

Greeneville City Schools
Tennessee School Improvement Plan Title I Addendum
Fall 2011

All Greeneville City Schools Title I Schools will complete this addendum to meet requirement of ESEA Title I School-Wide programs. This, along with the Data Analysis Component and the TSIP Template, will meet the school's annual planning requirements.

Please provide a brief narrative and/or documentation for each indicator to demonstrate how your school has implemented a comprehensive school improvement plan. **(No more than 4 pages.)**

Greeneville Middle School

TSIP Committee Members and Roles:

Heather Boegemann-Principal
April Leonard- Instructional Coordinator
Danna Brickell- Academic Coach
Laura Lenker- Science Team Leader
Abel Candelaria- Math Team Representative
Emily Fortel- Social Studies Team Leader
Sarah Chapman- Special Education Team Leader
Katie Smelcer- Response to Intervention Teacher
Leann Mitchell- Parent Representative

1. Briefly describe the comprehensive needs assessment that your school uses, including the analysis of your NCLB subgroups.

Greeneville Middle School is focusing on the needs of its seventh grade math program and on the math program as a whole. In 2010, 32% of seventh graders were proficient or advanced in mathematics. This includes 15% of the African American population, 33.5% of the White population, 25% of the economically disadvantaged population, 37.4% of the non-economically disadvantaged population, 43.8% of the special education population, and 29.8% of the non-special education population.

In order to alleviate this challenge, a myriad of supports including new text books, focused professional development for mathematics teachers with a mathematics consultant as well as a textbook representative, installation of Promethean tools in all mathematics classrooms, meetings with the academic coach, and increased use of benchmark testing opportunities and data.

The work of the GMS data team supports the choice of this focus area. Teachers are learning to use this data to help form flexible groups and influence instruction.

2. Briefly describe school-wide reform strategies that your school utilizes to address the improved achievement of your lowest-achieving students.

Greeneville Middle School has implemented a Response to Intervention (RTI) Program this year. This program focuses on students who do not meet certain requirements on benchmarking or TCAP assessments in math and/or reading. Students participate in an additional reading or math session each day to focus on skills to help them recover skills they have not yet acquired.

Greeneville Middle School offers READ 180 and Expert 21 classes for students who are at least two years below grade level. Read 180 is available to sixth and seventh graders. Eighth graders who require this class participate in the Expert 21 program.

Students who are more than two years below grade level in language arts participate in a small group class taught by the grade level special education teachers, whom are highly qualified in language arts. Through small group instruction, these teachers are able to focus on the gaps in student learning and focus on closing these gaps.

In addition, the Greeneville Middle School special education department operates on an inclusion model. Each grade level includes a special education teacher and a special education assistant. These teachers and assistants provide extra support for students in the regular classroom setting.

Greeneville Middle School has implemented a focused tutoring program this year as well. Tutoring services are available to students Monday through Thursday each week. On Mondays tutoring focuses on language arts and science, Wednesday tutoring focuses on math and social studies, while on Tuesdays and Thursdays students may work on any subject. On focused tutoring days, students must be assigned by their teachers. This allows tutoring teachers to focus on assisting those students with the most need. In conjunction with the tutoring program, GMS offers an "ICU" program. This allows teachers to assign students to mandatory tutoring in order to complete missing assignments or tests.

3. Are all staff at your school Highly Qualified?

All teachers at Greeneville Middle School are certified and highly qualified for their teaching assignments.

4. List the major High Quality and ongoing professional development activities at your school that impact areas of need as demonstrated by data.

Mathematics teachers and special education teachers meet with a mathematics consultant to improve mathematics instruction. Mathematics teachers work with text book representatives to learn how to best implement resources available with the new math textbooks.

The entire faculty participates in sessions on differentiated instruction. Professional development on differentiated instruction includes information on how to differentiate for interest as well as readiness. As a part of differentiated instruction training, teachers also learned about using formative assessments to influence instruction. This is intended to help teachers focus on student needs and plan effective teaching and reteaching.

5. What strategies are used to attract highly qualified teachers to high need schools?

Greeneville City Schools maintains a strong collaborative relationship with East Tennessee State University and Tusculum College to assist in the training and recruitment of highly qualified teachers. We also offer a competitive salary and benefits package and have a reputation of a high performing school system which attracts many local educators as well.

6. List the major strategies utilized by your school to increase effective parental involvement.

Greeneville Middle School begins each year with three parent night sessions. Each grade level has one night dedicated to its families and students.

Greeneville Middle School also utilizes its Family and Community Engagement(F.A.C.E.) liaison to increase parental involvement. As an outreach, GMS hosted a technology parent night in November. In February, GMS will host a bullying awareness parent night. Additionally, the F.A.C.E. liaison assists teachers in creating and posting educational videos to their class websites. Some video topics are homework tips or study review sessions.

The GMS library works with the Greeneville Schools in Action group to assist with the book fair fundraiser. To increase parent involvement at the GMS book fair, the fair was open during a home basketball game to encourage parents and community members to visit.

Greeneville Middle School provides and maintains records on Parent Portal to enable students and parents to access student grades at their convenience.

Additionally, the GMS tech leader maintains the overall structure of the Greeneville Middle School website. Each teacher maintains a website for his or her class. Clubs and athletic teams have sites dedicated to keeping students and parents informed of their activities.

Greeneville Middle School utilizes SchoolCast to inform parents and others about events, deadlines, and news happening at GMS.

The Greeneville Middle School newsletter, *The Middle Years*, is updated monthly and is available online. Parents who prefer may request paper copies of this newsletter.

7. What is your school's plan for assisting in the transition of students from early childhood programs to elementary school programs (where applicable)?

Not applicable. GMS serves sixth through eighth grades.

8. Describe how your school involves teachers in assessment decision regarding the use of assessment in improving student performance and instructional programs.

GMS teachers meet in teams to discuss and interpret STAR testing results in order to place students in the RTI program, move them throughout the RTI tiers or transition students out of the RTI program.

GMS teachers have access to TCAP data for students they have taught and students they currently teach. Teachers are encouraged to use this information to look for trends in their teaching. This information helps teachers target needs of students and improve weak areas in their curricula. The GMS data team assists in helping teachers make decisions about assessment. Teacher representatives learned how to use reports available through TVAAS and Pearson Access to make decisions about instruction.

9. What are your school's strategies for providing additional assistance to students experiencing difficulties in the mastery of standards?

Math and language arts teachers are encouraged to use STAR testing reports formatively. Reports within STAR provide teachers and students with a list of state performance indicators on which students should focus in order to increase their likelihood of mastering these standards. Teachers are encouraged to use these reports to differentiate reteaching plans for students.

Students not making adequate progress on benchmarking test become eligible to participate in the RTI program at GMS.

10. How do you coordinate and integrate federal, state, and local services and programs.

Greeneville City Schools emphasizes collaboration across programs (regular, special education, and Title I) at the district and school levels. The Leadership Team includes members from all departments and schools. All decisions regarding curriculum, professional development, and assessment are discussed within this group. In addition, schools are encouraged to supplement district-funded initiatives with partnerships developed at the community level including our GSIA and local businesses.