

**Rutherford County (750) Public District - FY 2018 - Eagleville School (750-0035) Public School - School Plan - Rev 0**

**Plan Items ( )**

**G** 1) District-Level: Recruit, retain and train Effective Teachers - **School-Level: Recruit, retain, and train highly effective staff to increase the number of highly effective teachers to meet the curricular and instructional needs of a growing and diverse population.**

Description:

District-Level: Recruit, retain, and train highly effective teachers to meet curricular needs of our growing, diverse, and mobile student population.

**School-Level: To ensure that highly effective teachers are meeting the needs of our growing population, Eagleville has in place teacher mentors to mentor new teachers. Indicator: Inservices are held by the district for new teachers. New teachers are encouraged to attend professional development on differentiated instruction. Person Responsible: William Tollett and Jason Brown Completion Date: July 2018**

Performance Measure:

District-Level: Increase the number of teachers scoring at level 3 or better while decreasing the number of teachers scoring at level 1 and 2.

**School-Level: Teachers scoring below a level three have an action plan to better their instructional strategies through assigned mentors and professional development. Grade level department leaders encourage teachers to implement various types of instruction and student feedback. Teachers are encouraged by school principals to observe level 4 or 5 teachers and to collaborate with each other on best practices.**

**S** 1.1) District-Level: Developing Staff and Mentoring Teachers - **School-Level: Provide staff development for at risk teachers and providing a mentoring program for new teachers.**

Description:

District-Level: Provide staff development emphasizing building leaders, mentoring new teachers, and supporting at-risk teachers.

**School-Level: Mentor Program: Teachers new to Eagleville are assigned to a mentor within their grade level to support and assist with setting up classroom procedures and policies, lesson planning, and a variety of other areas. Also, RTI coaches and coordinators are utilized to mentor teachers and provide support for new or at-risk teachers through informal observations, team teaching, or modeling lessons.**

**AS** 1.1.1) Recruitment and Retention

Description:

System and school administrators participate in district and off-site recruitment activities to seek applicants who possess

characteristics and qualities of highly effective teachers focused on increased student achievement. Adjust district hiring practices to allow early hiring of hard to staff areas or areas in need based on projected growth to the district level. Utilize signing bonuses for hard to staff areas and promote these bonuses as part of the job posting process. Areas include, but are not limited to, math, science, and ELL.

Benchmark Indicator:

Percentage of highly qualified teachers hired from recruitment activity and number of staff early hires made. Percentage of the teachers hired obtain a level 4 or higher effectiveness level.

Person Responsible:

William Tollett

Estimated Completion Date:

6/8/2018

Funding Application	Grant	Notes	Amount
State Funds	141 - General Purpose		\$0.00

**AS** 1.1.2) Professional development and mentoring

Description:

Provide ASSIST program to support and initiate new teachers, provide train-the-trainer opportunities for academic coaches, and align inservices to the TEAM rubric to allow for prescriptive assignments by instructional leaders and administrators.

Benchmark Indicator:

Percentage of teachers obtaining effectiveness level of 3 or above. Total hours of professional development by teachers.

Person Responsible:

William Tollett

Estimated Completion Date:

4/30/2018

Funding Application	Grant	Notes	Amount
State Funds	141 - General Purpose		\$0.00

**S** 1.2) District-Level: Ensure highly qualified and trained teachers for all students. - **School-Level: Recruit and retain highly effective teachers and teacher assistants to meet the needs of all students.**

Description:

District-Level: Recruit, retain, and train highly effective teachers to meet identified curricular and instructional needs and to meet ESEA (ESSA) mandate regarding highly effective teachers to ensure students receive a well-rounded education.

**School-Level: Administrators participate in district recruitment activities to seek applicants who possess the qualities of highly effective teachers whom are focused on student achievement and success. Indicator: The goal is to hire teachers who strive to obtain level 4 or 5 and who are knowledgeable with student data and gap closures. Person Responsible : William Tollett  
Estimated Completion Goal: July 2018**

**AS** 1.2.1) Highly Qualified Teachers and Educational Assistants

Description:

Assist current teachers and educational assistants to become highly qualified and highly effective in core courses with a focus on hard to staff areas by reimbursing teachers and paraprofessionals the preparation costs and testing fees for becoming highly qualified.

Benchmark Indicator:

Highly qualified teachers and educational assistants.

Person Responsible:

William Tollett

Estimated Completion Date:

5/4/2018

Funding Application	Grant	Notes	Amount
State Funds	141 - General Purpose		\$0.00

**AS** 1.2.2) Professional development and mentoring

Description:

Provide ASSIST program to support and initiate new teachers, provide train-the-trainer opportunities for academic coaches, and align in-services to the TEAM rubric to allow for prescriptive assignments by instructional leaders and administrators. Teachers participate in 4 PLC days where they meet as a group to develop formative assessments and remediation plans. Teachers

participated in data training by the County TVAAS Specialist. All teachers complete 12 hours of individual training.

Benchmark Indicator:

Teacher TEAM scores will reflect improved teaching strategies based on attended training.

Person Responsible:

William Tollett

Estimated Completion Date:

5/25/2018

Funding Application	Grant	Notes	Amount
State Funds	141 - General Purpose		\$0.00

**1.3) District-Level: Training to meet instructional needs - School-Level: Training to meet instructional needs**

Description:

District-Level: Provide staff development and training to teachers and instructional staff to meet the instructional needs of our growing , diverse, and mobile student population.

**School-Level: Eagleville School technology coach and RTI coach will implement a school professional development program based on a teacher needs survey, walk through observations, and county PLC requirements to meet the instructional needs of all students.**

**AS 1.3.1) Differentiated Instruction focused on growth for all students**

Description:

Provide a system-wide, two-day instructional conference with sessions emphasizing growth for all students. Provide intensive follow-up trainings throughout the year for differentiating instruction. Provide training to address the needs of homeless (ATLAS) and migrant students and poverty training for all Title I schools. Provide training for academic interventionists, occupational licensed teachers, and support staff for special education. Provide access to online professional development.

Benchmark Indicator:

Student growth as measured by performance of the subgroups on TNReady.

Person Responsible:

Wayne Coward

Estimated Completion Date:

5/31/2018

Funding Application	Grant	Notes	Amount
State Funds	141 - General Purpose		\$0.00

**AS** 1.3.2) Professional development and mentoring

Description:

Provide ASSIST program to support and initiate new teachers, provide train-the-trainer opportunities for academic coaches, and align inservices to the TEAM rubric to allow for prescriptive assignments by instructional leaders and administrators. Leaders at Eagleville provide professional training on the TEAM rubric and standards training to meet the instructional needs of the students. Professional development is held at the beginning and throughout the school year by the RCS district. Teachers must meet the required 12 hours within their educational content. This enables teachers to better meet the instructional needs of all students. Professional development is required for new teachers in RCS district to better educate the new teachers on meeting students' instructional needs through management, planning, and teaching students.

Benchmark Indicator:

Constant training and mentoring to better meet the needs of students.

Person Responsible:

Monica Everett

Estimated Completion Date:

5/31/2018

Funding Application	Grant	Notes	Amount
State Funds	141 - General Purpose		\$0.00

**AS** 1.3.3) Recruitment and Retention

Description:

System and school administrators participate in district and off-site recruitment activities to seek applicants who possess characteristics and qualities of highly effective teachers focused on increased student achievement. Adjust district hiring practices to allow early hiring of hard to staff areas or areas in need based on projected growth to the district level. Utilize signing bonuses for

hard to staff areas and promote these bonuses as part of the job posting process. Areas include, but are not limited to, math, science, and ELL. Administrators will attend job recruitment activities and interview high quality level teachers to meet the instructional needs of our student population at Eagleville school.

Benchmark Indicator:

Recruit and retain high level teachers based on the TEAM rubric to meet the instructional needs of our students and our school based on school data.

Person Responsible:  
William Tollett

Estimated Completion Date:  
7/10/2018

Funding Application	Grant	Notes	Amount
State Funds	141 - General Purpose		\$0.00

**AS** 1.3.4) Highly Qualified Teachers and Educational Assistants

Description:

Assist current teachers and educational assistants to become highly qualified and highly effective in core courses with a focus on hard to staff areas by reimbursing teachers and paraprofessionals the preparation costs and testing fees for becoming highly qualified. Eagleville School Principal hires highly effective teachers in the upper level of the TEAM rubric. Teacher turnover at Eagleville school is low turnaround. The majority of teachers who are hired at Eagleville stay here, but to the small rural setting, the student population, and the high performance of students.

Benchmark Indicator:

The teacher effect data and/or TEAM evaluations completed on new teacher hired.

Person Responsible:  
William Tollett

Estimated Completion Date:  
5/31/2018

Funding Application	Grant	Notes	Amount

**G 2) District-Level:** Rutherford County will increase ELA and Math achievement - **School-Level: Eagleville will increase ELA and Math achievement**

Description:

District-Level: RCS will demonstrate expected or above average growth in ELA and Math.

**School-Level: Eagleville school scores above the district and state in ELA and Math achievement Scores. The teachers at Eagleville school are determined to close the gap in student growth. The means to accomplish this task is to focus on low performing students and the high performing students. Eagleville has RTI classes and remediation built within the school day to teach skills necessary for gap closure. Eagleville incorporates gifted teacher who works with students in the higher quintile of students.**

Performance Measure:

District-Level: RCS will demonstrate a 3 or higher in TVAAS math and ELA for grades 3 - 12 while decreasing the percentage of students in grades 3 - 8 scoring below the 25th percentile.

**School-Level: Eagleville scores meet or exceed a 3 or higher in ELA. All but 5th grade math scores above the 3 or higher. 5th grade Math is the only area that Eagleville School needs to decrease the number of students scoring 25th percentile**

**S 2.1) District-Level:** High quality professional development for instructional staff - **School-Level: High quality professional development for instructional staff**

Description:

District-Level: Teachers will participate in state and local trainings dealing with WIDA standards, poverty workshops and simulations, personalizing learning, and trainings that address SWD and at risk populations throughout FY 17.

**School-Level: Guidance counselors meet with teachers to discuss students who are at risk, either at Economically disadvantaged or learning disabilities, to keep us informed about students situations that may refrain the student from maximizing their learning ability. Special Education teachers provide teachers with an Individualized Learning Plan to assist teachers with accommodations and recommendations to assist student success.**

**AS 2.1.1)** Schools receive programs to support the differentiated instructional needs of all students with a FY16 focus on the higher achieving students (quintiles 4 and 5 students).

Description:

Provide Read 180 to Smyrna High, Smyrna Middle and LaVergne Middle; first grade pilot Imagine Learning pilot; Provide 95% Group Reading Intervention training to new K-2 teachers in Title I schools; provide ILit pilot to Whitworth Buchanan Middle; Compass Odyssey grades 6-12; Various software such as: Moby Max, Brain pop, iReady, Lexia, Language Live, Language! etc Eagleville will

demonstrate expected or above growth through TVAAS focusing on higher quintile groups.

Benchmark Indicator:

Increasing student TVAAS growth for higher quintile students.

Person Responsible:

Monica Everett

Estimated Completion Date:

5/31/2018

Funding Application	Grant	Notes	Amount
State Funds	141 - General Purpose		\$0.00

**§ 2.2) District-Level: RCS will allocate staff to provide and support student instruction and intervention. - School-Level: Eagleville School will utilize RCS staff to provide and support student instruction and intervention.**

Description:

District-Level: Schools will receive staffing for instructional technology, instructional interventions, tier I support, counselor and student support.

**School-Level: Eagleville school support staff will provide professional development opportunities in order to increase student achievement and engagement.**

**AS 2.2.1) Provide school level Tech Coaches and Instructional Coaches**

Description:

Coaches will provide instruction and support for teachers to differentiate instruction in their classroom to address academic needs of all learners. Eagleville has one tech coach that is shared with Holloway High School to provide teachers with the strategies and programs to increase ELA and Math achievement. Eagleville has one RTI coach and two RTI teachers for intervention and instruction with Tier I, II, and III students. Educational Assistants are in place at Eagleville to provide support to Tier I students in a lower student to teacher ratio.

Benchmark Indicator:

Logs of remediation and interventionist schedules.

Person Responsible:

Monica Everett

Estimated Completion Date:

5/31/2018

Funding Application	Grant	Notes	Amount
State Funds	141 - General Purpose		\$0.00

**AS** 2.2.2) Provide school level graduation coaches, counselors and Instructional Interventionists

Description:

Staff will provide instruction and support directly to students based on need to increase student achievement. The school system has provided Eagleville with two guidance counselors, one technology coach, a graduation coach, three response to intervention teachers, one response to intervention coach, and three special education teachers to assist with instruction and intervention.

Benchmark Indicator:

Use interventionists to raise achievement scores.

Person Responsible:

William Tollett

Estimated Completion Date:

5/1/2018

Funding Application	Grant	Notes	Amount
State Funds	141 - General Purpose		\$0.00

**AS** 2.2.3) District level RTI Coaches, Instructional Specialist, and High School Facilitators

Description:

These positions are a resource for teachers through mentoring, modeling lessons, professional development, non-evaluative feedback to improve instructional practices and student achievement. Eagleville has the following staff to provide instruction and intervention for our student population: 1 Technology Coach (Shared with Holloway High School) 3 RTI teachers 1 RTI coach 3 SPED teachers SPED educational assistants 1 Graduation Coach 2 Guidance Counselors

Benchmark Indicator:

To provide Eagleville School with support staff to increase ELA and Math achievement.

Person Responsible:  
William Tollett

Estimated Completion Date:  
7/10/2018

Funding Application	Grant	Notes	Amount
State Funds	141 - General Purpose		\$0.00

**AS** 2.2.4) Provide school level graduation coaches, counselors and Instructional interventionists

Description:

Staff will provide instruction and support directly to students based on need to increase student achievement Eagleville school utilizes a larger percentage of it's staff for student support and intervention. Rutherford County provides our school with two response to intervention teachers. A Eagleville Response to Intervention coach who oversees intervention with the lower 25 percent of our student population. A spectrum teacher provides extra instruction to our high performing students. A graduation coach works those students who might fall short with graduation requirements. All teachers have a time built into the school day for remediation and acceleration to work on skill specific standards in ELA and Math.

Benchmark Indicator:

Ela and Math acheivement scores.

Person Responsible:  
William Tollett

Estimated Completion Date:  
4/30/2018

Funding Application	Grant	Notes	Amount
State Funds	141 - General Purpose		\$0.00

**S** 2.3) District-Level: Provide resources to enhance literacy and math instruction - School-Level: Provide resources to enhance literacy and math instruction

Description:

District-Level: Teachers will receive programs, software, and professional development on using resources that are designed to increase literacy and math achievement.

**School-Level: Teachers at Eagleville have four computer labs to use for software programs to enhance literacy and math instruction. Students use but not limited to IReady, Moby Max, Lexia, and Brain pop to increase time on task with certain skills. Teachers use the software programs to assist and individualize the learning process.**

**AS** 2.3.1) Schools receive programs to support the differentiated instructional needs of all students with a FY16 focus on the Super Subgroup

Description:

Provide Imagine Learning to English Learners in Smyrna Middle, LaVergne Middle, Provide 95% Group Reading Intervention training; Provide various software such as: Moby Max, Brain pop, IReady, Lexia etc. Provide SRA Corrective Reading, SRA Reading Mastery, Lexia, Imagine Learning, Language!, Do the Math Now, and Singapore Math for Special Education Intervention. Eagleville will provide software such as IReady, Lexia, Brain pop, Moby Max for remediation to increase ELA and Math achievement. Interventionist will provide instruction to those struggling Tier students, while Special Education assistants and teachers will provide extra support in ELA and Math classrooms to ensure mastery of skills.

Benchmark Indicator:

Program reports and progress reports.

Person Responsible:

Monica Everett

Estimated Completion Date:

5/31/2018

Funding Application	Grant	Notes	Amount
State Funds	141 - General Purpose		\$0.00

**S** 2.4) District-Level: Rutherford County will actively seek parents as partners - **School-Level: Eagleville School will actively seek parents as partners.**

Description:

District-Level: The County will hold on-going parent meetings to keep parents informed of their child's academic progress and active in their children's education.

**School-Level: Eagleville School will actively engage parents throughout the educational process.**

**AS** 2.4.1) Parent engagement activities provided by Title I Parent Engagement Facilitator (not funded by Title I)

Description:

Host two district-wide parent workshops, school level workshops and a parent newsletter for parents of students in Title I schools  
Parent/Teacher Organization, Parent/Teacher Conferences, Remind.com, Elementary Weekly Newsletters, Teacher Web Pages,  
Social Media Updates (Twitter, etc), High School FAFSA training night, Freshmen Orientation Nights, Open House, TN Promise  
Family Meetings

Benchmark Indicator:

Parent survey at the end of the year to measure the impact of school outreach.

Person Responsible:

William Tollett

Estimated Completion Date:

5/25/2018

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A		\$0.00

**G** 3) District-Level: Increase early literacy achievement and Kindergarten Readiness - **School-Level: Eagleville School will target early literacy achievement.**

Description:

District-Level: RCS will increase the percentage of 1st and 2nd graders reading on grade level and increase opportunities for kindergarten readiness

**School-Level: Currently 71% of Eagleville first graders are on grade level and 62% of Eagleville second graders are on grade level.**

Performance Measure:

District-Level: Increase 1st and 2nd graders reading on grade level by 3% as measured by the universal screener assessments given in December and May.

**School-Level: By May, the goal is for 74% of Eagleville first graders and 65% of Eagleville second graders will be on grade level.**

**§ 3.1) District-Level: High quality professional development for instructional staff - School-Level: High quality professional development for instructional staff**

Description:

District-Level: Teachers will participate in state and local literacy trainings focusing on K-3 literacy.

**School-Level: Eagleville teachers will be encouraged to incorporate Orton Gillingham and 95% strategies in whole group and small group instruction. Grade specific technology professional development will be offered throughout the school year to promote digital literacy such as using Lexia during literacy centers.**

**AS 3.1.1) Orton-Gillingham Training and Singapore Math Training**

Description:

Teachers of at risk populations are trained on research-based multi-sensory strategies in teaching reading and math content areas. Eagleville School interventionists have been trained on both Orton-Gillingham and Singapore Math. These teachers use strategies from these programs to close skills gaps for students in tier 2 and tier 3 reading and math groups.

Benchmark Indicator:

The RTI coach will complete fidelity checks to monitor the engagement and growth of at risk populations in tier 2 and tier 3.

Person Responsible:

Monica Everett

Estimated Completion Date:

5/25/2018

Funding Application	Grant	Notes	Amount
State Funds	141 - General Purpose		\$0.00

**§ 3.2) District-Level: School Level TSIP Reflects Early Literacy - School-Level: School Level TSIP Reflects Early Literacy**

Description:

District-Level: Elementary schools will include early literacy in school-level TSIP.

**School-Level: Eagleville School will focus on improving literacy in grades 1 and 2 which is reflected in TSIP goals.**

**AS 3.2.1) Orton Gillingham Training and Singapore Math Training**

**Description:**

In the Fall of 2015 teachers of at risk populations will be trained on research-based multi-sensory instructional strategies in reading and math content areas. In addition to Orton-Gillingham and Singapore Math, elementary teachers, special education teachers, and interventionists use 95% and SRA to close literacy skills gaps.

**Benchmark Indicator:**

The impact of these programs will be evaluated through EasyCBM winter and spring reading benchmarks and through fidelity checks completed by the Eagleville School RTI coach.

**Person Responsible:**

Monica Everett

**Estimated Completion Date:**

5/25/2018

Funding Application	Grant	Notes	Amount
State Funds	141 - General Purpose		\$0.00

**S 3.3) District-Level: Provide Pre-K programs for high poverty students - School-Level: Provide Pre-K programs for high poverty students**

**Description:**

District-Level: RCS will add more pre-K classrooms in Title I schools

**School-Level: Eagleville School offers a pre-K classroom.**

**AS 3.3.1) Differentiated Instruction focused on growth for all students**

**Description:**

Provide a system-wide, two-day instruction conference with sessions emphasizing growth for all students. Provide intensive follow-up trainings throughout the year for differentiating instruction. Provide training to address the needs of homeless (ATLAS) and migrant students and poverty training for all Title I schools. Provide training for academic interventionists, occupational licensed teachers, and support staff for special education. Provide access to online professional development. Ms. Smith will provide differentiated instruction to promote the growth for all students.

**Benchmark Indicator:**

Individual student growth will be evaluated through the ESGI online assessment tool every 6-8 weeks and through Pre-K report cards.

**Person Responsible:**

William Tollett

**Estimated Completion Date:**

5/25/2018

Funding Application	Grant	Notes	Amount
State Funds	141 - General Purpose		\$0.00

**AS 3.3.2) Differentiated Instruction focused on growth for all students**

**Description:**

Provide a system-wide, two-day instruction conference with sessions emphasizing growth for all students. Provide intensive follow-up trainings throughout the year for differentiating instruction. Provide training to address the needs of homeless (ATLAS) and migrant students and poverty training for all Title I schools. Provide training for academic interventionists, occupational licensed teachers, and support staff for special education. Provide access to online professional development. Our PreK classroom serves 20 children who are 4 by August 15th of that school year. Priority is given to students who are economically disadvantaged as determined by the income verification form of the application. If spots are not filled up based on income, students who are identified as speech/language delayed, whose parents are active military, those who are English Language learners, and then other members of the community are considered. The classroom typically has a waitlist of 5-10 students in addition to the 20 students served. It is a full-time, 5 days a week program.

**Benchmark Indicator:**

Monitor students who attended PreK in Kindergarten to see how their literacy rates compare with other students.

**Person Responsible:**

Wayne Coward

**Estimated Completion Date:**

5/25/2018

Funding Application	Grant	Notes	Amount
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**G** 4) District-Level: In order to prepare students for College and Career, RCS will increase Academic Performance on ACT Composite. - **School-Level: Increase Academic Performance on ACT Composite.**

Description:

District-Level: Rutherford County will increase the ACT scores in ELA, Math, and Science.

**School-Level: Eagleville School will increase the ACT scores in ELA, Math, and Science**

Performance Measure:

District-Level: Increase ACT Composite score by .3 annually to surpass the state goal of 21 by 2020.

**School-Level: Increase ACT Composite score by .3 annually to meet the county goal of 21 by 2020.**

**S** 4.1) District-Level: High quality professional development for instructional staff - **School-Level: High quality professional development for instructional staff**

Description:

District-Level: Teachers will participate in local ACT literacy and numeracy trainings throughout FY17

**School-Level: Eagleville teachers will participate in local ACT literacy and numeracy training throughout FY17. This training will be conducted through PLC days and teacher in-service sessions.**

**AS** 4.1.1) : Provide school level Tech Coaches and RTI Coaches, identify ACT expert teachers to share strategies for PLC Common Formative Assessments, and help access instructional tools for ACT improvement

Description:

Coaches will provide instruction and support for teachers to differentiate instruction in their classroom to address academic needs of all learners. Eagleville School will utilize Mrs. Sara Beth Lewis as the ACT expert teacher to offer coaching, instruction, and practice to assist students in hopes to increase ACT composite scores.

Benchmark Indicator:

To increase ACT composite scores.

Person Responsible:

William Tollett

Estimated Completion Date:

5/31/2018

Funding Application	Grant	Notes	Amount
State Funds	141 - General Purpose		\$0.00

**AS** 4.1.2) Professional development and mentoring

Description:

Provide ASSIST program to support and initiate new teachers, provide train-the-trainer opportunities for academic coaches, and align in-services to the TEAM rubric to allow for prescriptive assignments by instructional leaders and administrators. Teachers will attend PLC training that focuses on ACT practice tools led by the Instructional Coach.

Benchmark Indicator:

Monitor student use of programs that teachers have been trained upon to ensure mentoring is successful.

Person Responsible:

William Tollett

Estimated Completion Date:

5/25/2018

Funding Application	Grant	Notes	Amount
State Funds	141 - General Purpose		\$0.00

**S** 4.2) District-Level: RCS will allocate and identify staff to provide and support student instruction and resources; such as, research based interventions - **School-Level: RCS will allocate and identify staff to provide and support student instruction and resources; such as, research based interventions.**

Description:

District-Level: Schools will receive staffing for instructional technology, instructional interventions, tier I support, counselor and student support, and work to help schools access/gain resources; such as, instructional tools to increase overall academic performance

**School-Level: Mrs. Tibbs is trained on technological software programs and research based programs. She offers PD opportunities for teachers to attend and gain knowledge on how to utilize these programs within the instructional day. Mrs. Everett, our RTI coach, attends trainings on literacy and numeracy, to assist teachers with strategies for their students to be used during remediation and acceleration time. This time is built within the schedule to try to raise academic performance for long term success on the ACT.**

**AS** 4.2.1) Provide school level graduation coaches, counselors and Instructional Interventionists

Description:

Staff will provide instruction and support directly to students based on need to increase student achievement. Eagleville will utilize the graduation coach, Mrs. Valerie Stahr, and Ms. Lewis to provide research base interventions to increase ACT scores. Students at Eagleville will use Shmoop as a practice tool to review and practice ACT questions through their VIP designated class time.

Benchmark Indicator:

Students will utilize software to familiarize them with the ACT test in order to raise the ACT composite score.

Person Responsible:

Monica Moore

Estimated Completion Date:

5/31/2018

Funding Application	Grant	Notes	Amount
State Funds	141 - General Purpose		\$0.00

**S** 4.3) District-Level: Provide resources to enhance ACT achievement. - **School-Level: Provide resources to enhance ACT achievement.**

Description:

District-Level: Teachers will receive programs, support, and professional development for ACT instruction.

**School-Level: Mrs. Valerie Stahr and Ms. Sara Beth Lewis are the ACT expert teachers. They attend trainings for ACT updates and tips to raise ACT achievement. Mrs. Stahr and Ms. Lewis oversee an ACT class built into the students' VIP time. Mr. Wilson, our graduation coach, assists in working with a small struggling group of students.**

**AS** 4.3.1) : Provide school level Tech Coaches and RTI Coaches, identify ACT expert teachers to share strategies for PLC Common Formative Assessments, and help access instructional tools for ACT improvement

Description:

Coaches will provide instruction and support for teachers to differentiate instruction in their classroom to address academic needs of all learners. Eagleville will provide a designated time during the school day to utilize computer labs for ACT practice. ACT expert teacher will log students who come to a study session during the school day for direct instruction and information about the ACT test and questions. PLC will focus on CFA's to have questions similar to the ACT test. The expert teacher will meet through a PLC ACT training to discuss best strategies for success on ACT.

**Benchmark Indicator:**

Research based software will be utilized, along with expert teachers to offer instruction to raise ACT composite scores.

**Person Responsible:**

Monica Moore

**Estimated Completion Date:**

5/31/2017

Funding Application	Grant	Notes	Amount
State Funds	141 - General Purpose		\$0.00

**G** 5) District-Level: In order to prepare students for College and Career, RCS will increase Graduation Rate

**Description:**

District-Level: Rutherford County will demonstrate expected or above expected growth on the graduation rate

**School-Level: Eagleville School's graduation rate is 96% which exceeds the County goal.**

**Performance Measure:**

District-Level: Increase graduation rate by +0.2 to increase RCS status to a 95.34% from our current standing at 95.14%,

**School-Level: Eagleville School will continue to focus on graduation rate to excel in this area through means of a graduation coach, Student Mentor Teachers through all 4 grades, and the dedicated high school guidance counselor.**

**S** 5.1) District-Level: High quality professional development for instructional staff, counselors, and graduation coaches - **School-Level: High quality professional development for instructional staff, counselors, and graduation coaches**

**Description:**

District-Level: Teachers, counselors, and graduation coaches will participate in local graduation requirement trainings and strategies to meet at-risk students' needs throughout FY17.

**School-Level: Eagleville teachers, counselors, and graduation coach will participate in local graduation requirement training and strategies to meet at-risk students' needs throughout FY17.**

**AS** 5.1.1) Provide school level graduation coaches, counselors and Instructional interventionists

**Description:**

Staff will provide instruction and support directly to students based on need to increase student achievement. Graduation coach monitors high school work to target students who are struggling to meet standards. Students who do not complete their work meet with the graduation coach to ensure the work is completed to standard. The graduation coach also meets with juniors and seniors who are failing to meet standards to develop goals/plans to help those students succeed.

Benchmark Indicator:

Graduation rate

Person Responsible:

Wayne Coward

Estimated Completion Date:

5/18/2018

Funding Application	Grant	Notes	Amount
State Funds	141 - General Purpose		\$0.00

5.2) District-Level: RCS will allocate staff to provide and support on-time graduation attainment; such as, counselors, graduation coaches, and interventionist - **School-Level: Eagleville School will utilize RCS staff to provide and support on-time graduation attainment; such as, counselors, graduation coaches, and interventionist**

Description:

District-Level: Schools will receive staffing for counselors, graduation coaches, and interventionist who will work to help student access/gain resources; such as, strategies to increased coursework attainment and progress on graduating within the four year time frame of the cohort

**School-Level: Eagleville school has 2 guidance counselors, a graduation coach, an RTI coach, and 3 interventionists who work to help student access/gain resources. These individuals provide strategies to increase student achievement.**

AS 5.2.1) Provide school level graduation coaches, counselors and Instructional interventionists

Description:

Staff will provide instruction and support directly to students based on need to increase student achievement. Eagleville Freshmen and Sophomore teachers will monitor student work through a dedicated "late work list." The graduation coach will work with students who appear on that list to ensure that all students are meeting standard metrics. The Eagleville Graduation Coach will also meet with Junior and Senior students who struggle to meet graduation requirements and to help those students meet those requirements. The High School Counselor will meet with students to ensure that students meet all graduation requirements. RTI Specialists will work

with students who fall in Tier 1 and 2 to help them move towards meeting their standard.

Benchmark Indicator:

Graduation rate

Person Responsible:

Wayne Coward

Estimated Completion Date:

5/18/2018

Funding Application	Grant	Notes	Amount
State Funds	141 - General Purpose		\$0.00

**AS** 5.2.2) Provide school level graduation coaches, counselors and Instructional interventionists

Description:

Staff will provide instruction and support directly to students based on need to increase student achievement. Staff will provide instruction and support directly to students based on need to increase student achievement. Eagleville Freshmen and Sophomore teachers will monitor student work through a dedicated "late work list." The graduation coach will work with students who appear on that list to ensure that all students are meeting standard metrics. The Eagleville Graduation Coach will also meet with Junior and Senior students who struggle to meet graduation requirements and to help those students meet those requirements. The High School Counselor will meet with students to ensure that students meet all graduation requirements. RTI Specialists will work with students who fall in Tier 1 and 2 to help them move towards meeting their standard.

Benchmark Indicator:

Graduation Rate

Person Responsible:

Wayne Coward

Estimated Completion Date:

5/18/2018

Funding Application	Grant	Notes	Amount
State Funds	141 - General Purpose		\$0.00

**G** 6) District-Level: Safe and Healthy Students - **School-Level: Safe and Healthy Students**

Description:

District-Level: For 2017-18, students will have equal access to a safe learning environment that promotes academic achievement, limits the amount of lost instructional time and ensures that all students have the opportunity to learn.

Performance Measure:

District-Level: (1)The number of disciplinary actions taken against students. (2) The percentage of expulsions reported. (3) The student attendance rate and chronic absenteeism rate.

**S** 6.1) District-Level: Decrease chronic absenteeism in all K-12 schools - **School-Level: Decrease chronic absenteeism in all K-12 schools**

Description:

District-Level: The district will provide resources to schools to assist in decreasing the percentage of students chronically absent from school.

**School-Level: Eagleville will seek out to bring members of the community together to assist in providing resources to decrease the percentage of students chronically absent from school.**

**AS** 6.1.1) Eagleville School will actively seek parents as partners to help decrease student chronic absenteeism.

Description:

Strengthen efforts to improve teacher-student relationships. Increase student engagement through making the classrooms a more positive, challenging and accessible learning environment that promotes risk-taking. Effective, engaging instruction is the most important factor relative to improving attendance and supporting student success. Orient parents on school policies and expectations for student attendance and on-time arrival. Provide all in Spanish when available. Communicate information about student absences, late arrivals to parents in a timely manner. Communicate information about after-school programs that are available for students (i.e. YMCA). Provide specific, targeted workshops on attendance and other related issues. Such as attendance policies, procedures, and consequences. Below are some of the forms of communication and ways we are actively seeking parents as partners to decrease chronic absenteeism at Eagleville School: Parent/Teacher Organization, Parent/Teacher Conferences, Remind 101, Weekly Newsletters, School Web Page, Teacher Web Pages, Social Media Updates (Twitter, etc), High School FAFSA training night, Freshmen Orientation Nights, Open House, TN Promise Family Meetings, Financial Aid Night, School Marquee out front, Weekly School Messenger (email of events and phone calls).

**Benchmark Indicator:**

Increase student and parent participation in the educational process and decrease chronic absenteeism at Eagleville School. Monitored on a weekly and biweekly basis.

**Person Responsible:**

Wayne Coward

**Estimated Completion Date:**

12/15/2017

**6.2) District-Level: Behavioral interventions and supports - School-Level: Behavioral interventions and supports**

**Description:**

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

**School-Level: Eagleville will develop and implement preventive measures and programmatic responses to barriers to reduce chronic absenteeism and provide a safe and healthy environment for students.**

**AS 6.2.1) Develop preventive measures and programmatic responses to barriers.**

**Description:**

Recognize good and improved attendance. Provide school-wide incentives and rewards for good and improved attendance, not just perfect attendance. Alert parents to the awards/lists of students with excellent or improved attendance. (i.e. weekly/biweekly principal newsletter, website, etc.) Monitor daily attendance by making sure teachers are taking attendance accurately. Weekly monitoring is taking place on those students who were chronically absent the previous year and are communicated with regularly. School is actively looking into developing attendance teams that would meet regularly to study the data and identify attendance issues and patterns and refer/intervene to help be an intervention. School is actively looking into possible community mentoring resources for those students and/or families who might be in need of resources that become chronically absent to school. School is actively developing programmatic intervention levels for those students who become chronically absent and/or late to school (i.e attendance mentor/buddy, meet with family and student and develop an attendance improvement plan, Saturday School, meet with the guidance counselors, and the truant officer.)

**Benchmark Indicator:**

Implement preventive measures and programmatic responses to barriers to reduce chronic absenteeism and provide a safe and healthy environment for students.

**Person Responsible:**

Wayne Coward

Estimated Completion Date:

12/15/2017

**S** 6.3) District-Level: Healthy students - **School-Level: Healthy students**

Description:

District-Level: The district will provide resources to schools and families to support healthy students.

**School-Level: Eagleville School will provide resources to students and families to support healthy students.**

**AS** 6.3.1) Implement Prevention-Intervention Strategies to provide a safe and healthy environment for students.

Description:

Involve the school nurse and staff in implementing an aggressive hand washing program throughout the school. Involve the custodial staff in improving the ventilation in the school to both reduce transmission of common illnesses and take steps in improving student attendance. Aggressive campaign in the elementary wing on personal hygiene. Insuring the school nurse is administering maintenance medications (i.e for asthma, inhaled corticosteroids) on a regular basis. Involve the guidance counselors and/or school psychologist to provide mental health awareness, strategies, and support to students who may exhibit such be things as school avoidance or school refusal behaviors.

Benchmark Indicator:

Reduce the number of school-related illness or behavior absences and improves student attendance.

Person Responsible:

Wayne Coward

Estimated Completion Date:

12/15/2017