maker and a reserved desk top computer are available for teacher instructional planning.

Other technology present in the building includes mobis, and classroom response systems, although these devices are not in use due to missing cords and antiquated software no longer supported by the companies. No ipads are available in the building for student, teacher or administrative use.

Integration of technology into instruction has its challenges. Many teachers lack the training needed to use the technology available to them effectively or are often unaware of interactive platforms that can be used during instruction with the devices available. Often, the updated wi-fi system can be unreliable, thus rendering planned use of technology unavailable. The goal is to provide one-to-one lap tops for students; laptops and printers for each teacher. Scheduling can create barriers to access of the technology.

Addressing the challenges of technology integration can be addressed in a few ways. One way is to require teachers to attend PD facilitated by teachers and other student based personnel who are well versed in technology integration. Also, to make every effort to connect parent with resources so that students will be able to use technology when they are not at school.

Computer carts with 28 laptops and a mobile Promethean board. A poster maker and a reserved desk top computer are available for teacher instructional planning.

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system can be unreliable, thus rendering planned use of technology unavailable. The goal is to provide one-to-one laptops for students; laptops and printers for each teacher. Scheduling can create barriers to access of the technology.

Addressing the challenges of technology integration can be addressed in a few ways. One way is to require teachers to attend PD facilitated by teachers and other student based personnel who are well versed in technology integration. Also, to make every effort to connect parent with resources so that students will be able to use technology when they are not at school. This can be done in the form of parent technology training at the school funded by Title One.

Any additional technology needed to support instruction will seek funding from site based, adopter, CCTE and Title 1.

Professional Development

Describe how professional development for teachers and school leaders will build capacity for high quality instruction, positively impact student academic achievement, and address the needs of educators in the school.

Professional development activities in 2017-2018 improved staff skills and competencies needed to produce outstanding educational results for students and to deepen teachers' content knowledge and pedagogical skills. Teachers were given opportunities for practice, research, and reflection as they acquired knowledge to enhance instructional strategies, and teachers learned to use data to guide instructional decisions. Activities centered around resources such as MAP, Achieve 3000, Mastery Connect, and iReady helped teachers identify and track student mastery of standards and skills to inform teaching practice. Teachers were able to access and analyze data in reports to identify levels of understanding and opportunities for intervention with students. Other professional development opportunities offered in 2017-2018 provided insight on creating a learning environment conducive to effective teaching and learning. Teachers were provided with information communicating high learning expectations, using preventative and responsive approaches in response to misbehavior and disruptions, increasing instructional time, improving student social behavior, increasing academic outcomes, collaborative planning, analyzing standards.

The focus of professional development is based on results from the Professional Development Needs Survey given to teachers at the beginning of the school year. The professional development plan also focus on training that ensures teachers' capacity keep pace with current standards and shifts, along with changes in curricula and policies. Focused professional development helps teachers become more effective in the classroom and school. Teachers receive content knowledge to help them stay relevant and up to date with changing and trends in the profession. The overall focus of professional development offered at Havenview Middle is to assist teachers to advance in their career and move into new position where they can lead, manage, influence, coach, and mentor others. In an effort to build Havenview's STEAM program, professional development opportunities for teachers and teachers will be offered.

Professional development opportunities (on site and off site) will be provided for faculty and staff using Title One dollars.

Parent and Family Engagement

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

Parent and Family Engagement

Under the direction of Mr. Isaac White, HMS Family Engagement Specialist, quarterly community and family activities are held to support parents' interests/needs with meaningful and focused workshops to increase parental knowledge of "How to effectively communicate with teachers and administrators", "How to assist your child with homework strategies/resources", and "Utilizing resources for financial success". Through our HMS calendar of events, community speakers are incorporated into quarterly "Community Connections" during lunchtimes; this way students are afforded close-up opportunities to connect with community agencies and leaders that fosters relationships/mentorships, as well as, providing them insight toward potential future careers.

Havenview Middle School also has the following activities to promote students and parents' interests based on completed surveys and needs:

- "Meet the Teachers" (Formerly "Open House" - Fall) allows the opportunity for the introduction of teachers and administration to students, parents, and community in a family- oriented manner, parents follow their child(ren)'s school day schedule. During this event, parents will be provided school-wide expectations and "How to effectively communicate with teachers and administration".
- "Parent Appreciation Night" ("Parent University" - Fall & Spring) where parents attend quarterly informational sessions focusing on strategies to help students be successful."
- Monthly Whitehaven Empowerment Zone (WEZ) monthly Parent Teacher Student Organization (PTSO) meetings
- Dinner with the Principal each semester which will be held in the evening allowing our parents opportunities to participate in informal and informative evening dinners with our school principal.
- Annual Title One Meeting (am/pm) - Fall
- Breakfast with the Principal held each semester between 8am - 11am for parents to begin their day with breakfast while engaging in a question and answer session regarding Havenview Middle's data, student performance, and community impact areas.
- Curriculum Night (Data Digs) - Each Semester
- #HavenviewForever Summer Camp (Parent enrichment orientation for summer)
- Parent Teacher Conferences semester meetings allowing parents opportunity to collaborate with teachers for students' success.
- Parent Resource Center (providing access to technology for parents to apply for jobs, develop resume's, and research needed information)
- Parent Workshops for Bullying Prevention and Conflict Resolution - Fall and Spring

- Community Health Fair connecting parents with local medical providers and resources while learning preventative care and maintaining a healthy lifestyle. (Spring)
- Technology Training providing parents with the latest in computer based skills and latest social media trends and uses by teens incorporating awareness and preventing for misuse. (Spring)
- Parent Job Fair (Utilizing Community Partners to increase parent awareness of available employment in the area) Spring
- Parent Volunteers (assisting with lunch, student monitoring during transition) Fall/Spring
- Increased usage of parent link and use multiple sources of communication such as Remin101, Class Dojo, Parent Website)
- Informational parent handouts providing parents with information of interest that list resources available in the Memphis community. (Ongoing)

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

In one school year, HMS moved from being ranked 3.9% among all Tennessee schools to being 8.4%. Even though the school is still in risk of being placed in Priority status, a 4.5% gain was experienced. The improvement can be attributed to an entirely new administrative staff and 85% of the faculty and staff being new to Havenview.. This is the 2nd year with Havenview being a member of The Empowerment Zone. Due to the lack of improvement of the students, the district supported The Empowerment Zone, which is a proactive strategy designed to provide interventions to students through improved school culture, climate and curriculum. Even though our overall achievement is a 1, our achievement for accountability is a level 3 (last year it was 1.67). We experienced growth in the 7th and 8th grades with a composite of Level 4. 8th grade Math, 6th grade Science and 7th grade Science each obtained a Level 5.

Some of our accomplishments include:

Level of parental involvement- Our parental involvement has been incredible. We are consistently involving parents in the decision making process of how we incorporate various programs, ways to increase parental support, ways t to increase academic achievement amongst students, and the climate and culture within our school. Parents have several avenues to contribute to the curriculum and extracurricular needs of the school. Parents also have an opportunity to engage in parent professional development through our Tiger Parent University.

School-wide Reform Strategies in the form of the Memphis Model with Peer Power. This model allowed our school to infuse one or more success coaches within the core courses to assist students who may struggle with a particular concept and or learning strategies.

Offering non-traditional middle school courses, such as African American History, Chinese, German and Russian.

List, in priority order, the top 3-5 areas of needs 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 work will begin with the creation of goals and strategies.

| Priority Need | Content/Topic Focus - (such as RLA, math climate, ACT, etc.) | Grade Level Focus - (single grade or range of grades) | Primary Student Focus - (such as all students or subgroup(s)) |
|--|--|---|---|
| Increase Math Proficiency | Numeracy | 6-8 | ALL |
| Increase ELA Proficiency | Literacy | 6-8 | ALL |
| Increase attendance and decrease suspension rate | Culture and Climate | 6-8 | ALL |

Assurance

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

Plan Items ()

G 1) District-Level: Reading/Language Arts - **School-Level: Reading/Language Arts**

Description:

District-Level: In the 2018-19 school year, Shelby County Schools will receive a level 3 TVAAS score or higher in literacy and meet the District's AMO (3-5 26%, 6-8 24.7%, HS English 26.1%).

School-Level: In the 2018-19 school year, Havenview Middle School will receive a level 3 TVAAS score or higher in literacy and meet the AMO of 24.78%.

Performance Measure:

District-Level: TN Ready Assessment & 70% of schools or higher will meet their RIT goal in ELA on the Fall, winter, and Spring MAP Assessment and 50% of schools or higher will score at the 65th percentile in ELA on Fall, Winter, and Spring MAP assessment

School-Level: TN Ready Assessment

S 1.1) District-Level: Standards Aligned Core Instruction - **School-Level: Standards Aligned Core Instruction**

Description:

District-Level: Provide access to rigorous curriculum, quality core instruction, and assessments aligned with the State's academic content standards

School-Level: Provide access to rigorous curriculum, quality core instruction, and assessments aligned with the State's academic content standards

AS 1.1.1) Provide instructional supplies and academic programs to increase student performance.

Description:

Provide/purchase needed instructional supplies/materials and academic programs to increase student performance and support good first teaching.

Benchmark Indicator:

minutes from PLCs, Mastery Connect data, observations, walk-throughs, APECS

Person Responsible:

Teacher/PLC/IF

Estimated Completion Date:

5/24/2019

| Component | Item Name |
|------------------|--------------------------------|
| School-wide Plan | Opportunities for All Students |
| | Strengthening Academics |
| | Quality Learning |
| | Well-rounded Education |

AS 1.1.2) Standards Aligned Core Instruction

Description:

To standards aligned core instruction which will include: Empowerment Zone Literacy Coach, Vertical Teaming among schools in our feeder pattern, Common Planning, Common Formative Assessments, Common Lesson Plans

Benchmark Indicator:

Formal and informal observations, data from common formative assessments,

Person Responsible:

ILT & Content Coaches

Estimated Completion Date:

5/24/2019

| Component | Item Name |
|------------------|--------------------------------|
| School-wide Plan | Opportunities for All Students |

S 1.2) District-Level: Professional Development - School-Level: Prof Develop- Improve Student Performance

Description:

District-Level: Provide ongoing, high quality professional development at the district and school level for school leaders, teachers, and other instructional staff that focuses on changing instructional practices that result in improved student performance.

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

AS 1.2.1) Professional Development for parents to improve and increase literacy skills for students.

Description:

Provide PD to parents to help increase their awareness of literacy strategies used in the classrooms.

Benchmark Indicator:

Surveys

Person Responsible:

Family Engagement Specialist/Instructional Coaches, PLC Coach, Instructional Facilitator, Teachers

Estimated Completion Date:

5/24/2019

| Component | Item Name |
|-------------------------|--------------------------------|
| School-wide Plan | Opportunities for All Students |
| | Strengthening Academics |

AS 1.2.2) Provide ongoing professional development during PLC meetings

Description:

During PLC meeting times the PLC coach will provide PD regarding common core shifts and TNReady standards.

Benchmark Indicator:

Walk-throughs, observations

Person Responsible:

PLC

Estimated Completion Date:

5/24/2019

| Component | Item Name |
|-------------------------|-------------------------|
| School-wide Plan | Strengthening Academics |
| | Quality Learning |

AS 1.2.3) Coaches, Lead teacher and or mentor will provide in class support for teachers as needed, and whole PD when indicated

Description:

Content coaches, lead teacher, mentor, PLC Coach and facilitator will provide ongoing mentoring for struggling teachers

Benchmark Indicator:

walk-throughs, observations

Person Responsible:

Instructional Coaches/Lead Teacher/PLC Coach/IF/Mentor/Admin

Estimated Completion Date:

5/24/2019

| Component | Item Name |
|-------------------------|-------------------------|
| School-wide Plan | Strengthening Academics |
| | Quality Learning |

AS

1.2.4) Mentoring and support will be provided via professional development for new and struggling teachers.

Description:

New and struggling teachers will be provided support through modeling and mentoring with a mentor/lead teacher, instructional coach, PLC Coach, Instructional Facilitator. Along with opportunities to participate in professional sessions off site and virtually.

Benchmark Indicator:

Evaluations, TEM Observation Action Plan, Mentoring log, observations

Person Responsible:

Instructional Coaches/Lead Teacher/PLC Coach/IF/Mentor/Admin

Estimated Completion Date:

5/24/2019

| Component | Item Name |
|-------------------------|-------------------------|
| School-wide Plan | Strengthening Academics |

AS 1.2.5 Professional development within the PLC to disaggregate the data for purposes of improving student performance, teacher instructional planning/teaching, and administrative decisions

Description:

Within the PLC, teachers and administrators will engage in hands on professional development activities in they will disaggregate data (common, formative and summative) and to make informed instructional practices decisions and plan for upcoming professional development opportunities at the school,district and national level.

Benchmark Indicator:

common assessment data, formative assessment data, summative assessment data, TVAAS scores, observations, data digs, quarterly grade distribution list,

Person Responsible:

Administrative Team/Instructional Team

Estimated Completion Date:

5/24/2019

| Component | Item Name |
|-------------------------|-------------------------|
| School-wide Plan | Strengthening Academics |
| | Well-rounded Education |

AS 1.2.6 Professional Development for WEZ (Whitehaven Empowerment Zone)

Description:

To provide PD for data review, alignment and vertical teaming of best practices in Literacy for all affected schools

Benchmark Indicator:

weekly administrative meetings, walk throughs, assessment data review

Person Responsible:

WEZ adm team

Estimated Completion Date:

6/29/2019

| Component | Item Name |
|-----------|-----------|
|-----------|-----------|

School-wide Plan

Opportunities for All Students

Strengthening Academics

Quality Learning

AS 1.2.7) Professional development to incorporate best practices in ELA.

Description:

Teachers will engage in professional development activities that focus on understanding how to read and develop ELAI problems that support the literacy skills in support of complex text that centers around (i.e., reading comprehensive skills, phonic awareness, verbal acquisition, and annotation); along with incorporating student support programs

Benchmark Indicator:

Student data reports, observations, walk-throughs, NWEA

Person Responsible:

Teacher

Estimated Completion Date:

6/28/2019

Component

Item Name

School-wide Plan

Opportunities for All Students

Strengthening Academics

Quality Learning

AS 1.2.8) Professional Development activities to build STEAM program

Description:

Teachers will engage in professional development activities that focus on building the STEAM program at Havenview.

Benchmark Indicator:

Student data reports, observations, walk-throughs, various assessments

Person Responsible:

Aetna Smith

Estimated Completion Date:

6/30/2019

| Component | Item Name |
|------------------|--------------------------------|
| School-wide Plan | Opportunities for All Students |
| | Strengthening Academics |
| | Quality Learning |

AS 1.2.9) School and district wide learning walks and peer observations

Description:

Teachers will participate in Learning Walks and peer observations, reflect on what they have observed, and share their observations with peers.

Benchmark Indicator:

Learning Walk and peer observation schedules; data gathering forms from Learning Walks and peer observations

Person Responsible:

Instructional Leadership Team

Estimated Completion Date:

5/24/2019

| Component | Item Name |
|------------------|-------------------------|
| School-wide Plan | Strengthening Academics |

S 1.3) District-Level: Targeted Intervention and Personalized Learning - **School-Level: Prevention/intervention -Reading**

Description:

District-Level: Provide academic interventions and personalized learning activities that are designed to meet the individual needs of the student and provide a learning pace and instructional approaches to meet the needs of each learner.

School-Level: Provide academic interventions(RTI2) and other focused supplemental supports to improve achievement and close gaps in reading and mathematics.

AS 1.3.1) Additional resources for struggling students

Description:

RTI2 Memphis Model (Peer Power)

Benchmark Indicator:

EasyCBM, quarterly grade distribution report, Progress reports from Achieve 3000

Person Responsible:

Intervention Teachers

Estimated Completion Date:

5/24/2019

| Component | Item Name |
|------------------|------------------|
| School-wide Plan | At-Risk Students |

AS 1.3.2) Provide instructional supplies and academic programs to increase student performance

Description:

Provide/purchase needed instructional supplies, materials and academic programs to increase student performance and support good first teaching.

Benchmark Indicator:

minutes from PLCs, Mastery Connect data, observations, walk-throughs,

Person Responsible:

Teacher/PLC/IF

Estimated Completion Date:

5/24/2019

| Component | Item Name |
|------------------|-------------------------|
| School-wide Plan | Strengthening Academics |

AS 1.3.3 Purchase updated technology to increase student performance

Description:

Purchase updated technology (computers, printers, software programs, Promethean boards, LCD projectors, mobis, e-beams, classroom response systems, document cameras and other technology) that will assist in increasing the performance levels of students. The technology will also be used for whole group and small group instruction, benchmark testing, TN Ready Testing, intervention programs, and the after-school program. Hire a Computer Lab Asst. to aid students in small/whole group while working in the computer lab.

Benchmark Indicator:

Student benchmark assessment, observations, walk-throughs,

Person Responsible:

IF/PLC

Estimated Completion Date:

5/24/2019

| Component | Item Name |
|------------------|------------------|
| School-wide Plan | Quality Learning |

AS 1.3.4 Employ a Family Specialist to help increase student achievement

Description:

Employ a Family Specialist to work directly with parents and staff to develop and conduct school based parent centered programs, activities and meetings that are aligned with the academic needs of the students. Also, the Family Engagement Specialist will facilitate various training activities which will increase the parent's ability to support his/her child's academic achievement.

Benchmark Indicator:

sign in sheets, agenda

Person Responsible:

IF/PLC/Family Speciliast

Estimated Completion Date:

5/24/2019

Component**Item Name****School-wide Plan**

Strengthening Academics

AS 1.3.5) Improving student achievement

Description:

Provide safety nets (extended programs) in the form of additional tutoring (afterschool), Saturday School, Tiger Tutorial Time and Summer Enhancement Program.

Benchmark Indicator:

Assessment data, Quarterly grades,

Person Responsible:

Teacher/PLC/IF

Estimated Completion Date:

6/30/2019

Component**Item Name****School-wide Plan**

Opportunities for All Students

AS 1.3.6) Employ a Computer Lab Assistant to help increase student achievement

Description:

Employ a Computer Lab Assistant to work directly with students to increase student achievement in literacy.

Benchmark Indicator:

NWEA Reports

Person Responsible:

RTI Interventionist, Computer Lab Assistant, ADMIN

Estimated Completion Date:

5/24/2019

| Component | Item Name |
|------------------|-------------------------|
| School-wide Plan | Strengthening Academics |

G 2) District-Level: Mathematics - **School-Level: Mathematics**

Description:

District-Level: In the 2018-2019 school year, Shelby County Schools will achieve a level 3 TVAAS score or higher in numeracy and meet the District's AMO goals (3-5 30.8%, 6-8 21.8%, HS 15.3%)

School-Level: In the 2018-19 school year, Havenview Middle School will receive a score of 4 or higher MATH composite score, while also achieving a 45% proficiency on the 2019 TNReady assessment.

Performance Measure:

District-Level: TN Ready Assessment

School-Level: TN Ready MAP

S 2.1) District-Level: Standards Aligned Core Instruction - **School-Level: Standards Aligned Core Instruction**

Description:

District-Level: Provide access to rigorous curriculum, quality core instruction, and assessments aligned with the State's academic content standards

School-Level: Provide access to rigorous curriculum, quality core instruction, and assessments aligned with the State's academic content standard

AS 2.1.1) Provide instructional supplies and academic programs to increase student performance.

Description:

Provide/purchase needed instructional supplies and academic programs (i.e, Mastery Connect) to increase student performance and support good first teaching.

Benchmark Indicator:

minutes from PLCs, Mastery Connect data, observations, walk-throughs, APECS

Person Responsible:

Teacher/PLC/IF

Estimated Completion Date:

5/24/2019

| Component | Item Name |
|------------------|-------------------------|
| School-wide Plan | Strengthening Academics |

AS 2.1.2) Standards Aligned Core Instruction

Description:

To standards aligned core instruction which will include: Empowerment Zone Literacy Coach, Vertical Teaming among schools in our feeder pattern, Common Planning, Common Formative Assessments, Common Lesson Plans

Benchmark Indicator:

Formal and informal observations, data from common formative assessments,

Person Responsible:

ILT & Content Coaches

Estimated Completion Date:

5/24/2019

| Component | Item Name |
|------------------|--|
| School-wide Plan | Opportunities for All Students Quality Learning |

S 2.2) District-Level: Professional Development - **School-Level: Prof Develop - Improve Student Performance**

Description:

District-Level: Provide ongoing, high quality professional development at the district and school level for school leaders, teachers, and other instructional staff that focuses on changing instructional practices that result in improved student performance.

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

AS 2.2.1) Professional Development for parents to improve and increase mathematical skills for students.

Description:

Provide PD to parents to help increase their awareness of mathematical strategies used in the classrooms.

Benchmark Indicator:

Surveys

Person Responsible:

Family Engagement Specialist/Instructional Facilitator, PLC Coach, Instructional Coaches, Teachers

Estimated Completion Date:

5/24/2019

| Component | Item Name |
|-------------------------|--------------------------------|
| School-wide Plan | Opportunities for All Students |
| | Strengthening Academics |

AS 2.2.2) Provide ongoing professional development during PLC meetings

Description:

During PLC meeting times the PLC coach will provide PD regarding common core shifts and TNReady standards.

Benchmark Indicator:

Walk-throughs, observations

Person Responsible:

PLC

Estimated Completion Date:

5/24/2019

| Component | Item Name |
|-------------------------|-------------------------|
| School-wide Plan | Strengthening Academics |

AS 2.2.3) Content coaches, lead teacher, PLC Coach and facilitator will provide ongoing modeling, and mentoring for struggling teachers

Description:

Coaches and/or lead teacher will provide in class support for teachers as needed, and whole PD when indicated Content coaches,

lead teacher, PLC Coach and facilitator will provide ongoing mentoring for struggling teachers

Benchmark Indicator:

walk-throughs, observations

Person Responsible:

Instructional Coaches/Lead Teacher/PLC Coach/IF/Mentor

Estimated Completion Date:

6/30/2019

| Component | Item Name |
|------------------|-------------------------|
| School-wide Plan | Strengthening Academics |
| | Quality Learning |

AS 2.2.4) Mentoring and support will be provided via professional development for new and struggling teachers.

Description:

New and struggling teachers will be provided support through modeling and mentoring with an Lead Teacher, Instructional Coach, Mentor, PLC Coach and or Instructional Facilitator. Along with opportunities to participate in professional sessions off site and virtually.

Benchmark Indicator:

Evaluations, TEM Observation Action Plan, logs, observations

Person Responsible:

Instructional Coaches/Lead Teacher/PLC Coach/IF/Mentor/Admin

Estimated Completion Date:

5/24/2019

| Component | Item Name |
|------------------|-------------------------|
| School-wide Plan | Strengthening Academics |

AS 2.2.5) Professional development within the PLC to disaggregate the data for purposes of improving student performance, teacher instructional planning/teaching, and administrative decisions

Description:

Within the PLC, teachers and administrators will engage in hands on professional development activities in they will disaggregate data (common, formative and summative) and to make informed instructional practices decisions and plan for upcoming professional development opportunities at the school,district and national level.

Benchmark Indicator:

common assessment data, formative assessment data, summative assessment data, TVAAS scores, observations, data digs, quarterly grade distribution list,

Person Responsible:

Administrative Team/Instructional Team

Estimated Completion Date:

5/24/2019

| Component | Item Name |
|-------------------------|---|
| School-wide Plan | Opportunities for All Students Strengthening Academics |

AS 2.2.6 Professional Development for WEZ (Whitehaven Empowerment Zone)

Description:

To provide PD for data review, alignment and vertical teaming of best practices in Mathematics for all affected schools.

Benchmark Indicator:

week administrative meetings, walk throughs, assessment data review

Person Responsible:

WEZ Admin Team

Estimated Completion Date:

6/29/2019

| Component | Item Name |
|-------------------------|---|
| School-wide Plan | Opportunities for All Students Strengthening Academics |

AS 2.2.7) Professional development to incorporate best practices in mathematics.

Description:

Teachers will engage in professional development activities that focus on understanding how to read and develop mathematical problems that support the literacy skills in support of complex text that centers around (i.e., reading comprehensive skills, phonic awareness, verbal acquisition, and annotation); along with incorporating student support programs (iReady).

Benchmark Indicator:

Student data reports, observations, walk-throughs, NWEA

Person Responsible:

Teacher

Estimated Completion Date:

5/24/2019

| Component | Item Name |
|------------------|---|
| School-wide Plan | Strengthening Academics Quality Learning |

AS 2.2.8) Professional Development activities to build STEAM program

Description:

Teachers will engage in professional development activities that focus on building the STEAM program at Havenview.

Benchmark Indicator:

Student data reports, observations, walk-throughs, various assessments

Person Responsible:

Aetna Smith

Estimated Completion Date:

6/30/2019

| Component | Item Name |
|-----------|-----------|
|-----------|-----------|

School-wide Plan

Opportunities for All Students

Strengthening Academics

Quality Learning

Well-rounded Education

AS 2.2.9) School and district wide learning walks and peer observations

Description:

Teachers will participate in Learning Walks and peer observations, reflect on what they have observed, and share their observations with peers.

Benchmark Indicator:

Learning Walk and peer observation schedules; data gathering forms from Learning Walks and peer observations

Person Responsible:

Instructional Leadership Team

Estimated Completion Date:

5/24/2019

Component

Item Name

School-wide Plan

Strengthening Academics

S 2.3) District-Level: Targeted Interventions and Personalized Learning, - **School-Level: Prevention/intervention (Reading & Mathematics)**

Description:

District-Level: Provide academic interventions and personalized learning activities that are designed to meet the individual needs of the student and provide a learning pace and instructional approaches to meet the needs of each learner.

AS 2.3.1) Intervention for struggling students

Description:

Implementation of the Intervention period (using RTI2) Memphis Model Extended Learning Programs (provide Saturday School, After School Tutoring, Summer Enhancement Program

Benchmark Indicator:

Easycbm, quarterly grade distribution report, Extended Learning Status Report

Person Responsible:

Intervention Team

Estimated Completion Date:

5/24/2019

| Component | Item Name |
|-------------------------|--------------------------------|
| School-wide Plan | Opportunities for All Students |
| | At-Risk Students |

AS 2.3.2) Provide instructional supplies and academic programs to increase student performance

Description:

Provide/purchase needed instructional supplies and academic programs to increase student performance and support good first teaching and supplement instructional delivery.

Benchmark Indicator:

minutes from PLCs, MAP data reports, TEM 4.0 observations, walk-throughs, report cards and progress reports

Person Responsible:

Teacher/PLC/IF

Estimated Completion Date:

5/24/2019

| Component | Item Name |
|-------------------------|--------------------------------|
| School-wide Plan | Opportunities for All Students |
| | Well-rounded Education |

AS 2.3.3) Purchase updated technology to increase student performance

Description:

Purchase updated technology (computers, printers, software programs, Promethean boards, LCD projectors, mobis, e-beams, classroom response systems, document cameras and other technology) that will assist in increasing the performance levels of

students. The technology will also be used for whole group and small group instruction, benchmark testing, TN Ready Testing, intervention programs, and the after-school program. Hire a Computer Lab Asst. to aid students in small/whole group while working in the computer lab.

Benchmark Indicator:

Student benchmark assessment, observations, walk-throughs,

Person Responsible:

IF/PLC

Estimated Completion Date:

5/24/2019

| Component | Item Name |
|------------------|-------------------------|
| School-wide Plan | Strengthening Academics |

AS 2.3.4) Employ a Family Specialist to help increase student achievement

Description:

Employ a Family Specialist to work directly with parents and staff to develop and conduct school based parent centered programs, activities and meetings that are aligned with the academic needs of the students. Also, the Family Engagement Specialist will facilitate various training activities which will increase the parent's ability to support his/her child's academic achievement.

Benchmark Indicator:

sign in sheets, agenda

Person Responsible:

IF/PLC/Family Specialist

Estimated Completion Date:

5/24/2019

| Component | Item Name |
|------------------|-------------------------|
| School-wide Plan | Strengthening Academics |

AS 2.3.5) Employ a Computer Lab Assistant to help increase student achievement

Description:

Employ a Computer Lab Assistant to work directly with students to increase student achievement in literacy.

Benchmark Indicator:

NWEA Reports

Person Responsible:

RTI Interventionist, Computer Lab Assistant, ADMIN

Estimated Completion Date:

5/24/2019

| Component | Item Name |
|------------------|--------------------------------|
| School-wide Plan | Opportunities for All Students |
| | Strengthening Academics |
| | At-Risk Students |

G 4) District-Level: Safe and Healthy Students - School-Level: Safe and Healthy Students

Description:

District-Level: For 2018-19, students will have equal access to a safe learning environment as evidenced by decreases in student disciplinary infractions and reducing chronically out of school students from 16.9% to 15.8%.

School-Level: For 2018-19, Havenview students will have equal access to a safe learning environment as evidenced by decreases in student disciplinary infractions and reducing chronically out of school students by 3%

Performance Measure:

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

School-Level: The number of disciplinary actions taken against students. The percentage of expulsions reported. The student attendance rate and chronic absenteeism rate.

S 4.1) District-Level: Behavioral Interventions and Supports - School-Level: Behavioral Interventions and Supports

Description:

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

School-Level: Develop targeted interventions and support programs and initiatives that address identified behavior needs and provide appropriate student supports

AS 4.1.1) Implement PBIS with fidelity

Description:

Havenview Middle School will review and update the current PBIS plan targeted at reducing suspensions and expulsions.

Benchmark Indicator:

Student attendance records, BrightBytes,, Fight Free Boards, PowerSchools/SMS, PBIS monitoring systems

Person Responsible:

Teachers/Administrators/Counselors

Estimated Completion Date:

5/24/2019

| Component | Item Name |
|------------------|--------------------------------|
| School-wide Plan | Opportunities for All Students |
| | At-Risk Students |

AS 4.1.2) Intervention for struggling students

Description:

Implementation of the Intervention period (using RTI2) Memphis Model Extended Learning Programs which will focus on academics, character education and wellness education (provide Saturday School, After School Tutoring, Summer Enhancement Program).

Benchmark Indicator:

Easycbm, quarterly grade distribution report, Extended Learning Status Report

Person Responsible:

Intervention Team

Estimated Completion Date:

6/23/2019

| Component | Item Name |
|-------------------------|--------------------------------|
| School-wide Plan | Opportunities for All Students |
| | Quality Learning |
| | At-Risk Students |

AS 4.1.3) Professional Development for parents to improve student attendance and reduce disciplinary infractions thus improving academic achievement

Description:

Provide PD to parents to provide strategies to improve student attendance and reduce disciplinary infractions thus improving academic achievement.

Benchmark Indicator:

Surveys

Person Responsible:

Family Engagement Specialist/Instructional Facilitator, PLC Coach, Instructional Coaches, Teachers

Estimated Completion Date:

6/28/2019

| Component | Item Name |
|-------------------------|--------------------------------|
| School-wide Plan | Opportunities for All Students |
| | Strengthening Academics |
| | Quality Learning |

S 4.2) District-Level: Professional Development - **School-Level: Professional Development**

Description:

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

AS 4.2.1) Professional Development

Description:

Professional Development opportunities that focuses on ways to Empower Students to make the right choices. Professional Development opportunities that focuses on the implementation of PBIS

Benchmark Indicator:

minutes from PD, suspension data, fight free board

Person Responsible:

Faculty/Staff/

Estimated Completion Date:

6/30/2019

| Component | Item Name |
|-------------|--------------------------------|
| School-wide | Opportunities for All Students |
| Plan | Strengthening Academics |

4.3) District-Level: Parent, Family and Community Engagement - School-Level: Parent, Family and Community Engagement

Description:

District-Level: Promote effective parent, family and community engagement activities that support the overall academic success of students

AS 4.3.1) Parent, Family and Community Engagement

Description:

Provide training sessions for stakeholders that focuses on ways to Empower Students to handle conflict. Include stakeholders in the review/revise of PBIS plan

Benchmark Indicator:

sign in sheets, fight free board, Tableau

Person Responsible:

faculty/staff/parents/students

Estimated Completion Date:

5/24/2019

| Component | Item Name |
|------------------|--------------------------------|
| School-wide Plan | Opportunities for All Students |

Shelby County (792) Public District - FY 2019 - Havenview Middle School (792-2325) Public School - School Plan - Rev 0

| Required Items [Expand All] [Collapse All] | Component Met |
|---|-------------------------------------|
| <p>1) Opportunities for All Students Describe how strategies will provide opportunities for all children, including each of the subgroups (ED, major racial & ethnic groups, SWDs and ELs) to meet challenging state academic standards.</p> <p>Explanation Provide instructional supplies and academic programs to increase student performance. Professional Development for parents to improve and increase literacy skills for students. Professional Development for WEZ (Whitehaven Empowerment Zone and for HMS teachers on researched based strategies to improve academic achievement for all students. Professional development within the PLC to disaggregate the data for purposes of improving student performance, teacher instructional planning/teaching, and administrative decisions. Implement the PBIS plan with fidelity.</p> | <input checked="" type="checkbox"/> |
| <p>G 1) District-Level: Reading/Language Arts - School-Level: Reading/Language Arts</p> <p>S 1.1) District-Level: Standards Aligned Core Instruction - School-Level: Standards Aligned Core Instruction</p> <p>AS 1.1.1) Provide instructional supplies and academic programs to increase student performance.</p> <p>AS 1.1.2) Standards Aligned Core Instruction</p> <p>S 1.2) District-Level: Professional Development - School-Level: Prof Develop- Improve Student Performance</p> <p>AS 1.2.1) Professional Development for parents to improve and increase literacy skills for students.</p> <p>AS 1.2.6) Professional Development for WEZ (Whitehaven Empowerment Zone)</p> <p>AS 1.2.7) Professional development to incorporate best practices in ELA.</p> <p>AS 1.2.8) Professional Development activities to build STEAM program</p> | |

S 1.3) District-Level: Targeted Intervention and Personalized Learning - **School-Level: Prevention/intervention -Reading**

AS 1.3.5) Improving student achievement

G 2) District-Level: Mathematics - **School-Level: Mathematics**

S 2.1) District-Level: Standards Aligned Core Instruction - **School-Level: Standards Aligned Core Instruction**

AS 2.1.2) Standards Aligned Core Instruction

S 2.2) District-Level: Professional Development - **School-Level: Prof Develop - Improve Student Performance**

AS 2.2.1) Professional Development for parents to improve and increase mathematical skills for students.

AS 2.2.5) Professional development within the PLC to disaggregate the data for purposes of improving student performance, teacher instructional planning/teaching, and administrative decisions

AS 2.2.6) Professional Development for WEZ (Whitehaven Empowerment Zone)

AS 2.2.8) Professional Development activities to build STEAM program

S 2.3) District-Level: Targeted Interventions and Personalized Learning, - **School-Level: Prevention/intervention (Reading & Mathematics)**

AS 2.3.1) Intervention for struggling students

AS 2.3.2) Provide instructional supplies and academic programs to increase student performance

AS 2.3.5) Employ a Computer Lab Assistant to help increase student achievement

G 4) District-Level: Safe and Healthy Students - **School-Level: Safe and Healthy Students**

[S] 4.1) District-Level: Behavioral Interventions and Supports - **School-Level: Behavioral Interventions and Supports**

[AS] 4.1.1) Implement PBIS with fidelity

[AS] 4.1.2) Intervention for struggling students

[AS] 4.1.3) Professional Development for parents to improve student attendance and reduce disciplinary infractions thus improving academic achievement

[S] 4.2) District-Level: Professional Development - **School-Level: Professional Development**

[AS] 4.2.1) Professional Development

[S] 4.3) District-Level: Parent, Family and Community Engagement - **School-Level: Parent, Family and Community Engagement**

[AS] 4.3.1) Parent, Family and Community Engagement

2) Strengthening Academics

Describe how the school will use methods and instructional practices that strengthen the academic program in the school.

Explanation

Opportunities will be afforded to students through extended learning. Additional support personnel to allow students to meet time on task afforded through the Memphis Model (Peer Power). Increase utilization of technology in the core content classes. Provide professional development to improve student performance. Mentoring and support provided to new and struggling teachers. Employ Family Specialist to serve as a catalyst in improving parental support. Employ a Computer Assistant to strengthen the academic program.

[G] 1) District-Level: Reading/Language Arts - **School-Level: Reading/Language Arts**

[S] 1.1) District-Level: Standards Aligned Core Instruction - **School-Level: Standards Aligned Core Instruction**

AS 1.1.1) Provide instructional supplies and academic programs to increase student performance.

S 1.2) District-Level: Professional Development - **School-Level: Prof Develop- Improve Student Performance**

AS 1.2.1) Professional Development for parents to improve and increase literacy skills for students.

AS 1.2.2) Provide ongoing professional development during PLC meetings

AS 1.2.3) Coaches, Lead teacher and or mentor will provide in class support for teachers as needed, and whole PD when indicated

AS 1.2.4) Mentoring and support will be provided via professional development for new and struggling teachers.

AS 1.2.5) Professional development within the PLC to disaggregate the data for purposes of improving student performance, teacher instructional planning/teaching, and administrative decisions

AS 1.2.6) Professional Development for WEZ (Whitehaven Empowerment Zone)

AS 1.2.7) Professional development to incorporate best practices in ELA.

AS 1.2.8) Professional Development activities to build STEAM program

AS 1.2.9) School and district wide learning walks and peer observations

S 1.3) District-Level: Targeted Intervention and Personalized Learning - **School-Level: Prevention/intervention-Reading**

AS 1.3.2) Provide instructional supplies and academic programs to increase student performance

AS 1.3.4) Employ a Family Specialist to help increase student achievement

AS 1.3.6) Employ a Computer Lab Assistant to help increase student achievement

G 2) District-Level: Mathematics - **School-Level: Mathematics**

S 2.1) District-Level: Standards Aligned Core Instruction - **School-Level: Standards Aligned Core Instruction**

AS 2.1.1) Provide instructional supplies and academic programs to increase student performance.

S 2.2) District-Level: Professional Development - **School-Level: Prof Develop - Improve Student Performance**

AS 2.2.1) Professional Development for parents to improve and increase mathematical skills for students.

AS 2.2.2) Provide ongoing professional development during PLC meetings

AS 2.2.3) Content coaches, lead teacher, PLC Coach and facilitator will provide ongoing modeling, and mentoring for struggling teachers

AS 2.2.4) Mentoring and support will be provided via professional development for new and struggling teachers.

AS 2.2.5) Professional development within the PLC to disaggregate the data for purposes of improving student performance, teacher instructional planning/teaching, and administrative decisions

AS 2.2.6) Professional Development for WEZ (Whitehaven Empowerment Zone)

AS 2.2.7) Professional development to incorporate best practices in mathematics.

AS 2.2.8) Professional Development activities to build STEAM program

AS 2.2.9) School and district wide learning walks and peer observations

S 2.3) District-Level: Targeted Interventions and Personalized Learning, - **School-Level: Prevention/intervention (Reading & Mathematics)**

AS 2.3.3) Purchase updated technology to increase student performance

AS 2.3.4) Employ a Family Specialist to help increase student achievement

AS 2.3.5) Employ a Computer Lab Assistant to help increase student achievement

G 4) District-Level: Safe and Healthy Students - **School-Level: Safe and Healthy Students**

S 4.1) District-Level: Behavioral Interventions and Supports - **School-Level: Behavioral Interventions and Supports**

AS 4.1.3) Professional Development for parents to improve student attendance and reduce disciplinary infractions thus improving academic achievement

S 4.2) District-Level: Professional Development - **School-Level: Professional Development**

AS 4.2.1) Professional Development

3) **Quality Learning**

Describe how the school will increase the amount and quality of learning time.

Explanation

To increase quality of learning for all students RT12 was implemented, as well as common planning, common lesson plans and vertical teams. Provide ongoing professional development during PLC meetings

G 1) District-Level: Reading/Language Arts - **School-Level: Reading/Language Arts**

S 1.1) District-Level: Standards Aligned Core Instruction - **School-Level: Standards Aligned Core Instruction**

AS 1.1.1) Provide instructional supplies and academic programs to increase student performance.

S 1.2) District-Level: Professional Development - **School-Level: Prof Develop- Improve Student Performance**

AS 1.2.2) Provide ongoing professional development during PLC meetings

AS 1.2.3) Coaches, Lead teacher and or mentor will provide in class support for teachers as needed, and whole PD when indicated

AS 1.2.6) Professional Development for WEZ (Whitehaven Empowerment Zone)

AS 1.2.7) Professional development to incorporate best practices in ELA.

AS 1.2.8) Professional Development activities to build STEAM program

S 1.3) District-Level: Targeted Intervention and Personalized Learning - **School-Level: Prevention/intervention -Reading**

AS 1.3.3) Purchase updated technology to increase student performance

G 2) District-Level: Mathematics - **School-Level: Mathematics**

S 2.1) District-Level: Standards Aligned Core Instruction - **School-Level: Standards Aligned Core Instruction**

AS 2.1.2) Standards Aligned Core Instruction

S 2.2) District-Level: Professional Development - **School-Level: Prof Develop - Improve Student Performance**

AS 2.2.3) Content coaches, lead teacher, PLC Coach and facilitator will provide ongoing modeling, and mentoring for struggling teachers

AS 2.2.7) Professional development to incorporate best practices in mathematics.

AS 2.2.8) Professional Development activities to build STEAM program

G 4) District-Level: Safe and Healthy Students - **School-Level: Safe and Healthy Students**

S 4.1) District-Level: Behavioral Interventions and Supports - **School-Level: Behavioral Interventions and Supports**

AS 4.1.2) Intervention for struggling students

AS 4.1.3) Professional Development for parents to improve student attendance and reduce disciplinary infractions thus improving academic achievement



4) **Well-rounded Education**

Describe how the school will provide an enriched and accelerated curriculum to ensure that students have access to a well-rounded education.

Explanation

Professional development within the PLC to disaggregate the data for purposes of improving student performance, teacher instructional planning/teaching, and administrative decisions. Provide instructional supplies and academic programs to increase student performance. Professional Development for WEZ (Whitehaven Empowerment Zone).

G 1) District-Level: Reading/Language Arts - **School-Level: Reading/Language Arts**

S 1.1) District-Level: Standards Aligned Core Instruction - **School-Level: Standards Aligned Core Instruction**

AS 1.1.1) Provide instructional supplies and academic programs to increase student performance.

S 1.2) District-Level: Professional Development - **School-Level: Prof Develop- Improve Student Performance**

AS 1.2.5) Professional development within the PLC to disaggregate the data for purposes of improving student performance, teacher instructional planning/teaching, and administrative decisions

G 2) District-Level: Mathematics - **School-Level: Mathematics**

S 2.2) District-Level: Professional Development - **School-Level: Prof Develop - Improve Student Performance**

AS 2.2.6) Professional Development for WEZ (Whitehaven Empowerment Zone)

AS 2.2.8) Professional Development activities to build STEAM program

S 2.3) District-Level: Targeted Interventions and Personalized Learning, - **School-Level: Prevention/intervention (Reading & Mathematics)**

AS 2.3.2) Provide instructional supplies and academic programs to increase student performance



5) **At-Risk Students**

Describe how the school will address the needs of all children in the school, particularly the needs of those at risk of not meeting the challenging state academic standards.

Explanation

Professional development to incorporate best practices in literacy utilizing the Comprehensive Literacy Improvement Plan. Provide safety nets in the form of extra tutoring, Tiger Tutorial Time, ZAP (Zeroes Aren't Permitted), RTI2, Parent University, Breakfast with the Principal, Parent Teacher Conferences . Purchasing of supplemental materials/supplies

G 1) District-Level: Reading/Language Arts - **School-Level: Reading/Language Arts**

S 1.3) District-Level: Targeted Intervention and Personalized Learning - **School-Level: Prevention/intervention -Reading**

AS 1.3.1) Additional resources for struggling students

G 2) District-Level: Mathematics - **School-Level: Mathematics**

S 2.3) District-Level: Targeted Interventions and Personalized Learning, - **School-Level: Prevention/intervention (Reading & Mathematics)**

AS 2.3.1) Intervention for struggling students

AS 2.3.5) Employ a Computer Lab Assistant to help increase student achievement

G 4) District-Level: Safe and Healthy Students - **School-Level: Safe and Healthy Students**

S 4.1) District-Level: Behavioral Interventions and Supports - **School-Level: Behavioral Interventions and Supports**

AS 4.1.1) Implement PBIS with fidelity

AS 4.1.2) Intervention for struggling students

Shelby County (792) Public District - FY 2019 - Havenview Middle School (792-2325) Public School - School Plan - Rev 0

Is the school consolidating funds in the school-wide pool from various sources in support of the Title I school-wide plan?

Select...

If no, enter the Title I school allocation (must equal the amount identified in the district Consolidated Funding Application) and upload the Title I school budget in the Related Documents section of this school's plan.

If yes, identify the funding sources contributing to the Title I School-wide pool. Upload a copy of the Title I School-wide Pool section of the district's Consolidated Funding Application in the Related Documents section of this school's plan. - (To obtain a copy of the School-wide Pool section, have a district Consolidated application user click the word "Print" across from the School-wide Pool section located on the Sections page in the Consolidated Funding Application and save the document as a PDF.)

- Title I, Part A
- Title II
- Title III
- Title IV
- Title V, RLIS
- Title V, SRSA
- Carl Perkins
- IDEA
- State/Local
- Other - (Specify)

School Plan Related Documents

Shelby County (792) Public District - FY 2019 - Havenview Middle School (792-2325) Public School - School Plan - Rev 0

| Optional Documents | | |
|---|-------------------|---|
| Type | Document Template | Document/Link |
| (School Plan) Additional Supporting Documents | N/A |  Havenview's PD Plan Sept 2018 |
| (School Plan CFA) School-wide Budget for SW Schools [Upload up to 1 document(s)] | N/A |  Havenview School-wide Budget |

School Plan Checklist

Shelby County (792) Public District - FY 2019 - Havenview Middle School (792-2325) Public School - School Plan - Rev 0

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

| | | | |
|---|-----------|----------------------|----------------------------------|
| <p><input type="checkbox"/> 1. School Plan - Planning Team</p> | <p>OK</p> | <p>Theresa Utley</p> | <p>9/25/2018 12:45:42 PM</p> |
| <p>1. School planning team represents the school's stakeholders including teachers, principals, administrators (including administrators of Title programs), and other appropriate school personnel, and parents of students. Stakeholders are identified with full name and title.</p> | | | |
| <p>2. School provided a description of how all required stakeholders are engaged in the planning process in both the plan development and its continuous review and update.</p> | | | |
| <p><input type="checkbox"/> 2. Needs Assessment - Academic Data Guiding Questions (Elementary and Middle Grades)</p> | <p>OK</p> | <p>Theresa Utley</p> | <p>9/25/2018 12:45:42 PM</p> |
| <p>1. Reading/Language Arts data has been analyzed and the school has: - (i) summarized progress and challenges in this content area, (ii) identified root causes of progress and challenges, (iii) addressed all racial/ethnic subgroups that have data, and (iv) addressed all subgroups that have data (SWD, EL, ED, BHN).</p> | | | |
| <p>2. Mathematics data has been analyzed and the school has: - (i) summarized progress and challenges in this content area, (ii) identified root causes of progress and challenges, (iii) addressed all racial/ethnic subgroups that have data, and (iv) addressed all subgroups that have data (SWD, EL, ED, BHN).</p> | | | |
| <p>3. Science data has been analyzed and the school has: - (i) summarized progress and challenges in this content area, (ii) identified root causes of progress and challenges, (iii) addressed all racial/ethnic subgroups that have data, and (iv) addressed all subgroups that have data (SWD, EL, ED, BHN).</p> | | | |
| <p>4. Other K-8 academic data has been analyzed and the school has: - (i) summarized progress and challenges in this content area and (ii) identified root causes of progress and challenges.</p> | | | |
| <p><input type="checkbox"/> 3. Needs Assessment - Academic Data Guiding Questions (High School)</p> | <p>OK</p> | <p>Theresa Utley</p> | <p>9/25/2018 12:45:42 PM</p> |
| <p>1. English data has been analyzed and the LEA has: - (i) summarized progress and challenges in this content area, (ii) identified root causes of progress and challenges, (iii) addressed all racial/ethnic subgroups that have data, and (iv) addressed all subgroups that</p> | | | |

| | | | | | | | |
|---|--|--|---|---|-----------|----------------------|----------------------------------|
| <p>have data (SWD, EL, ED, BHN).</p> | <p>2. Algebra data has been analyzed and the LEA has: - (i) summarized progress and challenges in this content area, (ii) identified root causes of progress and challenges, (iii) addressed all racial/ethnic subgroups that have data, and (iv) addressed all subgroups that have data (SWD, EL, ED, BHN).</p> | <p>3. Biology data has been analyzed and the LEA has: - (i) summarized progress and challenges in this content area, (ii) identified root causes of progress and challenges, (iii) addressed all racial/ethnic subgroups that have data, and (iv) addressed all subgroups that have data (SWD, EL, ED, BHN).</p> | <p>4. Other high school academic data has been analyzed and the school has: - (i) summarized progress and challenges in this content area and (ii) identified root causes of progress and challenges.</p> | <p>4. Needs Assessment - College/Career Readiness Data Guiding Questions</p> | <p>OK</p> | <p>Theresa Utley</p> | <p>9/25/2018 12:45:42 PM</p> |
| <p>1. The school has provided a summary of the progress and challenges experienced related to the district's ACT scores. The response: - (i) aligned with the ACT data provided and (ii) addressed the change in data across years.</p> <p>2. School analyzed Graduation Rate data and provided a summary of progress and challenges, identifying underlying reasons for each.</p> | <p>5. Needs Assessment - School Climate & Culture Guiding Questions</p> | <p>OK</p> | <p>Theresa Utley</p> | <p>9/25/2018 12:45:42 PM</p> | | | |
| <p>1. The school has provided a summary of its progress and challenges with student attendance and chronic absenteeism and includes specific steps to be taken if chronic absenteeism rates exceed 10% overall, by school, grade level or subgroup.</p> <p>2. The school has provided a summary of its progress and challenges with student discipline and has provided information regarding steps to be taken to reduce lost instructional time and/or disparate impact if out of school suspension and expulsion rates exceed the state average.</p> <p>3. The school has summarized the progress and challenges faced in providing safe, supportive, and healthy learning environments for students and has identified steps to be taken to address challenges.</p> | <p>6. Needs Assessment - Human Capital Data</p> | <p>OK</p> | <p>Theresa Utley</p> | <p>9/25/2018 12:45:42 PM</p> | | | |
| <p>1. The school entered three years of data in the Staff Characteristics data table.</p> <p>2. The school has described how new teachers are provided support and growth opportunities.</p> | | | | | | | |

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| <p>3. The school has described the effective teachers are provided incentives and opportunities for growth in order to increase retention rates.</p> | | | | | | | <p>9/25/2018 12:45:42 PM</p> |
| <p>4. The school has described the procedures that are in place to identify the distribution of ineffective, inexperienced, and out-of-field teachers to low income and minority students.</p> | | | | | | | |
| <p>5. The school has described the steps that will be taken to address disparities in the distribution of ineffective, inexperienced, and out-of-field teachers among low income and minority students, once identified.</p> | | | | | | | |
| <p>7. Needs Assessment - Additional Areas Guiding Questions</p> | <p>OK</p> | <p>Theresa Utley</p> | | | | | |
| <p>1. The school has provided a summary of the progress it has made in implementing RT12 across ALL grades and has identified the strengths and weaknesses evidenced along with actions needed.</p> | | | | | | | |
| <p>2. The school has described the level of access to technology that all students have and the level of integration of technology into the instructional program. The description identifies areas of strength and weakness as well as root causes and actions needed.</p> | | | | | | | |
| <p>3. The school has provided a summary of the professional development activities conducted in the prior year and how effectiveness was measured.</p> | | | | | | | |
| <p>4. The school has identified the focus for professional development for the upcoming school year and how the professional development activities will build the capacity of school-level leaders (teachers, principals, and other school leaders) in order to positively impact student achievement.</p> | | | | | | | |
| <p>5. The school has provided a summary of the parent and family engagement activities implemented in the prior year and how the effectiveness of those activities was measured concerning student academic achievement.</p> | | | | | | | |
| <p>6. The school has provided a description of the planned parent and family engagement activities to be provided in the coming school year and effectively described how these activities are meaningful and aligned with student academic achievement. - (i) If the school has English learners, the response must also include information regarding the specific parent and family engagement activities focused on parents and families of English learners.</p> | | | | | | | |
| <p>8. Needs Assessment - Summary</p> | <p>OK</p> | <p>Theresa Utley</p> | | | | | <p>9/25/2018 12:45:42 PM</p> |
| <p>1. The school has provided a prioritized list of 3-5 needs to be addressed in the upcoming school year.</p> | | | | | | | |
| <p>2. The priority needs identified are aligned to the summary of data and the analysis provided within the needs assessment.</p> | | | | | | | |
| <p>3. The school has provided the content/topic focus, grade level focus and primary student focus for each priority need.</p> | | | | | | | |

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| [-] | 9. Prioritized Goals and Strategies - Goals | | OK | Theresa Utley | 9/25/2018 12:45:42 PM |
| 1. School goals are aligned with the LEA goals. (i.e. when school extended the LEA goal, the school's goal title is aligned with the LEA goal title) | | | | | |
| 2. School goals descriptions are based on the school's needs within that goal. (i.e. the school AMOs were included and did not just duplicate the LEA AMOs) | | | | | |
| 3. Goals are aligned with prioritized list of needs. | | | | | |
| 4. Identified goals are specific, measurable, ambitious, relevant, and time-bound. | | | | | |
| [-] | 10. Prioritized Goals and Strategies - Strategies | | OK | Theresa Utley | 9/25/2018 12:45:42 PM |
| 1. Each strategy describes the specific change in practice necessary to meet the related goal. | | | | | |
| 2. Each strategy is aligned to the goal it is intended to meet. | | | | | |
| 3. Each strategy is research-based. | | | | | |
| [-] | 11. Prioritized Goals and Strategies - Action Steps | | OK | Theresa Utley | 9/25/2018 12:45:42 PM |
| 1. The action step descriptions are clearly stated and specific. | | | | | |
| 2. In conjunction with the strategy, the action steps answer the five W's: Who, What, Where, When and Why. | | | | | |
| 3. The benchmark is described. | | | | | |
| 4. The person responsible is populated and is the appropriate individual for this action step. | | | | | |
| 5. The estimated date of completion is realistic and aligns with other activities to allow district to reach goals. (NOTE: all Action Steps do not all have an end of school year date.) | | | | | |
| 6. The action steps are appropriate and aligned to the goals and strategies. | | | | | |
| [-] | 12. Component Relationships - Title I Schools Only | | OK | Theresa Utley | 9/25/2018 12:45:42 |

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| | | 1. Component relationships are made for appropriate action steps. | |
| | | 2. All components have both a component relationship and a narrative response describing how the plan component requirement has been met. | |
| | | 3. The school has entered the school Title I allocation and uploaded the Title I school-level budget to Related Documents. | |
| | | 4. SW Pool Schools: The school, if consolidating funds, has identified the funds included in the school-wide pool and uploaded the school-wide pool section of the CFA to Related Documents. | |
| | | 5. TA Schools: The school has agreed to the TA Assurances. | |