

## Revised Tennessee School and District Improvement Plan Template

School:	<b>Greeneville Middle School</b>	
District:	<b>Greeneville City Schools</b>	
Analysis of last year's final results:	Areas of Greatest Progress:	Areas of Greatest Challenge:
	<ul style="list-style-type: none"> <li>• 7<sup>th</sup> grade math increased proficient and advanced +25.2%</li> <li>• 3<sup>rd</sup> -8<sup>th</sup> grade math increased proficient and advanced +6.9%</li> </ul>	<ul style="list-style-type: none"> <li>• Did not meet AMO for Hispanic subgroup in grades 3-8 in math and reading</li> <li>• Did not meet AMO for Black subgroup in grades 3-8 in reading</li> <li>• 7<sup>th</sup> grade ELA achievement decreased -5.6%</li> </ul>
	Source of Progress:	Source of Challenge:
	<ul style="list-style-type: none"> <li>• Prescriptive tutoring at two feeder schools</li> <li>• Focus on formative assessment, self-assessment, and differentiated instruction</li> <li>• RTI math implemented in 7<sup>th</sup> grade</li> <li>• Reassignment of current staff and hiring new staff</li> </ul>	<ul style="list-style-type: none"> <li>• 69.2% of Hispanic students are also classified as economically disadvantaged</li> <li>• Professional development to focus on math</li> <li>• Lack of focus on the specific subgroups who experienced decline</li> <li>• Non-academic barriers to learning (health and fitness)</li> </ul>
Goals for 2012-13 school year	<p>GMS will strive to continue to improve in math achievement.</p> <p>GMS will strive to meet the system AMO goals in seventh grade English/language arts.</p> <p>GMS will strive to battle non-academic barriers to learning.</p>	
Plan for this school year:	Key strategies to achieve goals:	
	<ol style="list-style-type: none"> <li>1. <b>Strategy:</b> Extend the reach of our best teachers</li> </ol> <p><b>Implementation Plan:</b></p> <ol style="list-style-type: none"> <li>A. Teachers, either struggling or successful, visit another classroom or school to observe best and next practices focusing on ways to close the Hispanic and Black subgroup achievement gaps.</li> <li>B. Continue to use the AIMS TIGER teacher evaluation model utilizing academic specialists as mentors and coaches to improve each teacher's effectiveness for all subgroups.</li> <li>C. Continue the practice of principals and school leaders using data to determine professional development at the school, grade level, and subject area and individualize PD for teachers focusing on strategies that address Hispanic and Black subgroup achievement gap closure.</li> <li>D. Provide training for all teachers on how to do individual conferencing</li> </ol>	

with students helping students to set goals, self-assess, and be accountable for results using data from benchmark assessments, formative classroom assessments and summative assessments.

**Desired outcomes:** All students will improve and meet individual goals on the end of the year TN assessment (TCAP and EOC), the AMO targets for Hispanic and Black subgroups will be accomplished, and the 7<sup>th</sup> grade ELA will increase achievement to meet the system goal.

**Projected costs and funding sources:** Combined costs of implementation plan will be paid by the system with funding sources including general fund, Race to the Top, Title III, and system fund balance.

**Describe how this specific strategy will help you achieve your goals for the 2012-13 school year and address areas of challenge from the past year:**

We know that research indicates that the teacher is the single most important factor in student learning. The implementation plan will create professional learning communities, share best practices, and increase teacher growth as an approach to closing the gap for our Hispanic and Black students and increasing the achievement and growth for 7<sup>th</sup> grade ELA. This strategy will not only target our areas of greatest challenge but will also help Greeneville Middle School improve all students' achievement and growth in all subject areas.

2. **Strategy:** Implement individualized strategies based on student data including summative and formative assessments.

**Implementation Plan:**

- A. Fully implement RTI in math and reading
- B. Implement prescriptive tutoring utilizing extended contract money to close the academic achievement gaps in hopes of also targeting Hispanics and Blacks subgroups as well as 7<sup>th</sup> grade ELA achievement
- C. Revise schedules in grades 6, 7, and 8 to allow extended time in math and ELA
- D. Implement individual student conferencing, student goal setting, and self-assessment with all students

**Desired outcomes:** All students will improve and meet individual goals on the end of the year TN assessment (TCAP and EOC), the AMO targets for Hispanic and Black subgroups will be accomplished. Seventh grade ELA will increase achievement to meet the system goal.

**Projected costs and funding sources:** Combined costs of implementation plan will be paid by the system with funding sources including the general fund, Race to the Top, Title II, and a donation.

**Describe how this strategy will help you achieve your goals for the 2012-2013 school year and address areas of challenges from the past year:** The

	<p>strategies that we plan to fully implement at GMS are best practices with research based evidences of success. The RTI classes and prescriptive tutoring will specifically address the Hispanic subgroup challenges with math and reading, as well as the Black subgroup challenges with reading, and the overall 7<sup>th</sup> grade ELA achievement. Individual conferencing with all students will instill responsibility and accountability for all students in all areas including target subgroups of Hispanic and Black subgroups. GMS will continue to focus on differentiated instruction including formative assessment, self-reflection, using data to make instructional decisions, and teaching up for each student.</p> <p>3. <b>Strategy:</b> Implement the use of the research based SPARK PE program beginning in January 2013 in order to reduce non-academic barriers to learning.</p> <p><b>Implementation Plan:</b></p> <p>A. SPARK trainers taught physical education teachers how to use SPARK equipment and lessons in October 2012.</p> <p>B. Use SPARK lessons that include: social and emotional learning, direct health education, and physical activity.</p> <p><b>Desired outcomes:</b> Research indicates that programs like SPARK positively impact graduation rates, attendance rates, discipline referrals, and test scores.</p> <p><b>Projected costs and funding sources:</b> A grant from Blue Cross/Blue Shield funded this program.</p> <p><b>Describe how this specific strategy will help you achieve your goals for 2012-2013 school year and address areas of challenge from the past year:</b> A spike in the percentage of overweight/ obese children occurs at the middle school level. GMS has not used a research based physical education program in the past. This implementation will assist our teachers in providing high quality activities for our students and will also require teachers to track the physical fitness of students at the beginning and end of the course. We believe healthier students will achieve at a greater potential.</p>	
<p>Benchmarks for Progress</p>	<p>Benchmark:</p>	<p>Timeline:</p>
	<p>STAR Reading and Math 3-4 administrations in grades 6 and 8, additional administrations in grade 7</p>	<p>August December March</p>
	<p>Criterion Writing Software</p>	<p>Monthly</p>
	<p>Participation in ELA Common Core Pilot</p>	<p>Quarterly</p>