

ePlan School Planning Template>

Section 1: School Team

Due Date: August 12, 2016

Greg Simpson - Principal
Krista Mann - Assistant Principal
Ginger Johnson - Title I Coordinator/Math
Quinn Kersey - Family Engagement Coordinator/ELA
Tara Churchwell - Lead Teacher/Intervention
Brandy McCracken - Social Studies Teacher
Lawrence Nussio - STEM Teacher
Shellie Billings - Special Education Teacher
Luke Wade - Related Arts Teacher
Rebecca Teaster - Parent
Ginger Markham - Parent
Tammy Lyons - Parent

LEA Checklist Description: School planning team represents the school's stakeholders including teachers, principals, Title I/Family Engagement Coordinators, and other appropriate school personnel, and parents of children. (required).

The stakeholders are identified with full name and title. (required).

LEA Reviewer: Michelle Harless

Reviewed On: 8/12/16

Comments: School Team represents appropriate stakeholders. Thanks!

Section 2(a): School Plan Needs Assessment

Due Date: September 9, 2016

****Look at your data tables within ePlan and answer the following questions.**

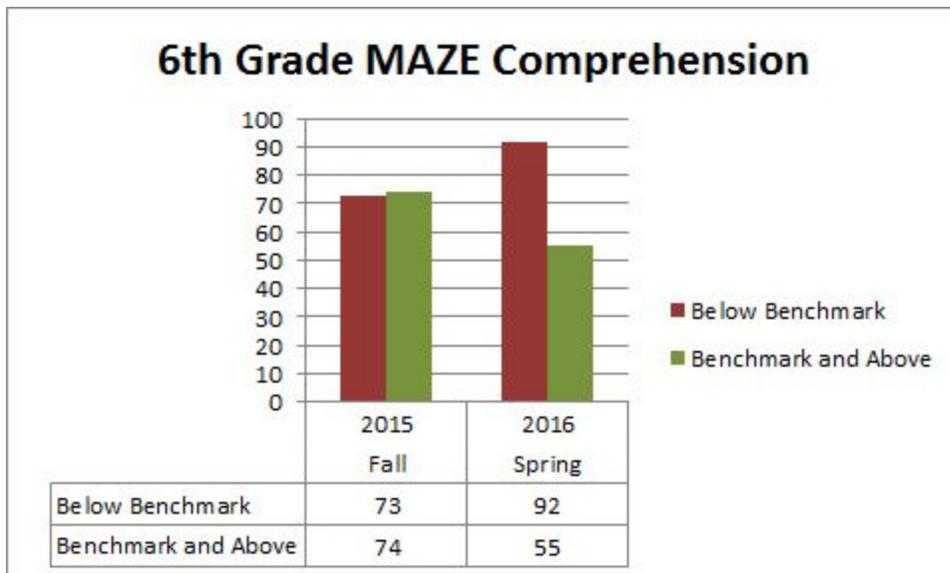
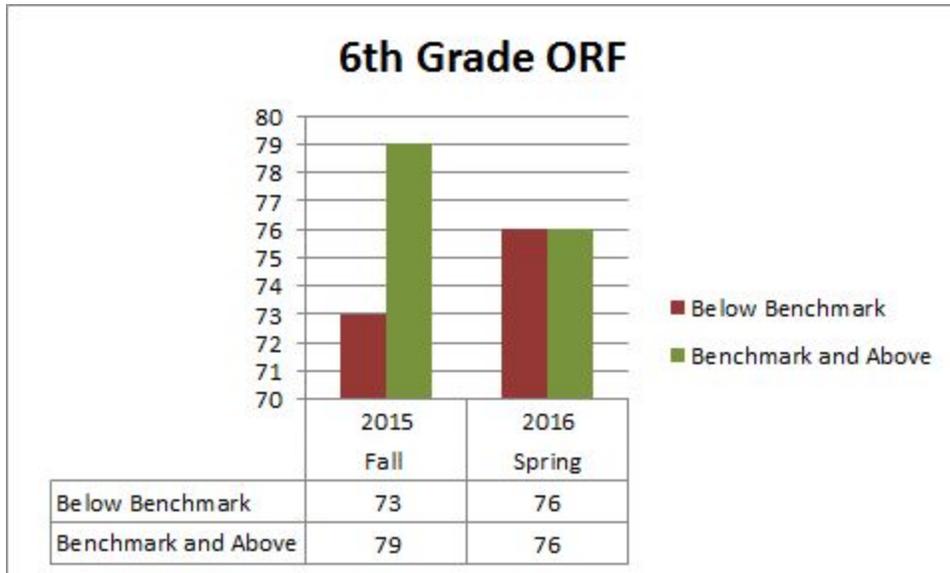
3-8 Reading/Language Arts

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

Due to limited amount of achievement data from the 2015-2016 school year, the district has chosen to use AimsWeb data to measure academic growth.

ePlan School Planning Template

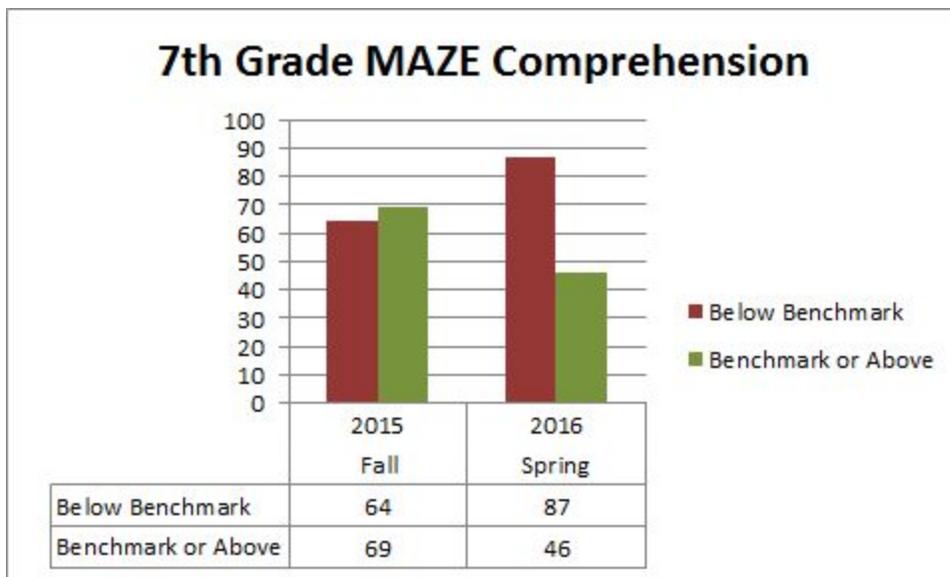
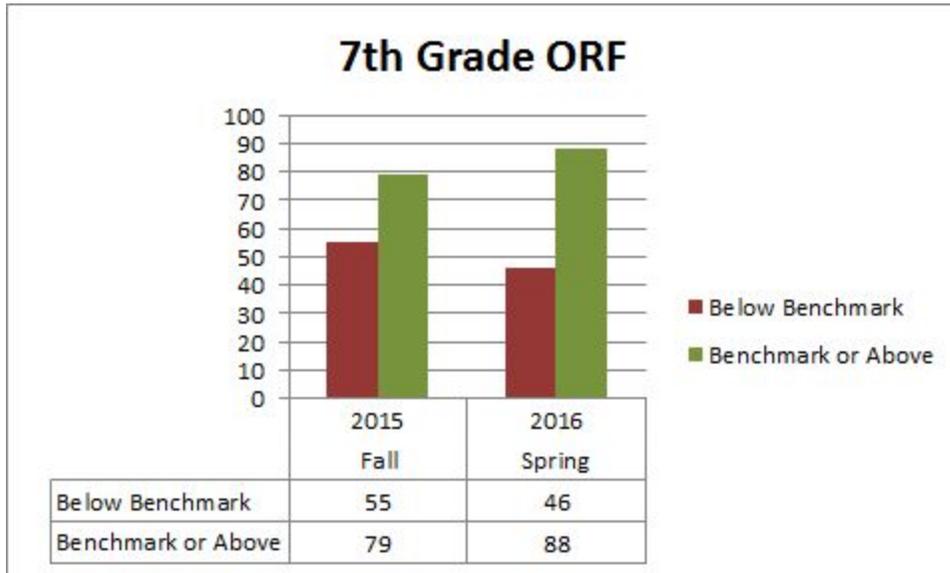
Sixth grade oral reading fluency benchmark scores demonstrate that 79/152 students began the 2015 school year at or above benchmark and decreased to 76/152 at or above benchmark in the Spring of 2016 according to the Aimsweb benchmark assessment. This is a 2% decrease from Fall to Spring. Sixth grade Maze (comprehension) benchmark scores showed that 74/147 students began the 2015 school year at or above benchmark and decreased to 55/147 at or above benchmark in the Spring of 2016 according to the Aimsweb benchmark assessment. This is a 16% decrease from Fall to Spring.



Seventh grade oral reading fluency benchmark scores demonstrate that 79/134 students began the 2015 school year at or above benchmark and increased to 88/134 at or above benchmark in the Spring of 2016 according to the Aimsweb benchmark assessment. This is a 7% increase from Fall to Spring. Seventh grade Maze (comprehension) benchmark scores showed that 69/133 students began the 2015 school year at or above benchmark and decreased to 46/133 at or above benchmark in the Spring of 2016 according to the Aimsweb

ePlan School Planning Template>

benchmark assessment. This is a 17% decrease from Fall to Spring. 7th grade ORF is a Strength

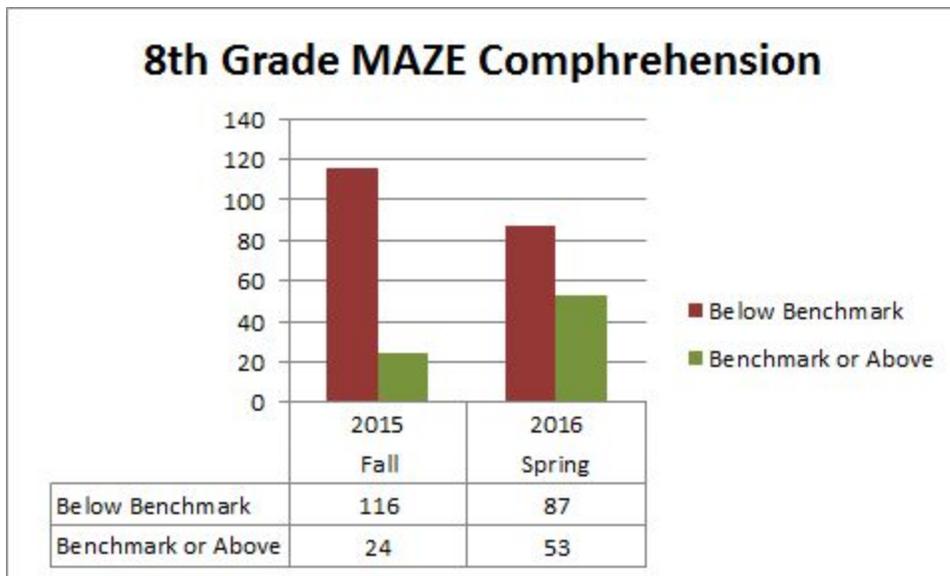
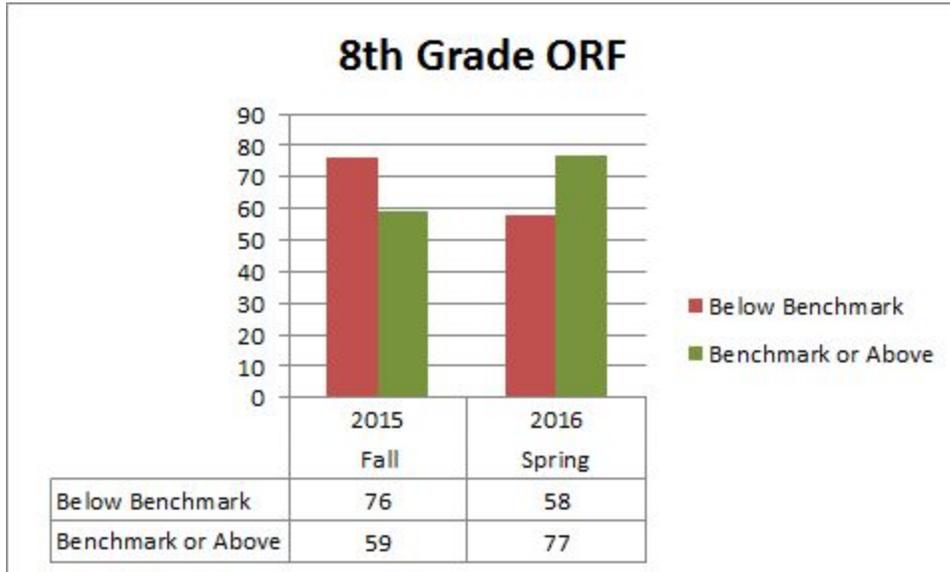


Eighth grade oral reading fluency benchmark scores demonstrate that 59/135 students began the 2015 school year at or above benchmark and increased to 77/135 at or above benchmark in the Spring of 2016 according to the Aimsweb benchmark assessment. This is a 13% increase from Fall to Spring. Eighth grade Maze (comprehension) benchmark scores showed that 24/140 students began the 2015 school year at or above benchmark and decreased to 53/140 at or above benchmark in the Spring of 2016 according to the Aimsweb benchmark assessment. This is a 21% decrease from Fall to Spring.

Eighth grade students achieving benchmark were significantly lower than 6th-7th grades. 7th and 8th grade had positive gains in ORF. This can be attributed to daily oral reading fluency such as cloze reading, partner reading, timed reading, and choral reading frequently. 6th grade ORF is a weakness. This is attributed to: ORF has been identified as an area to strengthen due to all teachers not applying daily oral reading fluency such as cloze reading,

ePlan School Planning Template

partner reading, timed reading, and choral reading frequently is not practiced on a daily basis by all teachers. 8th grade displayed positive growth with MAZE scores. This is attributed to comprehension strategies being taught as well as applied daily during instruction with application. Utilization of higher order thinking questions including Bloom's taxonomy. 6th and 7th grade MAZE scores is an area to strengthen. Teachers focus on assessing standards and comprehension of standards not the lone skill of comprehension in isolation.



*Discuss the progress and challenges of students who are **economically disadvantaged, students with disabilities, and English Learners**. Cite specific example and include local data analyzed as part of the comprehensive needs assessment.*

ePlan School Planning Template

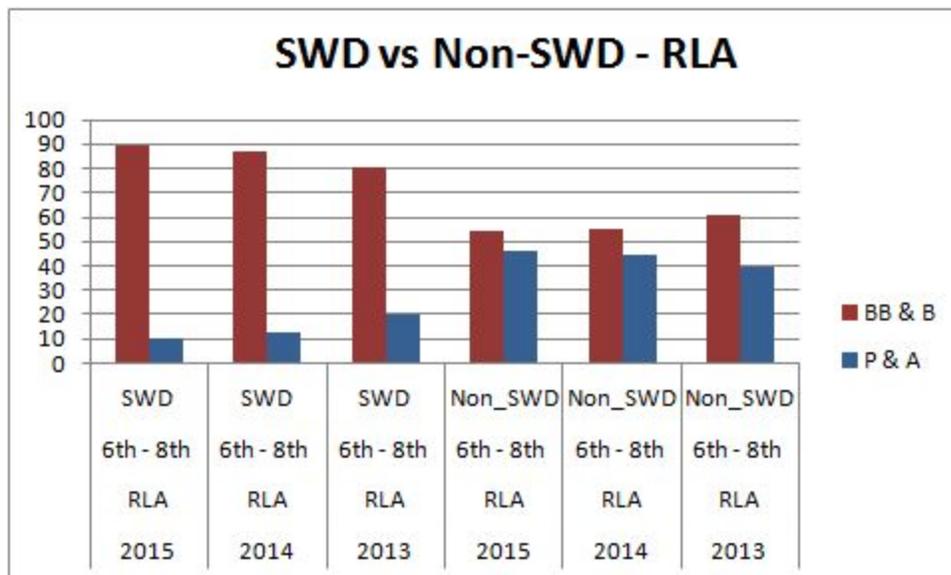
The district has increased the number of students with disabilities who access the core curriculum. Discrepancies exist within each subgroup when compared with their counterpart. While students with non-disabilities increase over the 3-year period, students with disabilities decreased over that same 3-year period.

When comparing Economically Disadvantaged to Economically Advantaged students, both categories show growth over a 3-year period.

Our BHN subgroups increased from 17.2 to 40.7 which is a 23.5 growth over the 3-year period, while our White population demonstrated inconsistent growth.

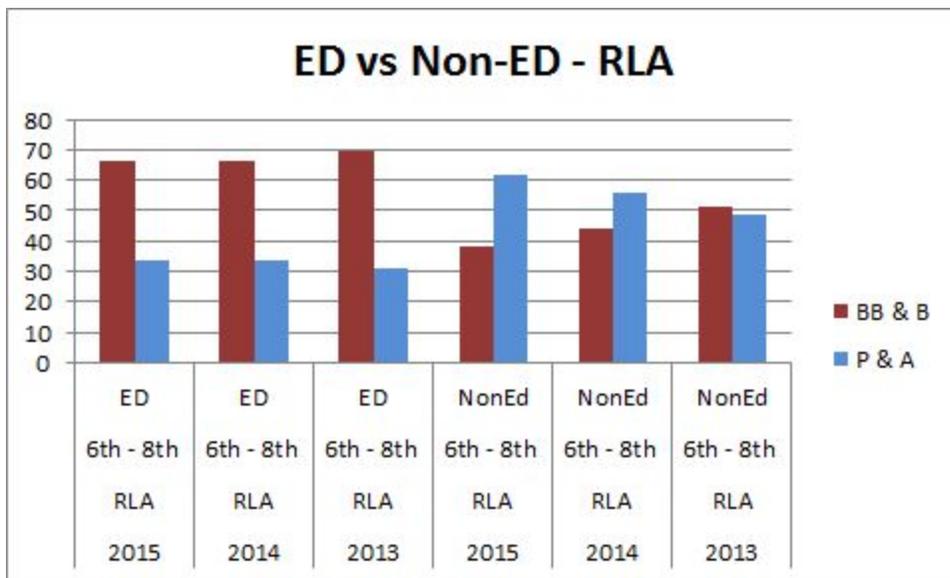
Our strengths with ED are contributed to the increase in teacher awareness through applicable professional development and the unpacking of the standards over the past few years. We attribute the decline of RLA scores with SWD students to the staff turnover; inconsistency with changes in curriculum access including SWD students receiving small group instruction for the core curriculum.

Year	subject	grade	subgroup	BB & B	P & A	enrolled
2015	RLA	6th - 8th	SWD	89.7	10.3	84
2014	RLA	6th - 8th	SWD	87.2	12.8	72
2013	RLA	6th - 8th	SWD	80.2	19.8	
2015	RLA	6th - 8th	Non_SWD	53.9	46.1	426
2014	RLA	6th - 8th	Non_SWD	55.5	44.5	448
2013	RLA	6th - 8th	Non_SWD	60.5	39.5	

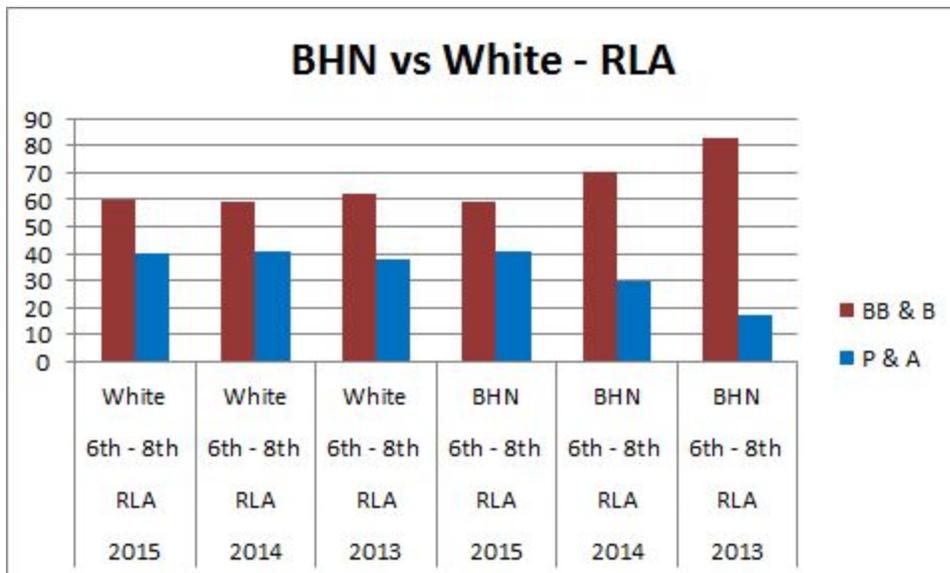


Year	subject	grade	subgroup	BB & B	P & A	enrolled
2015	RLA	6th - 8th	ED	66.4	33.6	394
2014	RLA	6th - 8th	ED	66.4	33.6	392
2013	RLA	6th - 8th	ED	69.3	30.7	375
2015	RLA	6th - 8th	NonEd	38.1	61.9	116
2014	RLA	6th - 8th	NonEd	43.9	56.1	128
2013	RLA	6th - 8th	NonEd	51.2	48.8	130

ePlan School Planning Template



Year	subject	grade	subgroup	BB & B	P & A	enrolled
2015	RLA	6th - 8th	White	59.7	40.3	481
2014	RLA	6th - 8th	White	59.4	40.6	493
2013	RLA	6th - 8th	White	62	38	492
2015	RLA	6th - 8th	BHN	59.3	40.7	28
2014	RLA	6th - 8th	BHN	70.4	29.6	27
2013	RLA	6th - 8th	BHN	82.8	17.2	13



3-8 Mathematics

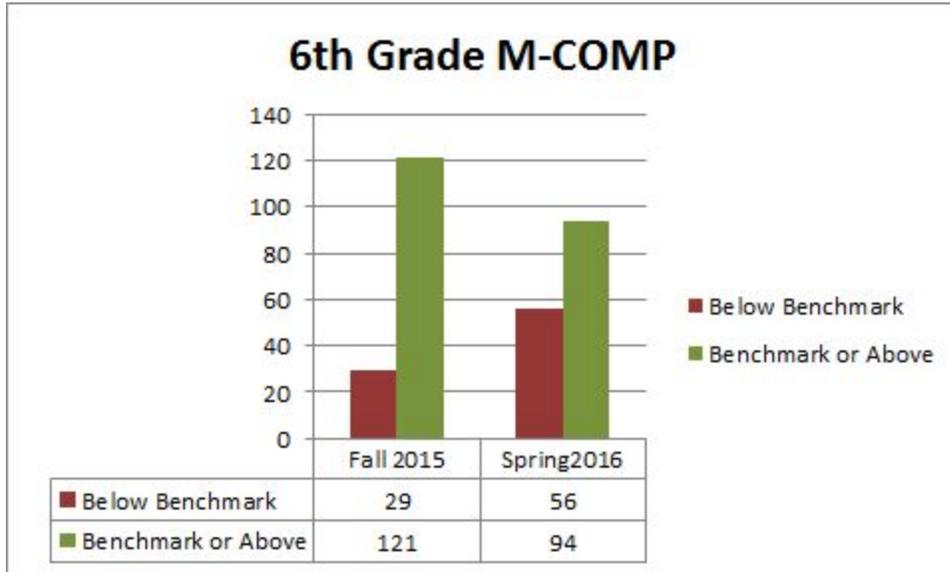
After Analyzing the data for all students, please provide a summary of the progress and challenges, identifying causes for each. Cite specific examples and address **racial/ethnic subgroups where relevant**. (Include all local data analyzed as part of the comprehensive

ePlan School Planning Template

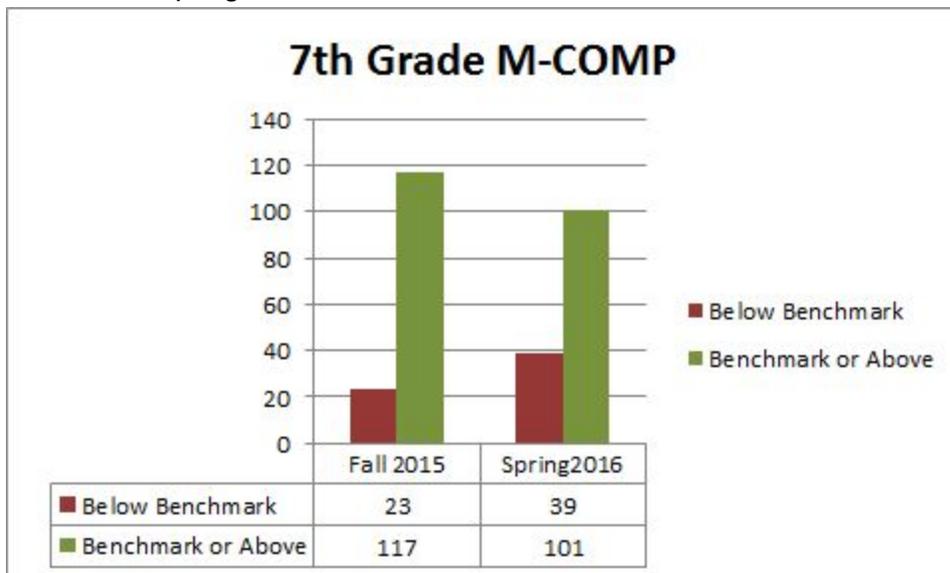
needs assessment.)

Due to limited amount of achievement data from the 2015-2016 school year, the district has chosen to use AimsWeb data to measure academic growth.

Sixth grade math students began the 2015 school year with 121/150 students at or above benchmark and decreased to 94/150 at or above benchmark in the Spring of 2016 in math computation according to the Aimsweb benchmark assessment. This is an 18% decrease from Fall to Spring.



Seventh grade math students began the 2015 school year with 117/140 students at or above benchmark and decreased to 101/140 at or above benchmark in the Spring of 2016 in math computation according to the Aimsweb benchmark assessment. This is an 11% decrease from Fall to Spring.

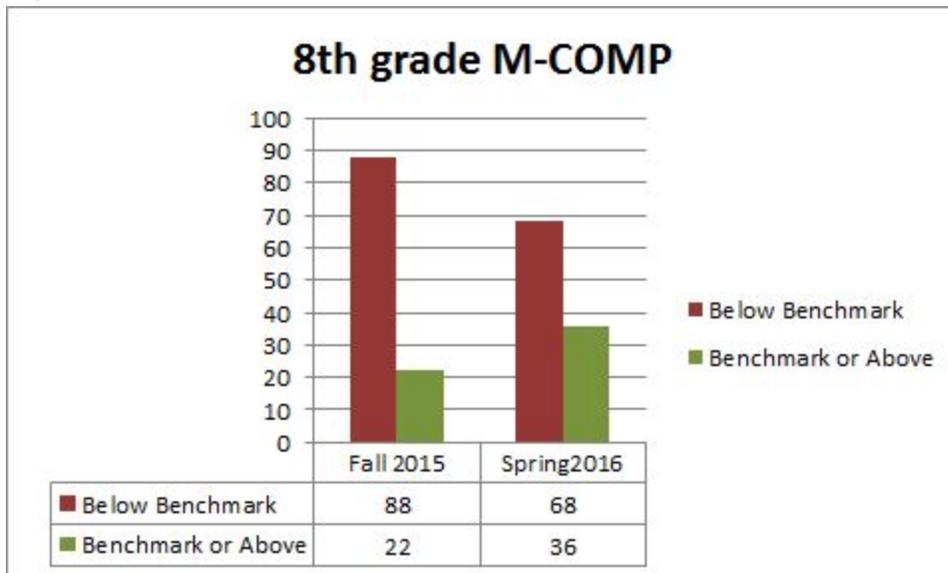


Eighth grade math students began the 2015 school year with 22/104 students at or above benchmark and decreased to 36/104 at or above benchmark in the Spring of 2016 in math computation according to the Aimsweb benchmark assessment. This is a 13% increase from

ePlan School Planning Template>

Fall to Spring. When disaggregating this data, it was evident that even though 8th grade increased 13% from Fall to Spring. Eighth grade students achieving benchmark were significantly lower than 6th-7th grades.

6th and 7th grade M-COMP scores reflected a decline which can be caused by not practicing basic number sense skills including addition, subtraction, multiplication, and division fluency, but rather focusing on teaching TN Standards. 6th grade also had staff turnover throughout the year. Eighth grade exhibited positive growth. This growth can be based upon the Implementation of RTI2.



Discuss the progress and challenges of students who are economically disadvantaged, students with disabilities, and English Learners. Cite specific example and include local data analyzed as part of the comprehensive needs assessment.

Discrepancies exist within each subgroup when compared with their counterpart. Students with non-disabilities increase over the 3-year period, while our SWD population demonstrated inconsistent growth over that same 3-year period.

When comparing Economically Disadvantaged to Economically Advantaged students, both categories show growth over a 3-year period.

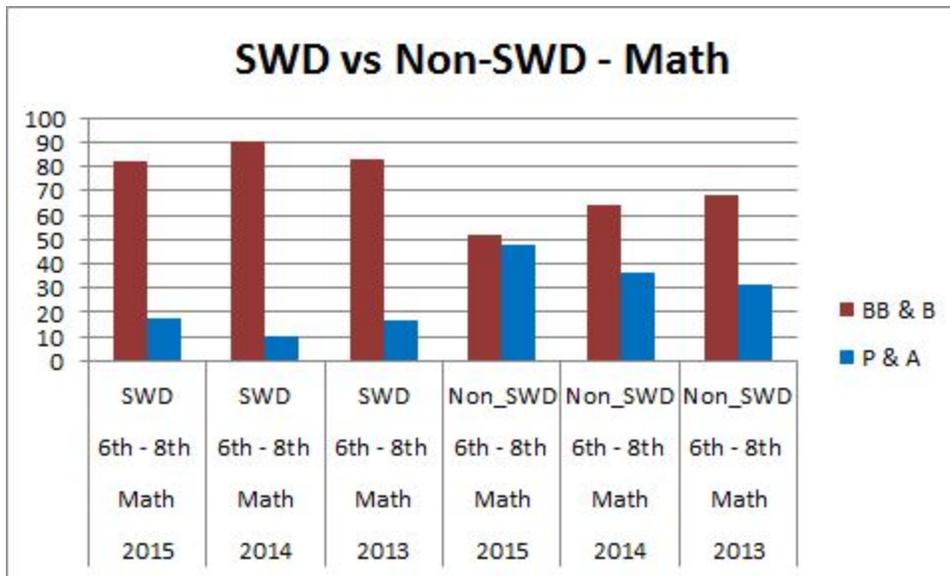
Our BHN and White subgroups had a consistent growth over the 3-year period.

The area of strength for ED is Math over the three-year period. The data demonstrates a positive gain in consecutive years. This can be attributed to the following: teachers teaching one subject and grade level, collaboration among staff, personnel, and coaches, monthly PLC's, professional development, alignment with state curriculum, implementation of RTI2, and increase of rigor in the classroom.

Inconsistencies with SWD displayed over recent years is an area to strengthen. We attribute the decline of Math scores with SWD students to the staff turnover; inconsistency with changes in curriculum access including SWD students receiving small group instruction for the core curriculum.

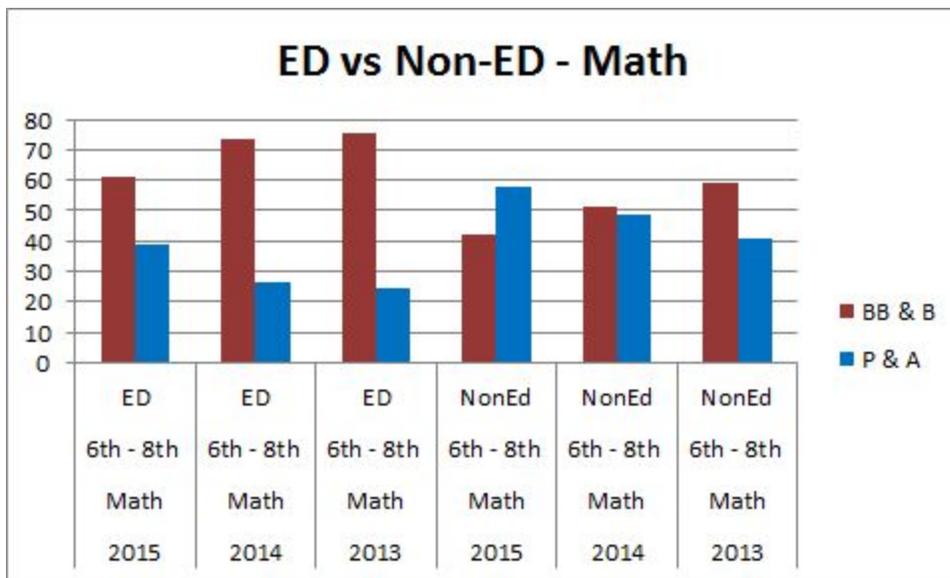
ePlan School Planning Template >

Year	subject	grade	subgroup	BB & B	P & A
2015	Math	6th - 8th	SWD	82.1	17.9
2014	Math	6th - 8th	SWD	90	10
2013	Math	6th - 8th	SWD	83.1	16.9
2015	Math	6th - 8th	Non_SWD	51.9	48.1
2014	Math	6th - 8th	Non_SWD	63.8	36.2
2013	Math	6th - 8th	Non_SWD	68.4	31.6

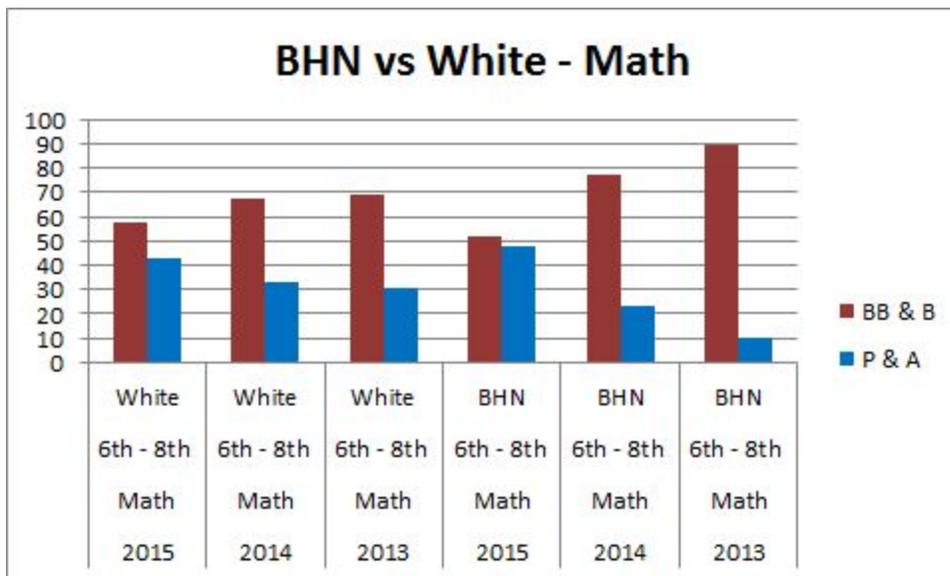


Year	subject	grade	subgroup	BB & B	P & A
2015	Math	6th - 8th	ED	61	39
2014	Math	6th - 8th	ED	73.7	26.3
2013	Math	6th - 8th	ED	75.8	24.2
2015	Math	6th - 8th	NonEd	42	58
2014	Math	6th - 8th	NonEd	51.5	48.5
2013	Math	6th - 8th	NonEd	59.4	40.6

ePlan School Planning Template >



Year	subject	grade	subgroup	BB & B	P & A
2015	Math	6th - 8th	White	57.3	42.7
2014	Math	6th - 8th	White	67	33
2013	Math	6th - 8th	White	69.3	30.7
2015	Math	6th - 8th	BHN	51.9	48.1
2014	Math	6th - 8th	BHN	77	23
2013	Math	6th - 8th	BHN	89.7	10.3



3-8 Science

After Analyzing the data for all students, please provide a summary of the progress and

ePlan School Planning Template

*challenges, identifying causes for each. Cite specific examples and address **racial/ethnic subgroups where relevant**. (Include all local data analyzed as part of the comprehensive needs assessment.)*

RMS has seen increases in achievement data, but historically TVAAS data has demonstrated a negative growth from 6th to 8th grade. Overall, the students have increased from 40.2% to 48.7% proficient/advanced showing an 8.5% increase from 2012/1013 to 2014/2015. Most growth was shown in 6th grade where levels have increased from 45.7% to 63.2%. All subgroups are steadily growing respectively with the entire student population. RMS will experience a 5% growth with its proficient/advanced students across all subgroups by duplicating the growth of 8th graders relative to the growth of 6th grade. 8th grade only experienced an increase of students scoring proficient advanced by a 0.1% increase from 2012/2013 to 2014/2015.

The increase in science scores can be attributed to the following: teachers teaching one subject and grade level, collaboration among staff, personnel, monthly PLC's, professional development, alignment with state curriculum, and increase of rigor in the classroom.

*Discuss the progress and challenges of students who are **economically disadvantaged, students with disabilities, and English Learners**. Cite specific example and include local data analyzed as part of the comprehensive needs assessment.*

Discrepancies exist within each subgroup when compared with their counterpart. While students with non-disabilities increased over the 3-year period, students with disabilities decreased over that same 3-year period.

When comparing Economically Disadvantaged to Economically Advantaged students, both categories showed growth over the 3-year period.

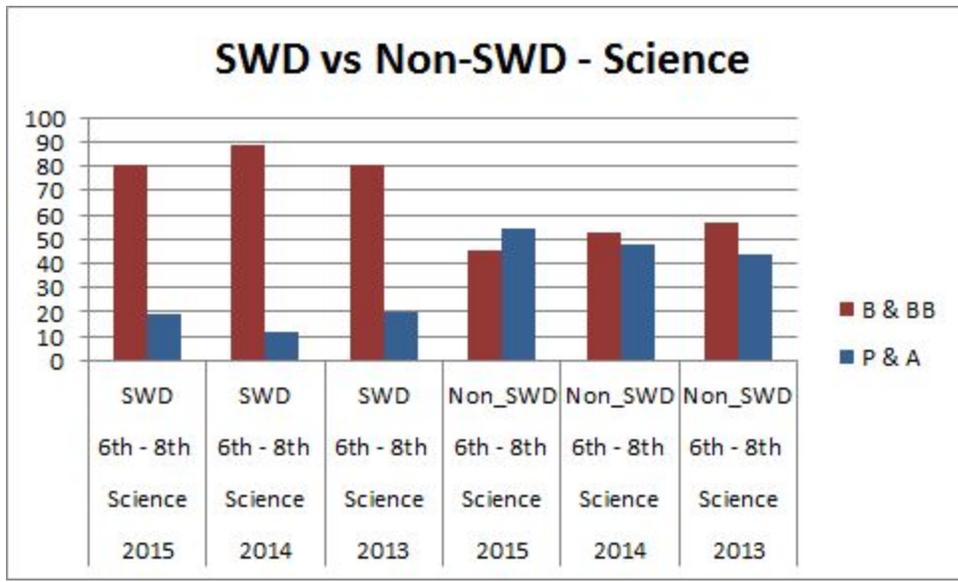
Our BHN and White subgroups had a consistent growth over the 3-year period.

The positive growth that can be perceived from the data for ED students can be attributed to the following: teachers teaching one subject and grade level, collaboration among staff and other personnel, monthly PLC's, professional development, alignment with state curriculum, and increase of rigor in the classroom.

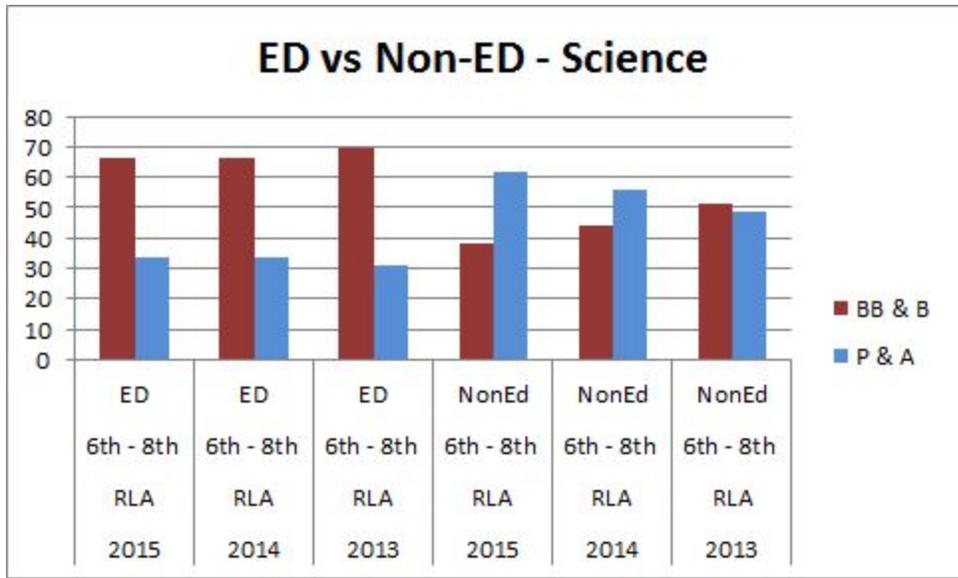
Contributing factors to the inconsistent growth scores with SWD are: decrease in class time for instruction, staff turnover, and increase in class sizes.

Year	subject	grade	subgroup	BB & B	P & A
2015	Science	6th - 8th	SWD	80.7	19.3
2014	Science	6th - 8th	SWD	88.6	11.4
2013	Science	6th - 8th	SWD	80.2	19.8
2015	Science	6th - 8th	Non_SWD	45.6	54.4
2014	Science	6th - 8th	Non_SWD	52.4	47.6
2013	Science	6th - 8th	Non_SWD	56.4	43.6

ePlan School Planning Template >

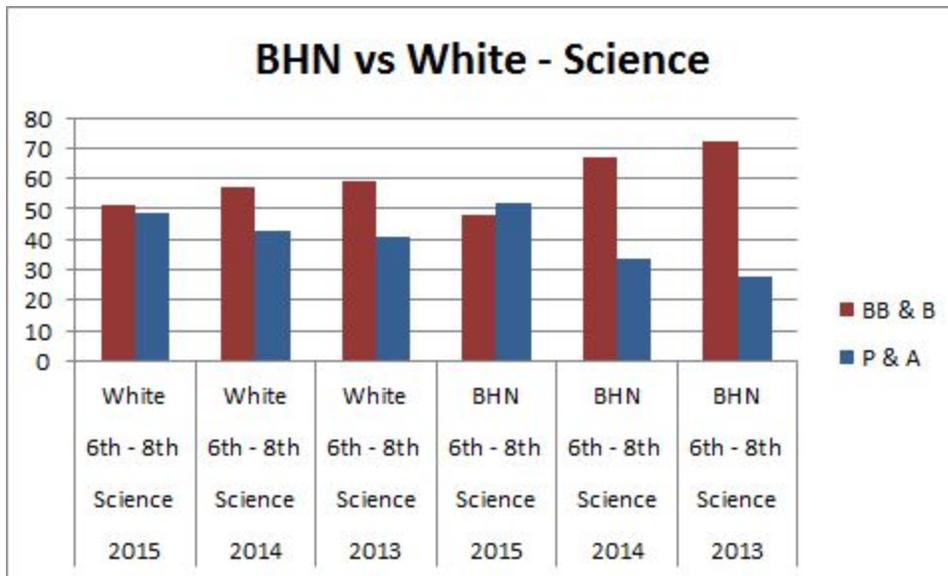


Year	subject	grade	subgroup	BB & B	P & A
2015	Science	6th - 8th	ED	56.3	43.7
2014	Science	6th - 8th	ED	61.3	38.7
2013	Science	6th - 8th	ED	63.7	36.3
2015	Science	6th - 8th	NonEd	35.4	64.6
2014	Science	6th - 8th	NonEd	48.2	51.8
2013	Science	6th - 8th	NonEd	51.7	48.3



ePlan School Planning Template

Year	subject	grade	subgroup	BB & B	P & A
2015	Science	6th - 8th	White	51.6	48.4
2014	Science	6th - 8th	White	57	43
2013	Science	6th - 8th	White	59	41
2015	Science	6th - 8th	BHN	48.2	51.8
2014	Science	6th - 8th	BHN	66.7	33.3
2013	Science	6th - 8th	BHN	72.5	27.5



Other K-8 Data (K-2 Assessments, benchmark data, etc.)

Analyze any additional data and provide a summary of progress and challenges, identifying reasons for each. Cite specific examples where possible. You may insert data points as needed.

Rogersville middle school students scored higher in all subject areas compared to the national norm group. Explore test data is scaled from 1 to 25.

RMS students scored higher with 16.8 on the composite compared to the national norm group with a score of 15.5. Among RMS's subgroups for English the highest achieving group was two or more races with 15.4 and our lowest achieving group was American Indian/Alaska Native 13.0.

For math, the highest achieving group was Hispanic/Latino group with 18.8 and our lowest achieving group was American Indian/Alaska Native 15.0.

In reading, the highest achieving group was Hispanic/Latino group with 17.0 and our lowest achieving group was American Indian/Alaska Native 13.0.

For science, the highest achieving group was two or more races with 17.9 and our lowest achieving group was American Indian/Alaska Native 16.0.

For the composite, the highest achieving group was two or more races with 17.0 and our lowest achieving group was American Indian/Alaska Native 14.0.

For the subgroups of males and females, females scored higher in all areas.

Data is being utilized from 2015-16 AIMSWeb scores.

LEA Checklist Description: School analyzed the data and provided a summary of progress and challenges, identifying underlying reasons for each and cited specific examples where possible for the following areas:

ePlan School Planning Template>

Reading/Language Arts (required)
Math (required)

School analyzed other subject data and provided a summary of progress and challenges, identifying underlying reasons for each and cited specific examples where possible (optional)

LEA Reviewer: Michelle Harless
Reviewed On: 11/12/16

Comments: Great job compiling your data. What do you see as your areas of progress and challenges? What do you attribute your progress and challenges to? Pay particular attention to your ED and SWD subgroups.

Section 2(b): School Plan Needs Assessment (continued) **Due Date: September 23, 2016**

****Look at your data tables within ePlan and answer the following questions.**

Explore/Plan/ACT - Analyze your data and provide a summary of progress and challenges, identifying underlying reason for each.

Rogersville middle school students scored higher in all subject areas compared to the national norm group.

Explore test data is scaled from 1 to 25.

RMS students scored higher with 16.8 on the composite compared to the national norm group with a score of 15.5.

Among RMS's subgroups for English the highest achieving group was two or more races with 15.4 and our lowest achieving group was American Indian/Alaska Native 13.0.

For math, the highest achieving group was Hispanic/Latino group with 18.8 and our lowest achieving group was American Indian/Alaska Native 15.0.

In reading, the highest achieving group was Hispanic/Latino group with 17.0 and our lowest achieving group was American Indian/Alaska Native 13.0.

For science, the highest achieving group was two or more races with 17.9 and our lowest achieving group was American Indian/Alaska Native 16.0.

For the composite, the highest achieving group was two or more races with 17.0 and our lowest achieving group was American Indian/Alaska Native 14.0.

For the subgroups of males and females, females scored higher in all areas.

Graduation Rate - Analyze the data and provide a summary of progress and challenges, identifying underlying reasons for each.

- All three high schools composite for the Class of 2016 is above the state average for public schools!
- The district average composite of 20.1 is the highest in recent memory and certainly the highest in the last 6 years.
- Hawkins County is one of 45 districts in TN with an average composite score above the state average of 19.4 (public schools only).
- In fact, Hawkins County's average composite is also above the state average for

ePlan School Planning Template>

all schools (private schools included) of 19.9.

· Our scores have increased from 18.0 in 2013, to 18.8 in 2014, to 19.3 in 2015, and 20.1 in 2016!

Other College/Career Readiness Data (AP, dual enrollment, dual credit, etc.). *Analyze the data and provide a summary of the progress and challenges, identifying underlying reasons for each.*

8th grade algebra students have a 100% pass for the EOC test.

Students are exposed to college and career readiness by being provided with the opportunity to attend a College and Career day, an On My Own program, exposure to careers and opportunities from local presenters, ETSU Talent Search, Explore Test Inventory, and College Exploration Day.

LEA Checklist Description: School analyzed Explore/Plan/ACT data and provided a summary of progress and challenges, identifying underlying reasons for each (required).

Schools analyzed Graduation Rate data and provided a summary of progress and challenges, identifying underlying reasons for each (required).

Schools analyzed Other College and Career Readiness Data (AP, dual enrollment, dual credit, etc.) and provided a summary of progress and challenges, identifying underlying reasons for each. (optional).

LEA Reviewer: Michelle Harless

Reviewed On: 11/12/16

Comments: You may also want to list other opportunities you are using with your students to discuss College/Career Readiness (i.e. Career Day, On My Own, College Exploration Day)

Section 2(c) School Needs Assessment (continued)
2016

Due Date: September 23,

****Look at your data tables within ePlan and answer the following questions.**

Review student attendance and chronic absenteeism data. *If chronic absenteeism rates exceed 10% (overall or by school, grade level, or subgroup), identify strategies that will be implemented.*

September Attendance Awareness Month; Family engagement events focusing on Skyward Family Access to monitor attendance and grades.

Our truancy officer along with data clerks closely monitor absences, make phone calls, and send out letters to those who are potentially truant.

Review the discipline data. If suspensions and/or expulsions rates - either overall or by subgroup - exceed state average by 25% (i.e. out-of-school suspension rates are about

ePlan School Planning Template>

7.75% or expulsion rates above .25%), describe strategies school will adopt in order to reduce lost instructional time and/or disparate impact. Note 2014-15 statewide suspension rate was 6.2% and the statewide expulsion rate was 0.2%.

RMS had 28/507 students suspended during the 2015-16 school year, which is .06%. RMS did not exceed the statewide suspension rate. RMS expulsion rate is 0%, which does not exceed the statewide expulsion rate.

LEA Checklist Description: School analyzed school climate & culture data and provided a summary of progress and challenges, identifying underlying reasons for each (optional, required if rates exceed state average).

LEA Reviewer: Michelle Harless

Reviewed On: 11/12/16

Comments: Do you have your specific attendance data or suspension data? If not, Greg Sturgill can help you pull this information. Look closely at your Chronic Absenteeism data.

Section 2(d): School Plan Needs Assessment (continued) **Due Date: September 23, 2016**

Human Capital Report - Please enter data into fields.

LEA Checklist Description: Data has been accurately entered.

LEA Reviewer:

Reviewed On:

Comments: **This will be entered into ePlan on November 15.**

Section 2(e): School Plan Needs Assessment (continued) **Due Date: September 30, 2016**

****Look at your data tables within ePlan and answer the following questions.**

Additional Areas - Consider your progress in the following areas:

RTI2 has been fully implemented for one school year at Rogersville Middle School grades 6-8 in RLA and Math.

6th Grade RLA

Fall 2015 to Spring 2016 Oral Reading Fluency scores increased 25.5 words per minute as a group. TIER III students showed an increase of 23.2 wpm. TIER II students demonstrated a 26.4 wpm increase. Two students reached the 25th percentile benchmark out of 19 (11%), and were moved back into TIER I at the end of the Spring 2016. 9/19 (47%) students increased their progress monitoring grade level. 19/19 (100%) students made progress throughout the year.

Fall 2015 to Spring 2016 Maze (comprehension) scores increased by 3.9 words correctly answered throughout a reading passage. 79% (15/19) students increased their maze score.

7th Grade RLA

ePlan School Planning Template>

Winter 2015 to Spring 2016 Oral Reading Fluency scores increased 79% from benchmark to benchmark. There was a 67% increase in the Maze (comprehension) benchmark scores.

8th Grade RLA

Fall 2015 to Spring 2016 Oral Reading Fluency scores increased 95% from benchmark to benchmark. There was an 89% increase in the Maze (comprehension) benchmark scores.

-Professional Development

Monthly PLCs are conducted in all subject areas. Bi-monthly staff meetings are utilized to deliver pertinent information. Four professional development days are required each summer with varying subject areas offered by Hawkins County District. Teachers are able to choose subject areas to strengthen during the four day PDs. Teachers are also given opportunities throughout the year for PD. New teachers are required to use professional days to observe veteran teachers to expand knowledge through observation. School in-service days were spent unpacking the standards to help teachers understand the curriculum and how to best deliver instruction to meet academic needs of students.

-Teacher Recruitment, Retention, and Evaluation

Teachers are recruited and evaluate among district application pool. Teachers are retained through administrative support, respect, and valued as a relevant stakeholders in a growth driven school. Teachers are evaluated using the state TEAM evaluation model.

-Technology Access and Use

RMS has two computers labs, three mobile iPad carts (set of 30 each), and three laptop cart(set of 30).

Teachers integrate technology in all subject areas. Each teacher has a Promethean board in the classroom.

RTI2 teachers have six computers in each classroom.

Keyboarding and basic computer skills are taught to every student for one nine week period every year.

One weakness for teachers is that the mobile laptop carts are outdated and don't function properly.

During fall and winter all labs are utilized in preparation for the writing assessment causing a lack of availability for other subject areas.

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

Consider your progress in the following areas.

-Parent and Community Involvement

RMS is working on a parent lending library with books, games, and materials to help parents with questions involving multiple areas of the teenage life. RMS is incorporating more activities that involve parent-student interaction with subject area curriculum.

Informational Breakfast - Families were given information about the ACT/EXPLORE test.

Discussions were held as to how to read the results as well as how use them for preparing students for high school and college interests.

ePlan School Planning Template>

Pi Night - Families were offered opportunities to look at and complete math and science lessons that correlated with TNReady test questions and helpful ways to incorporate STEM into family activities.

8th Grade Registration - Families were given information on making the transition from middle school to high school easier by giving helpful hints to make it successful.

A consistent electronic communication via school website and the school automatic message system for parent notification. Parents as well as students have access to Skyward Family program. There is a marquee in the front of the building to keep stakeholders informed of current events.

-Communicating Assessment Results with the Community

School results are communicated to parents/stakeholders via parent engagement activities i.e. Back to School Night. Individual results are also sent home with students.

-Other stakeholder Engagement Efforts

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

RMS has incorporated a program for students to receive food and clothing from outside agencies. Shoes are donated from Rogersville Scottish Rite. The Family Resource Center is utilized for providing essential items for identified student needs. Local agencies provide career advice and information through school/county sponsored events.

LEA Checklist Description: School analyzed additional areas and reflected on what has gone well and where there is room for improvement. (required).

LEA Reviewer: Michelle Harless

Reviewed On: 11/12/16

Comments: Great start! Please review my comments concerning communication and stakeholders.

Section 3: Needs Assessment Summary

Due Date: September 30, 2016

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

Rogersville Middle School's progress can be attributed to the following:

- 1) Close alignment of instruction with the district pacing guides and curriculum maps.
- 2) Application of TN Standards and research-based instructional best practices and high yield strategies in daily classroom instruction.
- 3) Application of monthly content/grade level PLC meetings focused on student achievement.
- 4) Implementation of RTI2 in RLA and Math.
- 5) A consistent electronic communication via school website and the school automatic message system for parent notification.

List, in priority order, your top 3-5 areas of need as identified through the needs assessment. These should be the areas that you can most reasonably address in the coming year.

Prioritize needs will identify the most critical areas where your work will begin with the creation

ePlan School Planning Template>

of the goals and strategies.

Priority Need Content Focus Grade Level Focus (single/range) Primary Subgroup
1 Closing the Gap All subject areas all grades Students with disabilities

2. Achievement Growth ELA 6th and 8th all students

3. Achievement Growth Math 7th and 8th grade all students

LEA Checklist Description: School summarized accomplishments and identified what is working for students (required). School included what attributed to these accomplishments (required).

School listed, in priority order, its top three areas of need as identified through the needs assessment. School prioritized list of needs aligned with data. (required).

LEA Reviewer:

Reviewed On:

Comments:

Section 4: Prioritized Goals and Strategies

Due Date: October 28, 2016

Please expand on your prioritized goals to create SMART goals. Remember that these should be Specific, Measurable, Ambitious, Relevant, and Time-bound. You will be tied to the district goals, but you will expand to show how the school will help meet the goals through school specific strategies and action steps.

G 2) District-Level: All Means All - **School-Level: Intentional Focus on Subgroup Populations**

Description:

District-Level: Through improving access to high quality core instruction, Hawkins County School district will foster a forward progression in student learning as evidenced by a 3% increase in Tier I instruction participation from Fall 2016-Spring 2017.

Performance Measure:

District-Level: AimsWeb Plus

[Update Extension](#) [Delete Extension](#)

S 2.1) District-Level: Data Collection & Analysis - **School-Level: Data Collection & Analysis**

Description:

District-Level: The Hawkins County School District will analyze data specific to students with disabilities during the 4.5 week meetings. Progress monitoring data for subgroups will be reviewed during the 4.5 week meetings.

[Create Action Step](#)

[Copy](#) **AS** 2.1.1) Principal, Assistant Principal, and/or District Committee members will periodically monitor school-level 4.5 meetings looking at specific needs of students with disabilities.

ePlan School Planning Template>

Description:

Principal, Assistant Principal, and/or District Committee members will periodically meet with RTI2 intervention teams during the 4.5 week meetings to analyze data from AimsWeb and current classroom performance in order to address the specific deficit areas of students with disabilities and to measure progress.

Benchmark Indicator:

Increased student achievement, documentation of 4.5 week school-level meetings, and AimsWeb Plus data

Person Responsible:

Krista Mann

Estimated Completion Date:

4/28/2017

[Create Funding Source](#)

[Create Component Relationship](#)

[Copy](#) **AS** 2.1.2) Develop a Culture of High Expectations

Description:

Rogersville Middle School will implement a STEM program for all grade levels which will enhance academic skills relating to science, technology, engineering, and math.

Benchmark Indicator:

TN Ready Testing

Person Responsible:

Lawrence Nussio

Estimated Completion Date:

5/25/2017

[Create Funding Source](#)

[Create Component Relationship](#)

[Update Extension](#) [Delete Extension](#)

S 2.2) District-Level: Prof Develop- Understand Student Needs - **School-Level: Prof Develop- Understand Student Needs**

Description:

District-Level: Provide ongoing, high quality professional development at the school site for administrators, teachers and other instructional staff to understand the needs and improve results for: racial and ethnic groups; limited English proficient students; students with disabilities; economically disadvantaged students.

ePlan School Planning Template>

Create Action Step

Copy **AS** 2.2.1) Provide on-going, high quality professional development in the fields of technology and differentiated instruction at the school site for teachers and other instructional staff members to understand the needs and improve the results for all learners to understand the needs and improve results for economically disadvantaged and students with disabilities.

Description:

Rogersville Middle School teachers and staff will attend in-service and professional development provided by the district and school-level administrators to help teachers understand the barriers to education that are unique for our students.

Benchmark Indicator:

Agendas, sign-in sheets, and surveys

Person Responsible:

Gregory Simpson

Estimated Completion Date:

5/22/2017

Create Funding Source

Create Component Relationship

Update Extension Delete Extension

S 2.3) District-Level: Address teaching and learning needs related to academic problems of low achieving students - **School-Level: Address teaching and learning needs related to academic problems of low achieving students**

Description:

District-Level: Target specific academic deficits of Tier II and Tier III students and students with disabilities using information obtained from AIMSWeb Plus.

Create Action Step

Copy **AS** 2.3.1) Provide support for RTI2 interventionists including goals and strategies specific to Tier II and Tier III students and the intensive intervention with students with disabilities.

Description:

Resources will be provided to instructional staff to address the needs of students most at-risk and to close the achievement gap for all subgroups. SPIRE, ReadLive, 95% Group, QuickReads, West Virginia Phonics, SRA, and other instructional tools will be used to provide support for those students most at-risk.

Benchmark Indicator:

4.5 week meetings, AimsWeb Plus data

Person Responsible:

ePlan School Planning Template >

Tara Churchwell

Estimated Completion Date:

5/25/2017

[Create Funding Source](#)

[Create Component Relationship](#)

[Update Extension](#) [Delete Extension](#)

G 3) District-Level: Hawkins County School District will maintain ACT Composite Scores - **School-Level: Hawkins County School District will increase ACT Composite scores**

Description:

District-Level: The Hawkins County School District will maintain our current score of 20.1 for 2016-2017. A focus will be placed on improving Math subscore to help meet this goal.

Performance Measure:

District-Level: ACT Composite Score ACT Math Subscore

[Update Extension](#) [Delete Extension](#)

S 3.1) District-Level: Improvements in Math Subscore on ACT - **School-Level: Improvements in Math Subscore on ACT**

Description:

District-Level: The Hawkins County School District Central Office staff will identify key areas to improve math subscore on ACT.

[Create Action Step](#)

[Copy](#) **AS** 3.1.1) [Professional Development](#)

Description:

Rogersville Middle School will participate in district ACT collaborative meetings which will focus on best practices.

Benchmark Indicator:

Agendas

Person Responsible:

Peggy Bishop

Estimated Completion Date:

5/25/2017

[Create Funding Source](#)

[Create Component Relationship](#)

[Update Extension](#) [Delete Extension](#)

S 3.2) District-Level: Develop a Culture of High Expectations for ACT (K-12) - **School-Level: Develop a**

ePlan School Planning Template>

Culture of High Expectations for Explore, Plan, and ACT (K-12)

Description:

District-Level: The Hawkins County School district will develop a culture of high expectations for ACT scores (K-12) by communicating the importance and aligning the focus of instruction based on information obtained from these assessments.

Create Action Step

Copy **AS** 3.2.1) High Expectations

Description:

Rogersville Middle School will develop a culture of high expectations for ACT scores by communicating the importance and aligning the focus of instruction based on information obtained from TN Ready scores.

Benchmark Indicator:

TN Ready

Person Responsible:

Brian Bowlin

Estimated Completion Date:

5/27/2016

Create Funding Source

Create Component Relationship

Copy **AS** 3.2.2) ACT Culture

Description:

Rogersville Middle School will foster a culture of high expectations for ACT by working with high school teachers to develop a common language surrounding ACT.

Benchmark Indicator:

Meeting Agendas and sign-in sheets

Person Responsible:

Gregory Simpson

Estimated Completion Date:

5/25/2017

ePlan School Planning Template>

LEA Checklist Description:

Goals: 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). School goals descriptions are based on the school's needs within that goal. Goals are aligned with prioritized list of needs. Identified goals are specific, measurable, ambitious, relevant, and time-bound. (required).

Strategies: Each strategy describes the specific change in practice necessary to meet the related goal. Each strategy is aligned to the goal it is intended to meet. Each strategy is research based. (required).

Action steps: The action step descriptions are clearly stated and specific. In conjunction with the strategy, the action steps answer the five W's: Who, What, Where, When, and Why. The benchmark is described. The person responsible is populated and is the appropriate individual for this action step. The estimated date of completion is realistic and aligns with the other activities to allow the district to reach goals. NOTE: All Action Steps do not all have to end at the end of the school year date.

The action steps are appropriate and aligned to the goals and strategies. (required).

LEA Reviewer: Michelle Harless

Reviewed On: 11/12/16

Comments: Please review action steps to ensure they are school specific.

Section 5: Title I School-Wide Plan Components

Due Date: November 7, 2015

All Title I Schools will need to show how component relationships have been made with appropriate action steps. Please refer to this section in Title I once your goals and strategies have been reviewed by the LEA.

-Needs Assessment

3rd through 8th RLA and Math AMO targets were met for 2015

Rogersville Middle School's progress can be attributed to the following:

- 1) Close alignment of instruction with the district pacing guides and curriculum maps.
- 2) Application of Tennessee Standards and research-based instructional best practices and high yield strategies in daily classroom instruction.
- 3) Application of monthly content/grade level PLC meetings focused on student achievement.
- 4) Implementation of RTI2 in RLA and Math.

Rogersville Middle School's greatest challenge is meeting the diverse needs of our students. Our challenges include meeting the learning needs of students in traditional and special needs programs and in ensuring all subgroups show growth each school year in all content areas.

- 1) The special education program is in transition to a more inclusive program.

ePlan School Planning Template>

-School-wide Reform Strategies

- 1) Close alignment of instruction with the district pacing guides and curriculum maps.
- 2) Application of Tennessee Standards and research-based instructional best practices and high yield strategies in daily classroom instruction.
- 3) Application of monthly content/grade level PLC meetings focused on student achievement.
- 4) Implementation of RTI2 in RLA and Math.
- 5) 4.5 meetings are being administered to discuss data, improvements, and areas to improve.
- 6) A more focused approach to teaching specific deficit areas is being implemented in SWD as well as TIER II and III students.
- 7) District RLA and Math coaches assist with instructional and differentiation strategies as well as guidance in RTI2.

-Timely Assistance

6th grade will have three benchmark assessments per year. 7th and 8th grade will have two benchmark assessment per year. Benchmark data will be utilized to determine student progress.

Rogersville Middle school will collaborate with core office and district level interventionist/coordinators/coaches in developing an effective RTI2 program within our school.

Regular communication including 4.5 week RTI2 team meeting results and communication with parents.

-Instruction by Highly Qualified Staff

Staff will be required to attend all in-services and professional development in order to understand barriers to education that are unique to our students.

-Attracting High Quality/Effective Teachers

Teachers are recruited and evaluated among district application pool. Teachers are retained through administrative support, respect, and are valued as a relevant stakeholders in a growth driven school. Teachers are evaluated using the state TEAM evaluation model.

-Professional Development

Professional Development concerning staff awareness of subgroup deficits by differentiating instruction.

Regular collaboration between school staff and Special Education Department, Consulting Teachers, ESL Specialist, and Family Resource Center to address subgroup population needs.

-Increase Parental Involvement

A consistent electronic communication via school website and the school automatic message system.

School results are communicated to parents/stakeholders via parent engagement activities i.e. Back to School Night. Individual results are also sent home with students.

Family Engagement workshop on informative information for parents regarding effective state test preparation for home.

Regular communication including 4.5 week RTI2 team meeting results with parents.

Skyward training offered to all parents.

ePlan School Planning Template>

-Coordination of Programs

N/A

-Transitioning Preschool Students

N/A

-Use of Assessments for Improving Performance

6th grade will have three benchmark assessments per year. 7th and 8th grade will have two benchmark assessment per year. Teachers attend the 4.5 meetings on all TIER II and TIER III students. Teachers understand the deficit areas of the students, have input on student needs, and discuss ideas on differentiated strategies that can be used during TIER I instruction.

LEA Checklist Description: Component relationships are made for appropriate action steps. All component items have either a component relationship or a note has been provided describing how the plan component requirement has been met.

LEA Reviewer:

Reviewed On:

Comments: