

2012-13 Tennessee District Strategic Planning Template

The final plan should be no longer than **four** pages.

District Name:	Richard City Special School District	
Accountability status:	<i>In Need of Improvement overall</i>	
Analysis of last year's final results:	Areas of Greatest Progress:	Areas of Greatest Challenge:
	9 – 12 English 2 9 – 12 Algebra 1	3 – 8 Mathematics 3 – 8 Reading Language Arts ED vs. Non-ED gap closure
	Underlying Reasons for Progress:	Underlying Reasons for Challenge:
	<ul style="list-style-type: none"> • Appropriate curriculum • Teachers with degrees in subjects taught • Power standards taught in depth 	<ul style="list-style-type: none"> • One teacher per grade working in isolation • Need more training in teaching math • Teaching too much breadth without depth • Lack of appropriate curriculum materials in 3 – 8 mathematics
Goals for 2012-13 school year:	<p><i>*Note: no need to fill in this box, but please reference your AMO targets (available when you log in at http://www.tn.gov/education/mleaops.shtm under "Accountability Data") for Achievement and Gap Closure in completing the rest of this document.</i></p>	
Plan for this school year:	<p>Key strategies to achieve goals:</p> <p>1. Strategy: Implement PLCs with fidelity Implementation Plan: All teachers and administrators will have required reading materials and discussion meetings on PLCs. PLCs will be organized and begin working. PLCs will have regularly scheduled meetings. Desired outcomes:</p> <ul style="list-style-type: none"> • RHMS teachers and administrators will gain insight and training on PLCs • RHMS will become a community of leaders and learners with the common goal of promoting student achievement grow • Some PLCs will focus on Common Core State Standards for math which will focus on understanding the standards, assessments, creating student probes, and helping parents understand the shift to CC which will help in meeting the 3 – 8 Math AMO of 29.0% • Some PLCs will focus on teaching Economically Disadvantaged Students which will help in meeting the Gap Closure AMOs for 3 – 8 Math 22.4% and 3 – 8 Reading 19.3% as well as help in meeting the ED Subgroup AMOs: 3 – 8 Math 20.9% and 3 – 8 Reading 40.8% • PLCs will work on understanding the most important Reading standards to teach and how to teach them with depth which will help in meeting the 3 – 8 Reading AMO of 50.2% <p>Projected costs and funding sources: Reading materials will be purchased by Title IIA : \$500.00</p>	

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:

By implementing PLCs, teachers and administrators will work together on common goals and assist each other in reaching these goals. With PLCs, teachers will have support as well as a team mentality in transitioning to CCSS in math for grades K – 8. With the PLCs working together on standards, assessment, and probes, RCSSD should see gains in grades 3 – 8 mathematics scores. The PLCs will also allow support to teachers when “unpacking” the RLA standards and determining importance. In previous years, teachers often do not have any other teachers to work with there is typically one teacher per grade level in our district.

2. **Strategy:** Use value-added scores in making decisions with regard to teacher placement and personnel decisions.

Implementation Plan: Value-added scores will be used when making teacher placements and looking at departmentalization in elementary.

- A teacher with the proper endorsement and an emphasis in math will be hired to teach math in grades 5 – 8.
- Reading intervention will be scheduled for lowest performing students in grades K – 4
- Hour of math intervention for every student in grades 7 and 8.
- Math and reading intervention for grades 5 and 6

Desired outcomes:

- Steady gains on each of the CRT for Mathematics
- AMO of 29.0% for 3 – 8 Mathematics
- AMO of 50.2% for 3 – 8 Reading
- Gap Closure of 19.3% for ED vs. Non-ED in 3 – 8 Math
- Gap Closure of 22.4% for ED vs. Non-ED in 3 – 8 Reading

Projected costs and funding sources:

Math Teacher salary + benefits of \$40, 738.89 to be paid by GP

Intervention teacher salary + benefits of \$41, 094.32 to be paid by Title I

Intervention programs to be purchased by Title 1 and/or Title 6 \$6500.00

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:

Last year’s AMO for grades 3 – 8 mathematics was missed by less than 3 students per grade. By hiring a teacher with an emphasis in math for grades 5 – 8, RCSSD will have someone who has been specifically trained to provide math instruction to students of these ages. This will be a change from last year when departmentalization was tried but the teachers teaching the classes did not have a math emphasis when completing their degree. The scheduled intervention classes will allow students who are lacking in understanding multiple concepts extra time to “fill in the gaps” allowing for a better learning foundation.

3. **Strategy:** Supply teachers and students with appropriate curriculum for teaching and learning as well as training in the following areas: Common Core Mathematics, Universal by Design Lesson Planning, and

Differentiation.

Implementation Plan: RCSSD will purchase updated math books for grades 3 – 8. Training will be provided in the area of Common Core Mathematics for grades K – 8.

Desired outcomes:

- Steady gains will be evident on the CRT for Mathematics
- AMO of 29.0% will be achieved for 3 – 8 Mathematics
- There will be no decline in 3 – 8 Mathematics
- Grades 1 and 2 will show proficiency in Mathematics on SAT-10

Projected costs and funding sources:

Updated math books for grades 3 – 8 purchased with GP Funds: \$11, 179.68

Updated math books for grade K – 2 purchased with Activity Funds:

\$2, 316.91

Common Core Training for grades K – 2 paid for by Title IIA \$500

Common Core Training for grades 3 – 8 provided by State Dept., Title IIA paid for meals during training \$120

Supplemental Common Core math kits for K – 5 purchased with Title I Funds \$733.01

Professional Development on Universal by Design and Differentiation paid for by Title IIA \$3100

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:

Part of the challenges in mathematics last school year, was the lack of up-to-date math textbooks and hands-on materials. Teachers had to pull resources from everywhere to try to teach the new state standards not addressed in their old math books. This also left students without something tangible which is often necessary when trying to understand math concepts. By having readily available, up-to-date math books and manipulatives, teachers will have more time to devote on how to teach to mastery. The Universal by Design method will allow teachers to plan from what they want students to master as measured by their assessments rather than waiting until the assessments and being surprised by results. This type of planning and differentiation will allow teachers to better plan and assess what they are teaching and allow for re-teaching to particular students who do not yet have mastery.

Key benchmarks for progress on strategies:	Benchmark:	Timeline:
	Training and purchasing textbooks	July/August 2012
	First training/meeting on PLCs	September 2012
	29% proficient on CRT Math for grades 3 – 8	October 2012
	Steady gains on STAR Reading and Math	Aug 2012, Dec 2012, Apr 2013
	29% proficient on CCSS for Math according to A+	Oct 2012, Jan 2012, Mar 2013

Addendum to Strategic Plan to address NCLB items

Instruction by Highly Qualified Staff as addressed in NCLB

Richard Hardy Memorial School is devoted to providing a quality education to its students by hiring and retaining Highly Qualified Teachers and Instructional Paraprofessionals. At present, 98% of courses at Richard Hardy Memorial School are taught by Highly Qualified Teachers. All instructional paraprofessionals are Highly Qualified.

Strategies to Attract Highly Qualified Teachers

In order to attract Highly Qualified Teachers, Richard Hardy Memorial School offers the following:

- Mentoring for new teachers
- Small, collaborative staff
- Opportunities for student teaching and practicum experience
- Community and parent involvement through PTA
- Computers in each classroom
- Interactive whiteboards and digital projectors in most classes
- Technology support and training

Strategies to Increase Effective Parental Involvement

Richard Hardy Memorial School believes that effective parental involvement is an asset to the school, parents, students, and community. As a result of that belief, RHMS has offered the following opportunities for effective parental involvement:

- Membership on TCSPP committees, Title Committees, and other committees as the need arises
- Volunteering
- Technology Training
- Parent Resources available for checkout
- Parent/Teacher conferences
- Open House
- Parents and community members invited to attend special assemblies
- Chaperoning field trips
- Preschool and Kindergarten Transition Meetings and Materials
- Middle to High School Transition Meetings and Materials
- Parent Advisory Committee
- Reading Night
- Common Core Math Night (w/ Free Babysitting Services)

Strategies for Assisting Preschool Children from Early Childhood Programs to Elementary School Programs

- Open House Meeting for parents of children entering Preschool and Kindergarten
- Free Readiness assessments so parents will know what skills their child needs for transitioning to Preschool and Kindergarten
- To ease the transition, the students are “phased in” to Preschool and Kindergarten in small groups
- Frequent parent communication
- Parent volunteers are welcome in the classroom

Strategies for Providing Timely Additional Assistance to Students Experiencing Difficulties Mastering Standards

- STAR Early Literacy or STAR Reading are used to assess student progress at least 3 times per year in Kindergarten and 1st Grade
- STAR Reading and Math are used to assess student progress and mastery of standards every 4 -5 weeks
- A+nywhere Learning System is used by individual students in Kindergarten through eighth grade to assess their progress toward reading, language arts, and math state standards and then assign practice lessons and mastery tests on the standards for which students need assistance.
- A+nywhere Learning System is used by classroom teachers to teach classes standards-based material when an entire class is experiencing difficulties mastering specific standards
- A+nywhere Learning System is available to high school students to use as tutoring in specific subjects
- A+nywhere Learning System is available to high school students for credit recovery
- EOC Algebra I tutoring is available
- After School Tutoring is available for grades 3 – 9
- Voyager Passport Reading Intervention is available (during school hours) to students in Kindergarten through fifth grade
- Voyager Passport Reading Benchmarks for all students in Kindergarten through fifth grade to identify at-risk students for reading
- Daily math intervention class for 7th and 8th grade students

Measures to Include Teachers in Assessment Decisions Regarding the Use of Assessment in Improving Student Performance and Instructional Programs

Richard Hardy Memorial School believes that teachers are an important component in analyzing assessment data and providing input about improving student performance and implementation of instructional programs. Teachers are involved in reviewing assessment data both from classroom, school, and state assessments and take part in planning and decision making. This is done in cluster groups, faculty meetings, study councils, and for the Strategic Plan/School Improvement Plan.

Teachers meet with an administrator after each benchmarking assessment to review results and discuss ways to improve student performance.

Surveys are used to gather teacher input into decisions.

Homeless Students

Students will not be discriminated by the school system based on their housing situation. Students who are classified as homeless will be eligible for assistance to help them succeed academically. This assistance may include school clothes, school supplies, tutoring, and/or remediation classes. There will be money set-aside in Title IA to help meet these needs as they arise.

Strategies to Increase Student Achievement

- Coordination with Core Regional Office
- Focus Schools Consultant working one-on-one with teachers
- Accelerated Math for 3rd grade and up
- Common Core Math Kits for 1st – 4th grade
- Data meetings with teachers after each benchmarking period (typically monthly)
- Math Intervention Class for all 7th and 8th graders
- Small group reading intervention expanded to include 4th and 5th grade (2 groups of 5th graders)
- Math intervention for 5th and 6th grade
- Beginning to implement Professional Learning Communities (PLCs)
- Professional Development on how teachers can plan by starting at the assessments