Planning Tool NEEDS ASSESSMENT Template
2018-19 school-year

SCHOOL PLAN

All schools are **required** to submit a school plan in ePlan. This template is provided for use in drafting plans prior to entry in ePlan. All narrative questions required within the needs assessment are provided below and responses can be copied and pasted directly into ePlan.

This document is **only** a worksheet and is not intended to serve as the school plan. This document should NOT be submitted in ePlan; it is only provided to assist in school plan development.

PLANNING TEAM

* Please identify all planning team members, including team member titles. The school plan must be developed in consultation with teachers, principals, other school leaders, paraprofessionals in the school, administrators (including administrators of Title programs), students (if a secondary school), other appropriate school personnel, and with parents of students.
Mark McClain-Principal Yolanda Jones-Assistant Principal Cetrice Bounds-Assistant Principal Marty Price-Assistant Principal Sherry Washington-School-Wide Instructional Facilitator Nikki Erickson-Special Education Summer Willis-Math Department Paige Warmath-English Department Winston Turner- Science Department Jill Matlock- Foreign Language Department Tab McDivitt-CTE Department Kreston Smith-Fine Arts Department Leslie Simpson-Parent M.Maxwell, D.Yarbrough- Students
* Describe how the school actively and consistently involves all stakeholders identified in the development of the school plan and how the plan is regularly monitored and revised based on students' needs.
Parent surveys, parent conferences during back to school night, and dedicated time set aside for conferences twice during a grading period are ways parents are engaged and continuously involved in planning and refining the school's role in their students' lives. CHS regularly does call-outs, Facebook posts, Twitter posts, and announcements on the website to help ensure parents are notified of opportunities to get involved and to promote involvement.

High School Subjects

English I

* After analyzing data for all students in this content area, provide a summary of the progress and challenges, and identify underlying causes for each. Discuss the progress and challenges of students overall and in traditional subgroups. Cite specific examples and include local data analyzed as part of the comprehensive needs assessment.

Achievement data showed a major drop between 2014-15 and 2015-16 when Tennessee rolled out a new assessment and more rigorous scoring criteria. Since the introduction of the new test in 2016, the achievement data remained about the same for 2016 and 2017, with a minor drop overall and in each subgroup. However, in 2018 it showed another 9% drop overall. The white subgroup had the largest decrease with 11.4% fewer students scoring on track and mastered. The subgroup with the next largest decrease in proficiency was the economically disadvantaged group. The availability of data early in this school year, will help us identify students who digressed and target them for extra learning opportunities both in the classroom and after school. Some challenges we continue to face include teacher knowledge of the expected outcomes of the standards. What exactly should students be able to do to show mastery of a particular standard when there are many skills embedded within a standard? In addition, administrators will work with teachers to ensure that rigor is being achieved in Tier I instruction. We also need to work more closely with our feeder schools to ensure that the vertical progression between 8th and 9th grade is seamless so that our freshmen are coming to us prepared for the rigor of high school ELA.

While the data doesn't show an improvement in the percentage of students scoring on track and mastered, we still feel like we are making some progress when it comes to testing. Each year, more resources become available for teachers to use as authentic practice for the EOC. One of these that was used last year was the Classroom Assessment Builder (CAB) within the Questar testing forum. Our teachers were able to use these practice assessments during their weekly computer lab time to familiarize students with the new question types plus provide them with authentic practice. Teachers gave students their projections, discussed what it meant, and then had students keep track of their own data and progress from benchmarks and common assessments. Every three weeks, students took a benchmark assessment over standards already taught to determine their level of readiness for the EOC. At the end of each nine weeks, students took a district common assessment. While students tracked their individual data, teachers and administrators tracked grade level data and used that to drive PLC discussions and classroom lessons. While our percentage of students reaching mastered and on track performance levels decreased, our overall growth in TVAAS literacy was a level 5 for 2018.

In an effort to improve our English I scores, teachers will submit lesson plans on an approved TEAM rubric. It is the desire of the administration that all teachers teach to the rigor of the TEAM evaluation process each day. Having this unified lesson plan format will make teachers intentional when planning for the rigorous demands of the TN Standards, especially in important areas such as questioning, thinking, and problem solving. Administration will also continue to work with all teachers, and especially novice teachers thru PLCs, walk-throughs, common lessons, and coaching conversations to improve the proficiency levels for English I.

* If the school has an EL subgroup, describe how the data for the ELs will be used to inform the ESL instructional program.

CHS does not have an EL subgroup. However, the ESL teacher works closely with the regular classroom teacher to determine academic goals and instructional needs for each EL student.

English II

* After analyzing data for all students in this content area, provide a summary of the progress and challenges, and identify underlying causes for each. Discuss the progress and challenges of students overall and in traditional subgroups. Cite specific examples and include local data analyzed as part of the comprehensive needs assessment.

Achievement data showed a major drop between 2015 and 2016 when Tennessee rolled out a new assessment and more rigorous scoring criteria. Between 2016 and 2017, the data shows another small decline of almost 3% (from 29.5 to 32.3) in the number of students on track and mastered on the EOC. Then in 2018, that percent dropped another 2% to 27.2 % of all students being mastered or on track. The African American subgroup showed the greatest decline in achievement between 2016 and 2017, falling from 17.9% to 7.7%. However, on the 2018 test, the percentage of black students showing proficiency was back up to 12.8%. In fact, the black or African American was the only subgroup to show improvement on the 2018 test. The economically disadvantaged subgroup showed a notable drop from 24.8% (2016) to 18.5% (2017) and then a 0.1% decline in 2018. The white subgroup showed the greatest decline in 2018 with proficiency levels dropping from 47% to 36.6%. It is evident that English II teachers made strides with our African American students on the 2018 EOC. This data will be a talking point for this year's PLCs and used to determine best practices across English department. Our students with disabilities also showed a 4.6% improvement between 2016 and 2017. Our SPED students receive English interventions in small groups that target their reading deficits. This has proven to be a success, with evidence coming from both these EOC results as well as our Easy CBM benchmark assessment data.

While the data doesn't show an improvement in the percentage of all students scoring on track and mastered, we still feel like we are making some progress when it comes to testing. Each year, more resources become available for teachers to use as authentic practice for the EOC. One of these that was used last year was the Classroom Assessment Builder (CAB) within the Questar testing forum. Our teachers were able to use these practice assessments during their weekly computer lab time to familiarize students with the new question types plus provide them with authentic practice. Teachers gave students their projections, discussed what it meant, and then had students keep track of their own data and progress from benchmarks and common assessments. Every three weeks, students took a benchmark assessment over standards already taught to determine their level of readiness for the EOC. At the end of each nine weeks, students took a district common assessment. While students tracked their individual data, teachers and administrators tracked grade level data and used that to drive PLC discussions and classroom lessons. While our percentage of students reaching mastered and on track performance levels decreased, our overall growth in TVAAS literacy was a level 5 for 2018.

In an effort to improve our English II scores, teachers will submit lesson plans on an approved TEAM rubric. It is the desire of the administration that all teachers teach to the rigor of the TEAM evaluation process each day. Having this unified lesson plan format will make teachers intentional when planning for the rigorous demands of the TN Standards, especially in important areas such as questioning, thinking, and problem solving. Administration will also continue to work with all teachers, and especially novice teachers thru PLCs, walk-throughs, common lessons, and coaching conversations to improve the proficiency levels for English II.

* If the school has an EL subgroup, describe how the data for the ELs will be used to inform the ESL instructional program.

CHS does not have an EL subgroup. However, the ESL teacher works closely with the regular classroom teacher to determine academic goals and instructional needs for each EL student.

English III

* After analyzing data for all students in this content area, provide a summary of the progress and challenges, and identify underlying causes for each. Discuss the progress and challenges of students overall and in traditional subgroups. Cite specific examples and include local data analyzed as part of the comprehensive needs assessment.

The English III data has had the least amount of fluctuation in students scoring proficient and advanced over the last three years. There was not a significant drop between 2015 and 2016 when the state rolled out a new assessment. However, English III is the only grade level to show an increase in the overall performance between year one and year two of the new test. All subgroups showed improvement with the economically disadvantaged students showing the greatest gains. The scores from 2017 are close to the scores from the old assessment given in 2015. Then in 2018, our English III students showed a drop in proficiency, going from 33.6% on track and mastered to 29.3%. Similar to English I and English II, our white subgroup had the largest decline in proficiency between 2017 and 2018 with 16.3% fewer students scoring on track or mastered. Our second largest subgroup with the greatest decrease in proficiency levels is the economically disadvantaged students. This leads us to believe that it is our white economically disadvantaged students that are losing the most ground. This could be due to the fact that for years, teachers have focused on closing the gap between African American economically disadvantaged students and their white counterparts. In our efforts to close this gap, we have made gains with the black students but not made strides in continuing to improve the white demographic. As a department, we must develop strategies that target both of these subgroups.

While the data doesn't show an improvement in the percentage of all students scoring on track and mastered, we still feel like we are making some progress when it comes to testing. Each year, more resources become available for teachers to use as authentic practice for the EOC. One of these that was used last year was the Classroom Assessment Builder (CAB) within the Questar testing forum. Our teachers were able to use these practice assessments during their weekly computer lab time to familiarize students with the new question types plus provide them with authentic practice. Teachers gave students their projections, discussed what it meant, and then had students keep track of their own data and progress from benchmarks and common assessments. Every three weeks, students took a benchmark assessment over standards already taught to determine their level of readiness for the EOC. At the end of each nine weeks, students took a district common assessment. While students tracked their individual data, teachers and administrators tracked grade level data and used that to drive PLC discussions and classroom lessons. While our percentage of students reaching mastered and on track performance levels decreased, our overall growth in TVAAS literacy was a level 5 for 2018.

In an effort to improve our English III scores, teachers will submit lesson plans on an approved TEAM rubric. It is the desire of the administration that all teachers teach to the rigor of the TEAM evaluation process each day. Having this unified lesson plan format will make teachers intentional when planning for the rigorous demands of the TN Standards, especially in important areas such as questioning, thinking, and problem solving. Administration will also continue to work with all teachers, and especially novice teachers thru PLCs, walk-throughs, common lessons, and coaching conversations to improve the proficiency levels for English III.

* If the school has an EL subgroup, describe how the data for the ELs will be used to inform the ESL instructional program.

CHS does not have an EL subgroup. However, the ESL teacher works closely with the regular classroom teacher to determine academic goals and instructional needs for each EL student.

Algebra I

* After analyzing data for all students in this content area, provide a summary of the progress and challenges, and identify underlying causes for each. Discuss the progress and challenges of students overall and in traditional subgroups. Cite specific examples and include local data analyzed as part of the comprehensive needs assessment.

Algebra I achievement data has shown a decline since 2015 when a new assessment was introduced. The biggest decline came that first year with a decrease of about 72%. Then from 2016 to 2017, we saw a 3.4% drop in the number of total students scoring mastered and on track and another 2.9% drop in 2018, with only 3.8% of students taking Algebra I scoring at proficient levels. Over the last several years, all subgroups have shown a decline. Overall, our economically disadvantaged students have shown the greatest decline in achievement, dropping from 11.4% in 2016 to 1.8% in 2018. Next, our African American subgroup dropped from 11.6% proficiency in 2016 to 1.4 % in 2018. Our white subgroup dropped from 9.1% mastery in 2016 to 6.7% in 2018. Even though our achievement scores were low for 2018, we remain optimistic in that, overall, we showed growth with a TVAAS score of 3 in mathematics.

One of the greatest challenges we faced in 2017-18, was the accessibility of highly effective teachers and some inconsistency in scheduling due to losing teachers during the year. One of our level 5 Algebra I teachers left the classroom to join the administration team. After that, we struggled to find a qualified replacement. As a result, teachers and students were shifted around in an attempt to put the most effective teachers in their content area of expertise. In previous years, EOC tested math students would have their math class on A day and then the math lab on B day with the same teacher. However, because of the shift and inability to hire a certified math teacher, students were not placed with their original math teacher for their lab. Instead, they were scattered and mixed in with other students who had other teachers in an effort to make the schedule work. We feel strongly that this played a factor in our 2018 scores. For this school year, we have intentionally placed students with teachers who are most likely to have the greatest chance of success with that particular student. We also changed teacher course assignments so that they are teaching the content that they have the most knowledge of and demonstrate the most student achievement.

* If the school has an EL subgroup, describe how the data for the ELs will be used to inform the ESL instructional program.

CHS does not have an EL subgroup. However, the ESL teacher works closely with the regular classroom teacher to determine academic goals and instructional needs for each EL student.

Algebra II

* After analyzing data for all students in this content area, provide a summary of the progress and challenges, and identify underlying causes for each. Discuss the progress and challenges of students overall and in traditional subgroups. Cite specific examples and include local data analyzed as part of the comprehensive needs assessment.

Algebra II achievement has shown a decline since 2015. In 2015, almost 88% of CHS students were on track or mastered in Algebra II. That percent dropped to about 30% in 2016, to 17% in 2017, and then went back up to 21% in 2018. All subgroups showed a decrease in achievement between 2015 and 2016 and again in 2017, with the white subgroup showing the greatest decline between 2016 and 2017, dropping from 44.7% mastered and on track to 19.3 % (a 25% decline). This subgroup did bounce back in 2018 with an 11.5% increase in proficiency, up to 30.8%. Both the economically disadvantaged and black subgroups have showed a continual decrease in the percent of students mastered and on track. The ED group dropped from 26.7% in 2016 to 14.7% in 2017 to 11.7% in 2018. The black subgroup dropped from 18.2% in 2016 to 13.7% in 2017 to 8.5% in 2018. Clearly, our black and ED students are losing ground and that achievement gap is growing wider in Algebra II, which could trickle down into this group of students when taking geometry in 2018-19. Even though our achievement scores were low for 2018, we remain optimistic in that, overall, we showed growth with a TVAAS score of 3 in mathematics.

One of the greatest challenges we faced in 2017-18, was the accessibility of highly effective teachers and some inconsistency in scheduling due to losing teachers during the year. One of our level 5 Algebra I teachers left the classroom to join the administration team. After that, we struggled to find a qualified replacement. As a result, teachers and students were shifted around in an attempt to put the most effective teachers in their content area of expertise as well as make sure we had certified math teachers in tested courses. In previous years, EOC tested math students would have their math class on A day and then the math lab on B day with the same teacher. However, because of the shift and inability to hire a certified math teacher, students were not placed with their original math teacher for their lab. Instead, they were scattered and mixed in with other students in an effort to make the schedule work. We believe that this played a factor in our 2018 scores. For this school year, we have intentionally placed students with teachers who are most likely to have the greatest chance of success with that particular student. We also changed teacher course assignments so that they are teaching the content that they have the most knowledge of and demonstrate the most student achievement.

* If the school has an EL subgroup, describe how the data for the ELs will be used to inform the ESL instructional program.

CHS does not have an EL subgroup. However, the ESL teacher works closely with the regular classroom teacher to determine academic goals and instructional needs for each EL student.

Geometry

* After analyzing data for all students in this content area, provide a summary of the progress and challenges, and identify underlying causes for each. Discuss the progress and challenges of students overall and in traditional subgroups. Cite specific examples and include local data analyzed as part of the comprehensive needs assessment.

Overall, our geometry proficiency rates have fluctuated over the past three years. In 2016, 27.5% of our students showed mastery or were on track. That number dropped to 22.7% in 2017 but went back up to 30% on the 2018 EOC. In 2018, the subgroup that showed the most gains in proficiency was the African American subgroup. In 2017, 10.6% were on track or mastered. That number grew by 6% in 2018. The white subgroup has shown a gradual decline over the last few years. In 2016, the white subgroup proficiency rate was 42%. It dropped to 40.3% in 2017, and went down to 39.5% in 2018. Our economically disadvantaged students have shown improvement since 2016 when the proficiency rate was 17.2%. It increased to 19.1% in 2017 and to 20.2% in 2018.

One of our greatest challenges in geometry last year was losing a highly effective teacher at Christmas and not being able to find a replacement that had the classroom management, content knowledge, experience, and overall effectiveness of the teacher we lost. Our other two geometry teachers, however, showed great gains with their students. The growth our students did make was a result of being taught by level 5 geometry teachers.

* If the school has an EL subgroup, describe how the data for the ELs will be used to inform the ESL instructional program.

CHS does not have an EL subgroup. However, the ESL teacher works closely with the regular classroom teacher to determine academic goals and instructional needs for each EL student.

Biology I

* After analyzing data for all students in this content area, provide a summary of the progress and challenges, and identify underlying causes for each. Discuss the progress and challenges of students overall and in traditional subgroups. Cite specific examples and include local data analyzed as part of the comprehensive needs assessment.

Biology achievement data has shown a steady decline over the last three years with the number of students scoring on track and mastered dropping from 60.5% in 2015 to 53.7% in 2016 and then to 47.3% in 2017. Data from 2018 shows another drop in proficiency with only 37.4% of our students showing mastery. This decrease in achievement impacts all of our subgroups. For 2018, we have an overall drop of 9.9% proficiency. By subgroup, that decline is as follows: students with disabilities, 4.9%; African American, 7.4%, white, 8.9%, economically disadvantaged, 17%. This data shows that the drop in proficiency has had the greatest impact on both our black and white economically disadvantaged students. Our students who come from impoverished homes do not come to school with the background knowledge and vocabulary skills required for success in science. The foundation of the biology course and the success a student will have in the class, relies largely on the acquisition of new Tier 3 vocabulary words. As teachers of biology, we must be intentional in the explicit vocabulary instruction within our class. As a science department, we will seek out effective vocabulary instructional strategies, collaborating with our ELA department in PLCs as needed. Science teachers will also expose students to more authentic informational text to increase both literacy skills and content knowledge. In addition, at risk students will be targeted for after school tutoring programs.

* If the school has an EL subgroup, describe how the data for the ELs will be used to inform the ESL instructional program.

CHS does not have an EL subgroup. However, the ESL teacher works closely with the regular classroom teacher to determine academic goals and instructional needs for each EL student.

COLLEGE/CAREER READINESS

College/Career Readiness

Analyze the school's ACT data, summarize the progress and challenges, especially in increasing the number of students who reach college ready benchmarks and score above 21 on the ACT composite. Describe how the school will address those challenges and how the school is considering variation across subjects and different subgroups (i.e. BHN, EL, SWD, ED).

In 2017, CHS showed improvement in the composite score and all subtests other than reading which showed only a minute decline (from 18.8 to 18.7). Our students raised their composite score by one whole point from 18.8 to 19.8. While, on average, all of our students haven't met the 21 benchmark score, we are making great strides to ensure that our students reach college ready benchmarks. One of the biggest challenges we face is that some students are behind academically when they reach the eleventh grade. One way we are addressing that challenge is through our RTI2 program. We strive to identify students who are behind in basic reading skills in an effort to better equip them to be successful in the classroom. Another set of challenges facing many students is that they are taking on adult roles outside of the school, don't have a support system, or simply don't see education as a way to improve their futures. Some ways we are combating these include pairing students with a mentor teacher and placing these at-risk students in academically challenging, college preparatory courses in hopes that being with goal-oriented students will encourage them to set goals for themselves as well.

Our progress in ACT scores are directly attributed to the strategies that we have implemented and will continue to incorporate. They include the following: junior English teachers hold mandatory tutoring sessions with students whose scores are unsatisfactory, school-wide Saturday ACT workshops, ACT prep in each class (including non-tested subjects), and using directed study as ACT prep. English teachers at all grade levels have students complete an English ACT proofing assignment each day as a bell ringer. We believe this has greatly contributed to the rise in the overall English score from 18.7 to 21.2. For the 2018-19 school year, our junior English labs will be used for English and reading ACT prep. We believe that we will see an increase in scores in those areas on future ACT tests. In addition, our juniors participate in a mock ACT twice a year. Tests are scored and results sent home to parents to let them know where their child is currently performing. Teachers communicate students' predictions with them and have meaningful conversations about how to meet and exceed those scores. Also, to ensure that all subgroups are meeting expectations, we are working to improve reading instruction across the content areas by exposing students to more informational text and explicit vocabulary instruction. For the 2018-19 school year, CHS will pay to have the juniors' mock ACT tests scored and analyzed so that teachers are provided with a breakdown of students' areas of weakness by standard. Teachers will then use that information to drive instruction during lab times and to offer small group instruction by deficits as needed.

Review the school's graduation data and summarize progress and challenges students are facing, especially if graduation rates are below 90 percent. Consider graduation rates overall, and among different subgroups (i.e. BHN, ELL, SWD, ED).

Overall, CHS has a great graduation rate improving from 94.3% in 2016 to 97.2% in 2017. Both the black and white subgroups showed improvement. Many of our students come from poverty backgrounds where sometimes graduation is not always in the forefront of their minds. We must continually strive find ways to educate students about opportunities beyond high school. Working with the REDI representative in the building is also significant. This person comes in to the school to meet with students regarding the REDI scholarship and other scholarship opportunities available to them. He also assists them in completing the FAFSA. Continuing to place students in credit recovery programs and tracking our cohorts are also a contributing factors to maintaining a solid graduation rate. We have also implemented a college Capstone class to help foster the soft skills students need when entering college or the job force.

SCHOOL CLIMATE and CULTURE

School Climate and Culture

* Review chronic absenteeism data. Discuss progresses and challenges with chronic absenteeism overall by grade level, or subgroup, especially if rates exceed 10%. Identify specific steps to be taken to ensure that students have opportunities to learn.

Over the last several years, the overall attendance rate hasn't fluctuated too greatly. While 2015-16 attendance rates dropped from 93.9% (in 2014-15) to 92%, the rate increased again to 93.7% overall in 2016-17. Several minority subgroups had higher attendance rates in 2016-17 than they had in 2014-15. Another progress is the percentage of students missing 10% or more school days fell from 28.1% in 2015-16 to 16.6% in 2017. Also, new state laws are pushing parents to be more involved in their children's school attendance even at the high school level. This may show even better numbers in the next couple of years' data.

Some challenges we still face include getting teachers to understand the importance of accurate entries into the Skyward system that was implemented in 2015, making sure all teachers present lessons that cause students to be engaged so that they enjoy coming to school, and convincing students that their education is something to be valued.

Steps to ensure students have the opportunity to learn include letters being sent to parents communicating the changes in attendance law. In addition, our challenging issues have been addressed multiple times in in-service and professional development.

* Review student discipline data. Discuss progress and challenges with student discipline overall, by grade level, or subgroups, especially if rates exceed 8 percent for out-of-school suspensions and /25 percent for expulsions. Identify specific steps to be taken to reduce lost instructional time and/or disparate impact.

The percentage of students suspended from school from 2014-15 to 2015-16 remained the same, but then doubled in the year 2016-17. The subgroups most significantly impacted were the black, economically disadvantaged, and students with disabilities. One of the greatest factors in this increase is that discipline is being enforced more consistently, which does lead to higher numbers of students who have been placed in ISP or suspended. However, this enforcement supports teachers' efforts in the classroom to promote a positive learning environment. CHS is making progress in that different methods of discipline are being developed to prevent students from being suspended and missing instructional time. Methods being implemented this year include the following: organized after-school detention (in place of detention with individual teachers) and mentoring for students at-risk (based on discipline data from last school year).

Some challenges we face include disparity in teacher expectations throughout the building. In addition, the impact of poverty on student attitudes and behaviors plays a major role in discipline issues within the classroom. Some steps we are taking this school year to combat discipline and reduce the number of suspensions include providing more training for teachers in working with students who come from poverty. During our August 16 in-service, world-renowned educator and speaker Tara Brown, trained our faculty and staff on building relationships and the importance of making connections with students from poverty backgrounds. We are also implementing a new mentoring program in which teachers and coaches have been paired with students who had multiple office referrals and suspensions in 2017-18. We are also developing a strategy to ensure the detention program is effective (making sure students attend, etc.).

* Describe the priority for providing a safe, supportive, and healthy environment in the school and how the school will meet those needs.

Our mission statement equally recognizes the need for "standards-based instruction, innovative academic programs" and "an encouraging environment which empowers all students with the knowledge, skills, and values needed to address the challenges of a global society." As such, administration has made every effort to secure the campus and keep students safe. Doors are to be locked at all times. Intercoms and cameras have been placed at main entrances to allow front office staff to monitor those who enter and exit the building. To prevent doors from being opened, some handles have even been removed on the outside of the building. Our School Resource Officer maintains the security of the campus. He walks the campus (both inside and outside) multiple times a day. In addition, drug dogs routinely check the campus to ensure illegal substances are not present.

Teachers have been encouraged during in-service trainings to ensure that lessons are engaging so that students will be excited about going to class. New lesson plan forms that demonstrate the expectations of our administration for engaging lessons and TEAM model instruction are in place this year.

As always, we are seeking ways to interact with the parents and include them in the educational community. Events such as Back to School Night, Parent-Teacher Conferences, and other typical meetings are in place. In addition, we are asked to build relationships with students and to contact parents if we need help with that relationship. Administration makes it very clear on a regular basis to the faculty that our students and their growth and future are to be our top priority

HUMAN CAPITAL

Human Capital

* How are new teachers supported in the school? What strategies are currently in place to generate growth among new hires?

Before the first day of in-service, our new teachers went thru a new teacher orientation with Mr. McClain and Mr. Price. During this time, they learned routines, procedures, and expectations for the school year.

In the past, CHS has had an informal type of mentor program. This year, we have organized a mentor program in which we will meet with new teachers to see what is working and what is not working as well as see what their needs are as far as instruction, discipline, planning, professional development, etc. We have several first year teachers who will use some of their planning time to observe highly effective teachers to see what they can bring back to use in their own classrooms. These new teachers will be supported with PD as administration sees a need or the teachers themselves see a need.

Another way our new teachers will be supported is thru peer collaboration in our bi-weekly PLCs. Our teachers meet to discuss data, planning, and instructional strategies.

Throughout the 2017-18 school year, the administration team met regularly to discuss teacher evaluations, instruction, discipline, etc. They also did informal walk-though evaluations with teachers that struggled with classroom management, discipline issues, and/or instructional strategies and best practices. Toward the end of the year, we discussed the need for some of our new teachers to go thru COMP (Classroom Organization and Management Program) training. We contacted the high school supervisor and asked if we could bring this training to the district, as we felt we had a great need for it. As a result, we will be sending four teachers (two are first year teachers and the other two have been in the profession for a few years) to receive valuable training that will impact how they manage their classrooms and help improve student behaviors and achievement.

* What retention practices, incentives, or growth opportunities are in place, specifically for teachers who have demonstrated strong performance over time?

There are multiple growth opportunities for our strong, highly effective teachers. Some participate in an administration block in which they shadow an administrator for one block every other day. They are given duties and involved in decision-making processes. Some of these teachers are involved in our mentoring program and meet with new teachers to support them. Others are chosen by administrators for the new teachers to observe teaching. Some are chosen for instructional coaching opportunities in which they go into classrooms to informally evaluate and provide support. Another way these teachers are used is in department chair positions in which they receive a stipend for their leadership services.

* What procedures are in place to ensure that low income and minority students are not being taught at a higher rate than other students by ineffective, inexperienced, or out-of-field teachers. Include steps to be taken in order to address these disparities and ensure equitable access to highly-effective teachers.

Scheduling plays an important part at CHS to ensure the success of all students, including low income and minority students. The first step in ensuring academic success for all students is teacher placement. When making placement decisions, analyzing past TVAAS data and past teacher evaluation reports is crucial. It is our aim not to place a teacher in a subject area in which there is evidence of multiple years of ineffective academic success or lack of experience in a subject area. Teacher placement is vital as we attempt to place teachers according to their strengths so that we maximize the number of effective teachers in the school. The second step in ensuring our low income and minority students are not being taught by ineffective, inexperienced, or out-of-field teachers is by using TVAAS data to make strategic decisions about performance strengths. For example, both teacher and student data are used to pair teachers with the type of students they have the most success with. If one teacher works better with and shows greater achievement or growth data with a particular group of students (low, middle, or high performing), then we strategically place those students with that teacher. In order for all students to be academically successful at CHS, we thoroughly analyze all data to make informed decisions that will benefit all students.

ADDITIONAL AREAS

RTI^2

* Describe the school's progress in implementing RTI2 across all grades. Identify areas of strength and weakness, identify root causes and discuss actions needed.

During the 2017-18 school year, CHS served only 9th and 10th grade students in reading intervention. We served a total of 67 students. For the 2018-19 school year, we have added a few 11th grade students to that as well. Scheduling and credits needed to graduate continue to be a barrier for us not being able to serve some students who need intervention. In 2017-18, our Tier 3 students participated in a blended learning program titled Language Live. Students received interventions every other day for 90 minutes to strengthen fluency, vocabulary, and comprehension At the end of the year, we tracked the progress of our RTI students using data from both our benchmark assessment and progress monitoring tools as well as the End of Course tests. The Easy CBM data (for benchmark and progress monitoring) showed that our students had made significant gains in strengthening reading skills. When RTI and SPED intervention students took the fall benchmark, 29% of them were "at risk." That number fell to 14% at the winter benchmark and down to 4% at the spring benchmark. In addition, we looked at the EOC scale score and overall performance data. While some students showed a decline in score, overall, we show a growth in scale scores. Ms. Hogg's students combined scale score improvement was 164 points and Mrs. Poston's was 63 points. Both sets of data lead us to believe that, overall, our intervention classes are working and our program is successful.

One thing our interventionists noticed while implementing Language Live is that even though it is a program recommended for high school, some of the online activities and lessons seemed very easy for our students. This is another challenge we face: finding a program that truly meets the needs of our struggling students. We currently use end of year 8th grade Easy CBM to screen freshmen. However, for upper classmen, we use an Early Warning System to identify at-risk students. With standardized tests being one of the factors, and when students score so low, it seems there is a reading skills deficit. However, there is always the question of whether it is skills or standards that is the problem. In order to ensure that we are serving students who have a skills deficit and not a standards deficit, we would prefer having a screener for all students suspected of needing intervention.

During the 2018-19 school year, our RTI team is planning on participating in the High School Communities of Practice where we will have the opportunity to build community with and learn from other high schools implementing RTI2. This will be crucial to the continual development and improvement of our RTI program. This group will meet two times face-to-face, once in the fall and once in the spring, and attend webinars throughout the year as well. Through this community of practice, we hope to learn how other high schools are dealing with our challenges, what is working for them, and what is not working.

Technology Access & Use

* Discuss the level of access that students have to technology as part of the instructional program and the challenges faced in effectively integrating technology into the instructional program. What steps is the school taking to address these challenges? (Include possible funding sources to be used to support increased access to technology.

The past year brought a lot of changes to technology at CHS. We purchased 30 new desktop computers to create a new computer lab. We purchased seven other desktops to add to or replace broken machines in an existing lab, and we added six new desktops to our library. In addition, we purchased 110 laptops. One set of thirty is being used in our dual enrollment/extended learning lab. Two more sets are on state of the art charging stations/carts and are available for teachers to check out daily to use in classroom instruction. Our two RTI classes also received three desktops and three laptops each for the blended learning programs we use in intervention. We now have a total of four permanent computer labs (one is for dual enrollment/extended learning) and two carts of laptops for student use. Three of the computer labs will be used for a weekly technology rotation for our EOC tested teachers. All tested teachers will have a regular time to visit the labs so that students can be exposed to technology on an educational platform in order to better prepare them for end of course exams. During computer lab rotations, students work with websites and programs such as Pearson, USA Test Prep, Questar (Classroom Assessment Builder), Thrivist, Schoology, Case 21, Mastery Connect, and others. Non tested teachers use the computer labs during "open" times to work on projects, portfolios, and project-based learning opportunities. Several of our departments have laptops available for teachers within the department to use. The science department has three sets of 30 laptops, and the English and CTE departments each have a set. Many students are visiting a computer lab 2-3 times a week as well as having opportunities to interact with technology within the regular classroom setting. The use of our technology schedule greatly increased students' confidence and productivity during the spring 2018 testing. Students knew how to login to the Questar testing platform and access the test, as they had practiced this as well as completed practice tests during their lab times.

In previous years, one of our biggest challenges was lack of technology. While we are still behind, as we are not yet a one to one school, we have taken great strides and improved our students' access through the acquisition of many new devices. Now the biggest challenge we face is getting teachers who are not comfortable with using technology themselves to step out of their comfort zone and

begin experimenting with and integrating technology into daily classroom instruction to engage students and better prepare them for academic success.

Professional Development

* Describe how professional development for teachers and school leaders will build capacity for high quality instruction, positively impact student academic achievement, and address the needs of educators in the school.

During the August in-service, CHS math teachers attended a training on rigorous mathematics instruction. They collaborated with high school math teachers across the district to discuss strategies for planning and delivering effective instruction. The English, science, and history teachers attended professional development on making data part of instructional strategies to help raise students' achievement and growth scores on EOC and ACT tests. Over the summer, our science teachers participated in a standards breakdown training to give them a better understanding of the new standards and how they will be assessed.

World renowned educator and education consultant Tara Brown trained our entire faculty on brain research and the effect poverty has on children and their mindset. She encouraged faculty and staff to build relationships and make connections with students, for those are the keys to their academic success.

Our interventionists will attend a conference that focuses on RTI2 so that they can build a network of support and learn strategies that will improve their instruction and content knowledge which will, in turn, increase student success and academic achievement.

Principal McClain and Assistant Principal, Mr. Bounds attended a summer conference titled Embracing the Power of Your Leadership Footprint. It focused on understanding, embracing, and empowering students (and teachers) and also stressed on how important community involvement is to the success of a school.

Parent and Family Engagement

* Describe the strategies used to implement effective family and community engagement activities that are meaningful and aligned with student academic achievement in the school. If applicable, address activities specifically designed to engage the parents and families of English learners.

One way we seek community involvement at CHS is through our Capstone class. In this class, seniors have the opportunity to meet local businessmen to gain exposure to the different jobs available upon graduation and to gain an understanding of the expectations of them in that particular job.

Last year, our Title I program hosted an RTI Open House. Parents had the opportunity to come in and meet the interventionists and learn more about the program we used as well as ask questions. Unfortunately, we had zero participation. While we did promote the opportunity by sending home invitations, this year we will do a better job getting the message to parents by using the call out system or sending invitations thru the mail.

CHS seeks to engage families in a variety of ways. One is by hosting an annual open house. Parents are invited into the school to meet their child's teachers and administration. While here, parents have the opportunity to learn about each class's syllabus and what is required of students during the year. Parents and students can also see what extracurricular activities, such as clubs and organizations, are available for them to join.

Our REDI program hosts several parent nights each semester to provide important information to students and parents regarding college entrance, college tuition and how to pay, scholarships, filling out FAFSA paperwork, etc. These nights are geared toward our senior students to help them prepare for the overwhelming college application process.

This year, we will host an ACT night in which parents may come and take a look at an old test and receive important information about scores and what drives students' success on the test as well as scores needed for college entrance and scholarships.

Each year, all three high schools come together to host a College & Career Night for students and parents. Colleges, military recruiters, and local businesses provide information regarding post-secondary opportunities.

NEEDS ASSESSMENT SUMMARY

Summary of Accomplishments and What's Working
*Summarize your accomplishments and what is working for students. To what do you attribute these accomplishments?
Last year, we implemented several things that attributed to our overall success. Our EOC tested classes took 3 and 6 week formative assessments and 9 week summative assessments to determine students' progress with standards and readiness for TN Ready. Teachers used the data, which was analyzed and discussed in PLCs, to inform instruction and determine which standards needed to be retaught. We also exposed our students to more technology by implementing a technology schedule for our tested teachers. Once a week, these teachers took their classes to a computer lab and practiced TN Ready assessments in the Questar Classroom Assessment Builder, USA Test Prep, Pearson, or some other platform. As a result, our students were comfortable with navigating the computer and the testing platform, including the login process and the familiarity of the question types within the testing site. In addition, we recognized that certain teachers work well with certain types of learners. We did our best to screen these students and match them with a teacher that would be effective in growing them academically. We also had success with our Title I RTI2 interventions and our SPED English interventions. The small group instruction and blended learning programs for RTI greatly contributed to the program's overall success. The SPED interventionist did not use a research-based program. However, she was able to hone in on specific reading skills in order to increase students' reading comprehension.

Prioritized List of Needs			
*List, in priority order, your top 3-5 areas of need as identified through the needs assessment. These should be the areas that can be addressed in the coming year. Prioritizing needs will identify the most critical areas where your work will begin with the creation of goals and strategies.			
Priority Need	**Content/Topic Focus (such as RLA, math climate, ACT, etc.)**	**Grade Level Focus (single grade or range of grades)**	**Primary Student Focus (such as all students or subgroup(s))**
Academic Improvement	**RLA, Math and ACT**	**9-12**	**all**
Technology	**Integration into Instruction**	**9-12**	**all**
College and Career Readiness	**ACT/EPSO**	**9-12**	**all**
Safe and Healthy Schools	**Chronic Absenteeism**	**9-12**	**all**

ASSURANCE
The strategies developed and implemented within and through this plan will specifically address the priority needs identified.

SCHOOL-WIDE SCHOOLS-COMPONENT RELATIONSHIPS

Opportunities for All Students
* Describe how strategies will provide opportunities for all children, including each of the subgroups (ED, major racial & ethnic groups, SWDs and ELs) to meet challenging state academic standards.
CHS teachers will implement a variety of instructional strategies to provide all students the opportunity to be successful in achieving proficiency or showing growth on the challenging state standards. Administration encourages and promotes the use of technology in each classroom to engage students during daily instruction, to streamline assessments and feedback for students, and to prepare students for a career in the 21st century workplace. With newly purchased computer labs and laptop carts, teachers are regularly bringing students to labs or bringing labs to their students in order to enhance the quality of instruction and assessments, as well as equip students with computer skills for life after high school. In addition, teachers are implementing the BYOD (Bring Your Own Device) policy and allowing students to use their cell phones or other devices to enhance the classroom experience. Another strategy teachers will use is differentiated instructional methods. With 2018 EOC data already disaggregated, teachers are equipped with knowledge of their students strengths and weaknesses. Throughout the year, benchmark data will also be used to determine student readiness for the 2019 test. Tested teachers will use this data to prepare lab classes and to reteach skills not yet mastered. Also, as data guides us, students will be identified for extra learning opportunities both before and after school. Finally, all teachers will continue to expose students to informational text and incorporate vocabulary strategies that permeate all disciplines to increase all students' ability to access complex texts. These alternative methods have the ability to reach across all subject areas, all grade levels, and all subgroups. The vocabulary strategies across all content areas help support all students in acquiring vocabulary skills to meet the challenging state academic standards.

Strengthening Academics
* Describe how the school will use methods and instructional practices that strengthen the academic program in the school.
Throughout the school year, teachers will unpack the standards and share best practices for teaching those standards through biweekly PLCs. Teachers will take those best practices back to their classrooms, implement them, and then share the experience at the next PLC. This will be especially helpful for the science department as those teachers were trained on new standards over the summer. In addition, we will analyze data and use our English and math labs to differentiate instruction and pinpoint deficits so that we can improve achievement, show growth, and close the gaps between our subgroups. Also, teachers will also be trained on the revised curriculum maps in Mastery Connect. This training will focus on instructional practices and assessment practices (CASE 21) designed to strengthen the academic program in the school. We will also use technology (weekly technology schedule, laptop carts, Bring Your Own Device initiative) to engage students, streamline assessments, provide timely feedback in an effort to strengthen our academics and show growth both in TVAAS and achievement on the 2019 EOC tests.

Quality Learning

* Describe how the school will increase the amount and quality of learning time.

Instructional time is protected by conducting announcements in the mornings, during class changes, and at dismissal. Students have ample time to take care of restroom breaks during class changes so as to minimize classroom interruptions which helps make sure that little instructional time is lost. Instructional time is also protected by limiting the use of the intercom system (all calls) in the building. If students are to check-out during class, a student worker is sent to the classroom to escort them to the office as opposed to interrupting the entire class via the intercom.

Teachers and administrators are working together to ensure that students are at school and ready to learn. In the past, we have had students sent home for dress code violations or suspended for behavioral infractions. We are combatting those issues, among others, in various ways. One way we are trying to cut down on office referrals and suspensions is by contacting parents. Before a student can be written up for a minor infraction, there must be a written record of parents being contacted first. Often times, minor misbehaviors that continue or get worse over time can be lessened or even stopped when parents are involved. Students that were written up numerous times last year, have also been assigned a mentor teacher who will check on them frequently and hopefully keep those students on the right path this school year.

We are also working closely with our school psychologists to ensure that students who require mental health services receive the help they need so that they can come to school in a good mindset and focus on their education rather than the issues they struggle with. All of our teachers were trained on child abuse/neglect at the beginning of the year in an effort for us to be able to recognize signs of children in crisis.

Professional development regarding student engagement strategies – especially engaging students with technology - is another way the quality of the learning time is being addressed. Informal walk-throughs by administration and the coaching conversations being had as a result of those walk-throughs attend to the quality of the instruction and to ensure the teacher receives feedback on what was seen during the walk-throughs.

Well-rounded Education

* Describe how the school will provide an enriched and accelerated curriculum to ensure that students have access to a well-rounded education.

CHS has made great strides in increasing our Early Post-Secondary Opportunities for all students. We currently have partnerships with Dyersburg State Community College, Tennessee College of Applied Technology, and the University of Tennessee at Martin to provide avenues for both college and career for our students. In the past, our dual enrollment classes were open only to junior and senior students. However, this year we have some freshmen and sophomores enrolled as well. Our dual enrollment numbers are much higher this year as we have increased the number of classes offered. Up until this year, students could only take a handful of these classes-English, U.S. History, and Advanced Math. This year, however, we are offering a plethora of dual classes which include the previously mentioned as well as Psychology, Computer Applications, Computer Coding, College Algebra, Accounting, and Spanish. These courses are taken online in our extended learning labs. In addition, students have the opportunity to earn local dual credit through their wellness (book) and fine arts classes. If students pass a test at the end of the school year, they can receive college credit at Dyersburg State.

SAILS math is also offered on campus at CHS; this course is designed to help students who would have to take remedial math in college (due to their math ACT score) get ahead. This course allows the students to by-pass remedial math in college and begin to earn college credit as a freshmen immediately. CHS also offers many college prep classes and CTE courses to help prepare students for post-secondary opportunities. Our work-based Capstone class prepares senior students who plan to enter the workforce after graduation.

At-Risk Students

* Describe how the school will address the needs of all children in the school, particularly the needs of those at risk of not meeting the challenging state academic standards.

One way CHS is addressing the needs of at risk students is through RTI2. Students in the RTI2 program have been placed there based on multiple pieces of data. Incoming freshmen are scheduled in the intervention course based on their end of 8th grade benchmark assessment in Easy CBM. Students who show deficits in fluency, vocabulary or comprehension are based in either a Tier 2 or Tier 3 English intervention for their 9th grade year. Ninth and tenth grade students are placed based on either benchmark assessment scores if they were in RTI the previous year, or they are placed based on their score in an Early Warning System. Part of the EWS criteria that places them in RTI includes attendance data and performance on the EOC.

Our SPED students are also placed in an English intervention class with a special education teacher. This teacher hones in on skills deficits and uses a variety of strategies to improve students' reading comprehension levels.

The ICU list - a list of students who have failed to turn in work - is also used to ensure that no student fails because he or she chose to do so by not turning in the necessary assignments because of absenteeism or the student simply not wanting to do an assignment. Common assessment data along with daily classroom performance is used to place students in after school tutoring sessions. Also, students who are assigned detention for behavior or dress code infractions attend academic tutoring during that time. This academic tutoring after school ensures that our at-risk students are receiving extra supports to give them a greater chance of academic success.