

School Planning Team

Madison County (570) Public District - FY 2019 - Rose Hill School (570-0024) Public School - School Plan - Rev 0

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.

Dr. Teresa L. McSweeney, Principal
Melissa Helton, Assistant Principal
Jeannette Coleman, Instructional Coach
Corene Maclin, Math Interventionist
Mr. Lynn, 8th Grade Math Teacher
Julie Young, Teacher Assistant
Ms. Dugger, PLTW/Computer Teacher
Ms. Fair, 4th Grade Teacher
Mr. Weaver, 1st Grade Teacher
Wesley Blankenship, Parent
Rhonda Bennett-Hampton, Parent
Kim Huckabee, Parent and Assistant
Ms. Gina Fuller, 7th Grade ELA

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.

The School Planning Team will meet quarterly to monitor action steps and ensure that we are progressing toward our goals.

8/20/18 Identify goals

8/27/18 Refine Action Steps

10/27/18 The School Planning Team will be divided into the following teams. Each team member will be responsible for monitoring the action steps in each section.

1/27/18 Each team will share updates for progress in each category.

3/27/18 The team will assess final steps and link to next year's projected action steps.

Academic Data and School Climate and Culture

Dr. McSweeney

Mr. Lynn

Ms Young

Mrs. Hampton

Human Capital and Needs Assessment

Mrs. Helton

Ms. Dugger

Mr. Weaver

Mrs. Huckabee

College and Career Readiness and At Risk Students

Mrs. Coleman

Ms. Fair

Mr. Blankenship

Ms. Huckabee

CHECK HERE IF NOT APPLICABLE (HIGH SCHOOLS)

Elementary/Middle School Subjects

3-8 Reading/Language Arts - Data Tables

3-8 Reading/Language Arts - % Proficient / Advanced	2014-15	Improvement	2015-16	Improvement	2016-17
All Students					20.4
- Asian					*
- Black or African American					11.9
- Hispanic or Latino					**
- Native American / Alaskan Native					*
- Native Hawaiian / Pacific Islander					*
- White					28.1
Economically Disadvantaged					13.6
Students with Disabilities					10.3
English Learners					*

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.

Data Link: [Rose Hill 2017-2018 School Level TVAAS Composite Scores](#)

Literacy

Data Analysis: The 2017-2018 School Level TVAAS Composite Score for Rose Hill for Literacy was Level 5. Grades 4-8 mirrored the Level 5 school-wide score. However, Level 3 scores indicated a Level 2 for literacy. This is a significant improvement over 2016-2017 Level 2 overall school-wide score.

Summary of Progress and Challenges: Grades 4-8 implemented strategies that facilitated significantly above expectations growth in student assessment scores for literacy. Challenges seem to exist in achieving similar growth for Grade 3. The lack of an aligned curriculum in early grades likely impacted the Grade 3 scores.

Underlying Causes: The lack of an aligned curriculum implemented with fidelity.

Local Data: Rose Hill implemented Study Island as a school-wide supplement for literacy instruction. Reports indicate that in 2017-2018, Rose Hill students logged in and attempted questions and seemingly sporadic points in history. Students attempted a high number of questions in April and May somewhat consistently. The data indicate short spikes in usage over a 3 day period in November and January, with little to no use during the other months. The Study Island Cumulative Performance Trend Chart showed that students answered 60% of questions correctly consistently from October through May. This suggests that the limited Study Island usage did not necessarily positively impact the Level 5 Literacy scores.

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

The district has provided an EL teacher for our limited EL population. These students will receive 1 hour of ESL instruction every day.

3-8 Mathematics - Data Tables

3-8 Mathematics - % Proficient / Advanced	2014-15	Improvement	2015-16	Improvement	2016-17
All Students					19.6
- Asian					*
- Black or African American					8.9
- Hispanic or Latino					**
- Native American / Alaskan Native					*
- Native Hawaiian / Pacific Islander					*
- White					28.6
Economically Disadvantaged					12
Students with Disabilities					13.6
English Learners					*

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.

Data Link: Rose Hill 2017-2018 School Level TVAAS Composite Scores

Numeracy

Data Analysis: The 2017-2018 School Level TVAAS Composite Score for Rose Hill for Numeracy was a Level 2. Grades 4-8 mirrored the Level 2 school-wide score. Grade 3 scores indicated a Level 1 for numeracy.

Summary of Progress and Challenges: Similarly to literacy, the school numeracy scores suggest that the early grades impacted the Grade 3 numeracy score of Level 1. The lack of an aligned curriculum likely contributed to the overall school-wide numeracy level 2 score.

Underlying Causes: The lack of an aligned curriculum implemented with fidelity.

Local Data: Rose Hill implemented Study Island as a school-wide supplement for literacy instruction. Reports indicate that in 2017-2018, Rose Hill students logged in and attempted questions and seemingly sporadic points in history. Students attempted a high number of questions in April and May somewhat consistently. The data indicate short spikes in usage over a 3 day period in November and January, with little to no use during the other months. The Study Island Cumulative Performance Trend Chart showed that students answered 60% of questions correctly consistently from October through May. This suggests that the limited Study Island usage did not necessarily positively impact the Level 5 Literacy scores.

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

The district has provided an EL teacher for our limited EL population. These students will receive 1 hour of ESL instruction every day.

3-8 Science - Data Tables

3-8 Science - % Proficient / Advanced	2014-15	Improvement	2015-16	Improvement	2016-17
All Students					44.8
- Asian					*
- Black or African American					32.1
- Hispanic or Latino					33.3
- Native American / Alaskan Native					*
- Native Hawaiian / Pacific Islander					*

- White					55.1
Economically Disadvantaged					36.5
Students with Disabilities					13.5
English Learners					*

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.

Data Link: Rose Hill 2017-2018 School Level TVAAS Composite Scores

Science

Data Analysis: The school wide scores indicated a Level 1 for Science. Grade 3 and Grades 4-8 scores indicated a Level 1.

Summary of Progress and Challenges: The biggest challenge our social studies and science teachers face is a lack of any standardized aligned curriculum for social studies and science for all grades.

Underlying Causes: The lack of an aligned curriculum implemented with fidelity.

Local Data: Study Island data indicated a higher number of science questions answered correctly than any other subject area. Teachers could infer from this data that students were well-prepared for the science assessment.

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

The district has provided an EL teacher for our limited EL population. These students will receive 1 hour of ESL instruction every day.

CHECK HERE IF NOT APPLICABLE (ELEMENTARY AND MIDDLE SCHOOLS)

High School Subjects

English I - Data Tables

English I - % Proficient / Advanced	2014-15	Improvement	2015-16	Improvement	2016-17
All Students					
- Asian					
- Black or African American					
- Hispanic or Latino					
- Native American / Alaskan Native					
- Native Hawaiian / Pacific Islander					
- White					
Economically Disadvantaged					
Students with Disabilities					
English Learners					

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.

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

English II - Data Tables

English II - % Proficient / Advanced	2014-15	Improvement	2015-16	Improvement	2016-17
All Students					
- Asian					
- Black or African American					
- Hispanic or Latino					
- Native American / Alaskan Native					
- Native Hawaiian / Pacific Islander					
- White					
Economically Disadvantaged					
Students with Disabilities					
English Learners					

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.

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

English III - Data Tables

English III - % Proficient / Advanced	2014-15	Improvement	2015-16	Improvement	2016-17
All Students					
- Asian					
- Black or African American					
- Hispanic or Latino					

- Native American / Alaskan Native					
- Native Hawaiian / Pacific Islander					
- White					
Economically Disadvantaged					
Students with Disabilities					
English Learners					

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.

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

Algebra I - Data Tables

Algebra I - % Proficient / Advanced	2014-15	Improvement	2015-16	Improvement	2016-17
All Students					
- Asian					
- Black or African American					
- Hispanic or Latino					
- Native American / Alaskan Native					
- Native Hawaiian / Pacific Islander					
- White					
Economically Disadvantaged					
Students with Disabilities					

English Learners

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.

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

Algebra II - Data Tables

Algebra II - % Proficient / Advanced	2014-15	Improvement	2015-16	Improvement	2016-17
All Students					
- Asian					
- Black or African American					
- Hispanic or Latino					
- Native American / Alaskan Native					
- Native Hawaiian / Pacific Islander					
- White					
Economically Disadvantaged					
Students with Disabilities					
English Learners					

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.

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

Geometry - Data Tables

Geometry - % Proficient / Advanced	2014-15	Improvement	2015-16	Improvement	2016-17
All Students					
- Asian					
- Black or African American					
- Hispanic or Latino					
- Native American / Alaskan Native					
- Native Hawaiian / Pacific Islander					
- White					
Economically Disadvantaged					
Students with Disabilities					
English Learners					

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.

If the district has an English learner (EL) subgroup, describe how the data for the ELs will be used to inform the ESL instructional program.

Integrated Math I - Data Tables

Math I - % Proficient / Advanced	2014-15	Improvement	2015-16	Improvement	2016-17
All Students					
- Asian					
- Black or African American					

- Hispanic or Latino					
- Native American / Alaskan Native					
- Native Hawaiian / Pacific Islander					
- White					
Economically Disadvantaged					
Students with Disabilities					
English Learners					

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.

If the district has an English learner (EL) subgroup, describe how the data for the ELs will be used to inform the ESL instructional program.

Integrated Math II - Data Tables

Math II - % Proficient / Advanced	2014-15	Improvement	2015-16	Improvement	2016-17
All Students					
- Asian					
- Black or African American					
- Hispanic or Latino					
- Native American / Alaskan Native					
- Native Hawaiian / Pacific Islander					
- White					
Economically Disadvantaged					

Students with Disabilities					
English Learners					

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.

If the district has an English learner (EL) subgroup, describe how the data for the ELs will be used to inform the ESL instructional program.

Integrated Math III - Data Tables

Math III - % Proficient / Advanced	2014-15	Improvement	2015-16	Improvement	2016-17
All Students					
- Asian					
- Black or African American					
- Hispanic or Latino					
- Native American / Alaskan Native					
- Native Hawaiian / Pacific Islander					
- White					
Economically Disadvantaged					
Students with Disabilities					
English Learners					

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.

If the district has an English learner (EL) subgroup, describe how the data for the ELs will be used to inform the ESL instructional program.

Biology I - Data Tables

Biology I - % Proficient / Advanced	2014-15	Improvement	2015-16	Improvement	2016-17
All Students					
- Asian					
- Black or African American					
- Hispanic or Latino					
- Native American / Alaskan Native					
- Native Hawaiian / Pacific Islander					
- White					
Economically Disadvantaged					
Students with Disabilities					
English Learners					

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.

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

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N/A

ACT - Data Tables

ACT Scores	2014-15	2015-16	2016-17
Composite			
English			
Math			
Reading			
Science			

Graduation Rate - Data Tables

Graduation Rate	2014-15	Improvement	2015-16	Improvement	2016-17
All Students					
- Asian					
- Black or African American					
- Hispanic or Latino					
- Native American / Alaskan Native					
- Native Hawaiian / Pacific Islander					
- White					
Economically Disadvantaged					
Students with Disabilities					
English Learners					

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).

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, EL, SWD, ED).

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Student Enrollment - (represents student enrollment on October 1)

	2014-15		2015-16		2016-17	
	#	%	#	%	#	%
All Students						
- Asian						
- Black or African American						
- Hispanic or Latino						
- Native American / Alaskan Native						
- Native Hawaiian / Pacific Islander						
- White						
Economically Disadvantaged					221	43.2
Students with Disabilities					102	18.5
English Learners					7	1.3

Student Attendance

Student Attendance - Elementary and Middle Grades

	2014-15	2015-16	2016-17
	%	%	%
All Students			94.7
- Asian			97.1
- Black or African American			94.7
- Hispanic or Latino			91.2

- Native American / Alaskan Native			
- Native Hawaiian / Pacific Islander			89.7
- White			94.5
Economically Disadvantaged			
Students with Disabilities			94.3
English Learners			98.4

Student Attendance - High School

	2014-15	2015-16	2016-17
	%	%	%
All Students			
- Asian			
- Black or African American			
- Hispanic or Latino			
- Native American / Alaskan Native			
- Native Hawaiian / Pacific Islander			
- White			
Economically Disadvantaged			
Students with Disabilities			
English Learners			

Chronic Absenteeism - Data Tables

Students Who Were Chronically Absent (by subgroup)

	2014-15		2015-16		2016-17	
	10% or More	20% or More	10% or More	20% or More	10% or More	20% or More

	#	%	#	%	#	%	#	%	#	%	#	%
All Students									66	12.9	**	**
- Asians									*	*	*	*
- Black or African American									30	16.4	**	**
- Hispanic or Latino									**	**	**	**
- Native American / Alaskan Native									*	*	*	*
- Native Hawaiian / Pacific Islander												
- White									34	11.6	**	**

Students Who Were Chronically Absent (by grade level)

	2014-15				2015-16				2016-17			
	10% or More		20% or More		10% or More		20% or More		10% or More		20% or More	
	#	%	#	%	#	%	#	%	#	%	#	%
All Students									66	12.9	**	**
Kindergarten									8	16.3	**	**
Grade 1									2	5.9	**	**
Grade 2									11	16.7	**	**
Grade 3									6	11.3	**	**
Grade 4									10	14.3	**	**
Grade 5									5	8.8	**	**
Grade 6									5	7.9	**	**
Grade 7									9	14.3	**	**
Grade 8									10	18.2	**	**
Grade 9												

Grade 10														
Grade 11														
Grade 12														

Student Discipline - Suspensions (by subgroup) - Percentages are calculated using all students enrolled at any point during the school year as the denominator and will differ from the report card percentages.

	2014-15		2015-16		2016-17	
	#	%	#	%	#	%
All Students (students suspended; not incidents)					13	2.2
- Asian					*	*
- Black or African American					10	4.3
- Hispanic or Latino					0	0
- Native American / Alaskan Native					*	*
- Native Hawaiian / Pacific Islander					*	*
- White						
Economically Disadvantaged					6	2.2
Students with Disabilities					2	1.6
English Learners					*	*

Student Discipline - Suspensions (by grade level) - Percentages are calculated using all students enrolled at any point during the school year as the denominator and will differ from the report card percentages.

	2014-15		2015-16		2016-17	
	#	%	#	%	#	%
All Students					13	2.2
Kindergarten					0	0

Grade 1					0	0
Grade 2					0	0
Grade 3					0	0
Grade 4						
Grade 5					0	0
Grade 6					4	5.6
Grade 7					6	7.8
Grade 8					3	4.4
Grade 9					*	*
Grade 10					*	*
Grade 11					*	*
Grade 12					*	*

Student Discipline - Expulsions (by subgroup) - Percentages are calculated using all students enrolled at any point during the school year as the denominator and will differ from the report card percentages.

	2014-15		2015-16		2016-17	
	#	%	#	%	#	%
All Students (students expelled; not incidents)					0	0
- Asian					*	*
- Black or African American						0
- Hispanic or Latino					0	0
- Native American / Alaskan Native					*	*
- Native Hawaiian / Pacific Islander					*	*
- White					0	0
Economically Disadvantaged					0	0
Students with Disabilities					0	0

English Learners

*

*

Student Discipline - Expulsions (by grade level) - Percentages are calculated using all students enrolled at any point during the school year as the denominator and will differ from the report card percentages.

	2014-15		2015-16		2016-17	
	#	%	#	%	#	%
All Students					0	0
Kindergarten					0	0
Grade 1					0	0
Grade 2					0	0
Grade 3					0	0
Grade 4					0	0
Grade 5					0	0
Grade 6					0	0
Grade 7					0	0
Grade 8					0	0
Grade 9					*	*
Grade 10					*	*
Grade 11					*	*
Grade 12					*	*

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

Chronic Absenteeism Data: Of the 66 students who were absent 10% or more, African American students missed 16.4% of school. The 34 students were absent 11.6% of school. No students missed 20-% or more.

Progress and Challenges: Challenges include educating parents to understand and appreciate the importance of school attendance. Another challenge includes ensuring that we maximize every instructional minute throughout the day so parents more readily comply with attendance requirements.

Grade Level: The lowest percentage of students missing more than 10% of school is Grade 2, followed closely by Grade 6 and 7. The highest

percentages of chronic absenteeism occur in kindergarten at 16.3% and 8th grade at 18.2%.

Action Steps:

1. Revise the master schedule for all grade levels indicating that instruction begins at 8:15 rather than 8:30. Previously teachers provided breakfast and "morning routines" from 8:00-8:25.
2. Revise the master schedule to remove the school wide "drop everything and RTI" for all grades and move RTI to varying time slots within the schedule that are specific to grade levels. Having RTI at the beginning contributed to the number of students with unexcused tardies that added to unexcused absences.
3. Implemented weekly phone calls to parents with updates for the upcoming week so parents will know what students miss throughout the week.
4. For 7th-8th grade, implement incentives for attendance as well as extracurricular opportunities for leadership such as class officers and student council.

Review student discipline data. Discuss progress and challenges with 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.

2016-2017 data shows that African American and economically disadvantaged students are over-represented in the data for suspensions. No subgroups exceed the 8 percent criteria for out-of-school suspensions. No students were expelled for the 2016-2017 school year.

Action Steps to reduce suspensions:

1. Implement a PBIS program
2. Provide professional development for teachers in classroom management
3. Shift mindsets regarding student behavior, correlate student behavior with student engagement.
4. Provide training on the statistical correlation between African American student behavior and literacy levels.

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

The new Rose Hill administration prioritizes fostering a safe, supportive, and healthy environment in school at the top of our priority list.

Action Steps for Providing Supportive Environment

1. Professional development for fostering and sustaining a growth mindset for all students.
2. Appropriate challenge all students and celebrate successes while providing scaffolding for students who have not mastered basic skills required for grade level mastery.

Action Steps for Providing Safe Environment

1. Create a School Safety Team.
2. Create a school wide safety plan.
3. Policy and protocol changes that address school safety such as keeping all doors and classrooms doors locked.

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STAFF Characteristics - Data Tables - (Please enter data in the fields provided.)

STAFF Characteristics	2014-15		2015-16		2016-17	
	#	%	#	%	#	%
Principal - Years in position					1	
Teaching Staff (Certified) - Number of Teachers					41	
1 to 3 years		%		%	5	%
4 to 10 years		%		%	5	%
11 to 20 years		%		%	18	%
21 + years		%		%	12	%

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

For 2018-2019 we have 4 new teachers to our school and no new teachers to the profession. Teachers are supported through the district support team. Our Rose Hill Instructional Coach and Administrators provide additional support. New teachers attend 2 Professional Learning Collaboration (PLC) session during planning and one Learning Lab session after school each week. Additional support was provided at the beginning of the school year for all new teachers on Saturday to allow new teachers extra time to plan lessons.

Action Steps

1. Rose Hill Teacher Mentor Program
2. Frequent Observations w/feedback

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

Retention practices include:

- 1) Positive reinforcement of strengths,
- 2) Encouraging atmosphere where it is ok for teachers to fail and continually grow,
- 3) Climate and culture that rewards teachers for taking risks and fosters creativity and innovation for new teachers.

Growth opportunities include district lead teachers for truancy, mentoring, and literacy council. School opportunities for leadership include Leadership

Team, the School Innovation Team, and the School and Safety Climate Team.

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.

Our school does not have any teachers who are teaching out-of-field. Additionally, we do not have inexperienced teachers.

According to our TVAAS data, we do have teachers who might be labeled as "ineffective," so we are working with a standardized curriculum across the district and implementing an instructional framework.

In addition, we hold Professional Learning Collaborative team meetings every week and a Learning Lab for all teachers every Monday. As a new administrative team, we recognize the importance of consistency in our message to all stakeholders, so we will hold professional development workshops to grow teachers. Eventually we will offer book studies that cover specific topics and will hold teacher-led workshops to help build capacity of all teachers.

We closely monitor demographics to ensure balanced classrooms with qualified teachers.

School Plan - Additional Areas

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School Data - Data Tables - (Please enter data in the fields provided.)

School	Report as	2014-15	2015-16	2016-17
Length of school year - Instructional days	(#)			178
Length of school day - Instructional minutes	(#)			420

Additional Areas

RTI2

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

In January of 2018 the school implemented an RTI2 school wide program for all grades at the same time each day. This does not appear to have had a positive impact on student growth. Feedback from faculty indicated that it was inconsistently implemented with little training for teachers. For 2018-2019, we have created an RTI schedule that is specific to individual grade levels. We will form RTI2 groups based on AimsWeb data and implement Study Island or similar program to provide appropriately challenging instruction for students at all levels. The school has implemented Study Island as a reading intervention program which appears to have possibly had an impact the school's literacy level overall score of 5.

Technology Access and Use

Describe 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.)

Eighth grade students have laptops assigned to them individually. Eighth grade teachers have attempted to effectively integrate technology into lessons and continue to seek training on how to fully implement the technology. All classrooms have Promethean boards which teachers have fully integrated into their instructional practices. The school is seriously deficient in the number of working devices available to students in all other grades. We have challenged our Parent Teacher Association (PTA) to raise \$51,000.00 to purchase an IPAD cart, a laptop cart, a 3-D printer, and a drone to expose our students to the most up-to-date technology, particularly to support our Project Lead the Way (PLTW) classes.

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.

The Rose Hill Professional Development plan includes weekly Learning Lab sessions to train teachers on how to implement the district's literacy based instructional framework. Additional PLC training will train teachers on implementing the standards-aligned curriculum for math and language arts.

Learning Labs will include but not limited to:

Classroom management

school-wide discipline

school-wide data

administering benchmark testing AimsWeb

Implementing engagement instructional strategies

Understanding and adjusting Lexile Levels

Effective strategies for beginning and ending class

Implementing research-based strategies for RTI2

Collaborative Planning Skills

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.

Effective Family and Community Engagement Activities

1. First PTA meeting moved from approximately 5 participants in 2016-2017 to over 30 parents attending the first information session for 2018-2019/
2. Engage organizations such as Channel 39 to engage with teachers
3. Arise2Read organization for 2nd grade literacy support
4. Weekly update all call to parents to ensure they are kept abreast of activities at school
5. Fall Festival
6. Food Truck Friday in September and October to engage families in Reading Circles
7. "Read With Me" program to encourage reading at home
8. Provide parents with resources to help with the new curriculum, (i.e. Eureka math strategies)
9. Bully awareness workshop with a focus on cyber bullying.

Madison County (570) Public District - FY 2019 - Rose Hill School (570-0024) Public School - School Plan - Rev 0

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

Our school-wide literacy level of 5 indicates that we have adequate strategies for academic growth in literacy for grades 4-8. However, our level 2 for literacy in Grade 3 indicates that we need additional supports in the early grades. The success in literacy can be attributed to the implementation of literacy-based education in language arts classes.

List, in priority order, the top 3-5 areas of needs 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))
Improve numeracy skills in 3rd-8th Grade.	Math, Grades 3-8	3rd-8th	All students
Improve literacy skills for 3rd Grade by adding additional supports for early grades.	RLA K-3	K-3rd Grade	All students
Improve critical thinking skills	Science, STEM	4th-8th Grade	All students

Assurance

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

Plan Items ()

G 1) District-Level: Increased Academic Achievement and Growth: Mathematics - **School-Level: Mathematics**

Description:

District-Level: Jackson-Madison County students will show academic growth in mathematics for all grades and subgroups on required state testing for 2018-2019. In grades 3-12, students who participate in state testing will show a minimum of one year's growth in mathematics as indicated by a score of 3 or above on TVAAS at the district level. Benchmark assessments will be administered three times during the school year to monitor progress. These will be given in the Fall, Winter and Spring. This will allow teachers and administration to make adjustments throughout the school year.

Performance Measure:

District-Level: The percentage of students on-track and mastered in the aggregate and for each subgroup, as measured by TNReady, will meet or exceed 27.4% in grades 3-5, 19.5% in grades 6-8, and 17.2% for grades 9-12.

S 1.1) District-Level: Before/after/summer school activities if appropriate - **School-Level: Before/after/summer school activities if appropriate**

Description:

District-Level: Incorporate appropriate intervention and on-grade level activities before/after school, during the summer, and during an extension of the school year to improve student academic achievement.

AS 1.1.1) Rose Hill will provide an after school tutoring program

Description:

Student selection will be made based on student data results, and teacher input. All materials used will be SRB, which include, Do the Math and Do the Math Now! Students will be assessed daily for progress. Student progress will be communicated to parents in various ways, phone calls, visits and progress reports.

Benchmark Indicator:

Teacher assessments

Person Responsible:

Robert Lynn/Nicole Whitt

Estimated Completion Date:

5/3/2019

Component	Item Name
School-wide Plan	Opportunities for All Students
	Strengthening Academics

AS 1.1.2) Provide training for parents on strategies to support students with disabilities to address math deficiencies.

Description:

Provide training for parents on strategies to address math needs for our students with disabilities in grades 2-8th. Middle school teachers will create instructional videos to help parents understand how to work Eureka math problems.

Benchmark Indicator:

Progress monitoring using Do the Math, as well as the end of the 9 weeks using end of unit assessments and formative assessments.

Person Responsible:

Corene Maclin

Estimated Completion Date:

5/3/2019

Component	Item Name
School-wide Plan	Opportunities for All Students
	At-Risk Students

S 1.2) District-Level: High quality professional development of instructional staff - **School-Level: High quality professional development of instructional staff**

Description:

District-Level: Address job-embedded professional development needs of the instructional staff, as identified by teacher evaluation or state assessment results.

AS 1.2.1) High-quality professional development will be provided for all instructional staff at Rose Hill

Description:

Rose Hill's Admin Team and Instructional coach will provide 2 training sessions each week. Each Monday teachers will participate in a Learning Lab to review instructional strategies. Every Tuesday the Instructional Coach will lead Professional Learning Communities by grade band (2 grades each) covering topics specific to curriculum and research-based instructional strategies. Admin will lead differentiated professional development based on TEAM evaluations using the TEAM rubric. Rose Hill's instructional coach will train teachers to use Study Island, Starfall, interactive components, etc. We will use Title I funds to provide a one-day workshop on the Instructional Framework implementation for literacy-based instruction and learning strategies.

Benchmark Indicator:

AIMSweb, Do the Math, Study Island benchmark assessments

Person Responsible:

Dr. Teresa McSweeney, Jeannette Coleman, Melissa Helton

Estimated Completion Date:

5/3/2019

Component	Item Name
School-wide Plan	Quality Learning
	At-Risk Students

AS 1.2.2) Provide training for parents on strategies to support students with disabilities

Description:

Provide a variety of training for parents on strategies to address academic, behavioral, and social-emotional skills. The district will also provide training for teachers to learn specific strategies to help students succeed. Mrs. Snow will provide a workshop for teachers with specific strategies that they can share with parents.

Benchmark Indicator:

Progress Reports at every quarter 4.5 weeks, Report Cards at the end of every 9 weeks

Person Responsible:

Laura Bell/Lindsey Bradford

Estimated Completion Date:

3/1/2019

Component	Item Name
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School-wide Plan

Opportunities for All Students
At-Risk Students

AS 1.2.3) Utilize technology and various assistive technology to increase accessibility for students with disabilities.

Description:

Provide assistive technology to enhance student communication and access to academics in their least restrictive environment. Purchase any additional technology deemed necessary for students or faculty or school based on new or current data impacting student performance, if funds are available.

Benchmark Indicator:

Teachers will be trained with various technology based curriculum supplements to enhance student achievement using Do the Math, Study Island, Peak FuelEd, Starfall, along with other technology components. Students will be progress monitored with Do the Math, Do the Math Now!, and AIMSweb with daily/weekly assessment.

Person Responsible:

Chariot Dugger, Brian Lake

Estimated Completion Date:

4/26/2019

Component	Item Name
School-wide Plan	Opportunities for All Students
	Well-rounded Education

S 1.3) District-Level: Instructional & Educational Materials - **School-Level: Instructional & Educational Materials**

Description:

District-Level: Continue implementation and support for instructional and educational materials that support the scientifically research based curriculum of the district.

AS 1.3.1) Purchase additional materials and supplies as needed for elementary and middle school

Description:

The district will purchase Do the Math and Do the Math Now! as a supplemental Intervention for elementary and middle school. Any additional materials and supplies will be purchased based on new or current student data. We will use Title I funds to purchase

Eureka Math kits and additional supplies.

Benchmark Indicator:

AIMSweb/Do the Math/Do the Math!/Common Assessments

Person Responsible:

Dr. Teresa McSweeney, Jeannette Coleman

Estimated Completion Date:

2/14/2019

Component	Item Name
School-wide Plan	Opportunities for All Students
	Quality Learning
	At-Risk Students

AS 1.3.2) Utilize technology and various assistive technology to increase accessibility for students with disabilities.

Description:

Provide assistive technology to enhance student communication and access to academics in their least restrictive environment. Math Intervention teachers will use the technology components (manipulatives, online tools, and interactive games) to provide enhanced instruction to Tier II and Tier III students and students with disabilities. The district and/or school may purchase any additional technology deemed necessary for students or faculty or school based on new or current data impacting student performance, if funds are available.

Benchmark Indicator:

Assessments will be on-going with a benchmark assessment at the end of each 5 weeks.

Person Responsible:

Chariot Dugger, Brian Lake

Estimated Completion Date:

3/14/2019

Component	Item Name
School-wide	Opportunities for All Students

S 1.4) District-Level: Technology That Impacts Teaching & Learning - **School-Level: Technology That Impacts Teaching & Learning**

Description:

District-Level: Through the district's Long Range Technology Plan we will target improvements in student engagement through the use of specific mathematics digital resources as aligned to our 1:1 approach in middle schools. The technology plan has expanded across all 8th and 9th grade students and teachers. The Long Range Technology Plan will provide professional development training to teachers on using the technology provided to enhance classroom learning helping us to increase engagement from students and reduce behavioral issues and absences.

AS 1.4.1) Utilize technology and various assistive technology to increase accessibility for students with disabilities.

Description:

Provide assistive technology to enhance student communication and access to academics in their least restrictive environment. Provide computer access to all students. Purchase additional technology equipment and programs for the classroom. Utilize the laptop portable classrooms and computer labs. Provide teachers with additional PD opportunities when available or needed. Purchase any additional technology deemed necessary for students or faculty or school based on new or current data impacting student performance, if funds are available. Purchase new laptops for teachers to continue to enhance instruction with technology tools and programs, if funds are available.

Benchmark Indicator:

Teacher CFU/Common Assessments, AIMSweb, StudyIsland and Peak Fuel Education data and usage

Person Responsible:

Chariot Dugger

Estimated Completion Date:

5/3/2019

Component	Item Name
School-wide Plan	Opportunities for All Students
	Strengthening Academics
	At-Risk Students

AS 1.4.2) Provide training for parents on strategies to support students with disabilities

Description:

Provide a variety of training for parents on strategies to address academic, behavioral, and social-emotional skills. Provide a variety of resources for teachers, parents, and students to increase Home-School communication, parent involvement, and student success. Parents have access to the school and district website to provide academic and social resources as well as school information and news. Parents can sign up for automatic text and email messages and updates from our school and teachers. Students are given access to a variety of technology and assistive technology programs that can be used at home, after-school programs such as Hub Club, Boys and Girls Club, Rose Hill After-School Care, the public library, etc.

Benchmark Indicator:

Documentation of parent involvement, parent/home/school communication, Number of parents at events, visiting school website, receiving phone, texts, and emails from school, Parent survey results, workshop evaluations, assessment results (AIMS and TCAP)

Person Responsible:

Brian Lake

Estimated Completion Date:

3/15/2019

Component	Item Name
School-wide Plan	Opportunities for All Students
	Strengthening Academics
	At-Risk Students

AS 1.4.3) RHS will enhance student achievement through the use of technology

Description:

Certified faculty members will attend local trainings focused on technology . (Promethean Board Training, AIMSweb testing and progress monitoring, Study Island, Office 365, Peak Fuel Education, Starfall, etc.) Purchase additional computers/laptops, computer lab access, portable laptop computer lab usage. Title I funds may be used to provide any additional technology deemed necessary for students or faculty or school based on new or current data impacting student performance, including new laptops for teachers.

Benchmark Indicator:

Teachers will be trained with various technology based curriculum supplements to enhance student achievement using Do the Math, Study Island, Peak FuelEd, Starfall, along with other technology components. Students will be progress monitored with Do the Math, Do the Math Now!, and AIMSweb with daily/weekly assessment.

Person Responsible:

Chariot Dugger, Jeannette Coleman

Estimated Completion Date:

4/30/2019

Component	Item Name
School-wide Plan	Strengthening Academics
	Well-rounded Education

§ 1.5) District-Level: Prevention/intervention (Mathematics) - School-Level: Prevention/intervention (Mathematics)

Description:

District-Level: Purchase and provide academic interventions and other focused supplemental supports to close gaps in mathematics.

AS 1.5.1) Rose Hill will provide a math intervention program for Tier II and Tier III students

Description:

Do the Math program for grades 2-5 and Do the Math Now! program for grades 6-8 After School Tutoring program Computer Programs (such as Study Island) Study Island was purchased by Title I funds Title I funds may be used to purchase any additional materials and supplies based on new or current student data. Title I funds may be used to provide any additional PD for math intervention that is deemed necessary for student and teacher performance based on new or current school data.

Benchmark Indicator:

AIMSweb, Teacher-made assessments, Computer Program and Study Island Assessments

Person Responsible:

Corene Maclin

Estimated Completion Date:

5/28/2019

Component	Item Name
School-wide Plan	Opportunities for All Students
	Strengthening Academics

Quality Learning

At-Risk Students

AS 1.5.2) Intervention will be provided for all Tier II and Tier III students at Rose Hill

Description:

Students who meet the criteria will be provided at least 45 minutes of Do the Math and Do the Math Now! intervention at least twice a week. The instructions will be provided by trained, qualified certified as well as non-certified staff.

Benchmark Indicator:

Weekly assessments within Do the Math and Do the Math Now! Modules

Person Responsible:

Corene Maclin, Dr. McSweeney

Estimated Completion Date:

5/28/2019

Component	Item Name
School-wide Plan	Opportunities for All Students
	Strengthening Academics
	At-Risk Students

AS 1.5.3) A full-time Instructional Coach will be funded using our Title I funds for the 2018-2019 school year

Description:

The Instructional Coach will work with all teachers PK-8th grades analyzing assessment data, providing intervention and classroom strategies to assist with increasing student achievement in math.

Benchmark Indicator:

AIMSweb data, CFA data, Gap closure data, TCAP data

Person Responsible:

Jeannette Coleman, Dr. McSweeney

Estimated Completion Date:

5/28/2019

Component	Item Name
School-wide Plan	Strengthening Academics
	Quality Learning

AS 1.5.4) Math Interventionist

Description:

The Interventionists, Mrs. Corene Maclin, oversees efforts to implement Response to Intervention and improve the impact on student achievement through the support of Math instruction. The Math Interventionist 1) provides direct instruction to students identified as eligible for math services in individual, and/or small group settings, 2) uses identified needs to guide the learning process toward student achievement of district's math content standards, 3) establishes clear objectives for all lessons, units and projects using formal and informal assessment data obtained from students, 4) uses a variety of manipulatives and hands-on activities to support content standards and the needs and capabilities of the individuals or student groups involved, and 5) creates a classroom environment and research-based program of study (Do the Math and Do the Math Now!) that is conducive to learning and appropriate to the maturity and interests of the students.

Benchmark Indicator:

Conducts student assessments to identify those eligible for intervention services, to plan instruction, and/or to assist staff members in learning various assessment techniques. Assess the accomplishments of students on a regular basis and provide progress reports as required. Collaborates, as needed, with teachers regarding students who may need specialized interventions. Provides professional development activities focused on using researched based programs to improve math.

Person Responsible:

Corene Maclin, Dr. McSweeney

Estimated Completion Date:

5/28/2019

Component	Item Name
School-wide Plan	Opportunities for All Students
	Strengthening Academics
	Quality Learning
	At-Risk Students

S 1.6) District-Level: Parent Education Involvement (Mathematics) - **School-Level: Parent Education Involvement (Mathematics)**

Description:

District-Level: Provide workshops, material and other training opportunities using a variety of delivery systems to support parents in helping their children learn mathematics.

AS 1.6.1) Provide training for parents on strategies to support students with disabilities

Description:

Provide a variety of training for parents on strategies to address academic, behavioral, and social-emotional skills.

Benchmark Indicator:

Documentation of parent involvement, parent/home/school communication, Number of parents at events, visiting school website, receiving phone, texts, and emails from school, Parent survey results, workshop evaluations, assessment results (AIMS and TCAP)

Person Responsible:

Brian Lake

Estimated Completion Date:

12/14/2018

Component	Item Name
School-wide Plan	Opportunities for All Students
	At-Risk Students

AS 1.6.2) Rose Hill School will provide training/workshops for our parents with a focus on math instruction

Description:

Rose Hill School will have teachers and other trained individuals to assist with providing helpful hints for helping students at home with their math homework. There will also be a list of possible website that can serve as a tutorial for specific math skills, per grade level, and 9 weeks standards. We will provide the parents with materials for home use, such as Study Island, which was purchased using Title I funds.

Benchmark Indicator:

AIMSweb benchmark assessment data, CFA data, TCAP data, Study Island reports for use and academic data, progress reports every 4.5 weeks

Person Responsible:

Corene Maclin

Estimated Completion Date:

11/30/2018

Component	Item Name
School-wide Plan	Opportunities for All Students
	Quality Learning

G 2) District-Level: Increased Academic Achievement and Growth: Literacy across all content areas - **School-Level: Reading/Language Arts (RLA)**

Description:

District-Level: Jackson-Madison County students will show academic growth in Literacy for all subjects, grades, and subgroups on required state testing for 2018-2019. In grades 2-12, students who participate in state testing will show a minimum of one year's growth as indicated by a TVAAS score of 3 or above at the district level.

Performance Measure:

District-Level: The percentage of students on-track and mastered in the aggregate and for each subgroup, as measured by TNReady, will meet or exceed 27.3% in grades 3-5, 26.4% in grades 6-8, and 29.6% for grades 9-12. Growth in literacy will also be measured through our students' success on the ACT. The district will utilize its instructional framework walk-through form to measure the effectiveness of literacy implementation and growth throughout the course of the school year.

S 2.1) District-Level: Instructional & Educational Materials - **School-Level: Instructional & Educational Materials**

Description:

District-Level: Implement Reading/Language arts curricular resources in all grade levels.

AS 2.1.1) Rose Hill will keep an accurate record of all instructional materials

Description:

An inventory of all Reading Mastery, Systems44 and Read180 materials including texts, reproducible, and teaching materials will be housed in a central location (data room). Teachers will be required to check out RM materials for the year and then return them at the close of the year for a final inventory. All non-consumable instructional materials will be kept on the classroom inventory.

Benchmark Indicator:

Documentation of all materials will be kept and reviewed throughout the school year, during grade level meetings, RTI meetings as

well as quarterly to review the assessments and academic results of our students as well as the success of the programs.

Person Responsible:

Dr. Teresa McSweeney, Jeannette Coleman

Estimated Completion Date:

4/12/2019

Component	Item Name
School-wide Plan	Strengthening Academics
	Quality Learning

AS 2.1.2) We will purchase Study Island to increase student achievement.

Description:

Purchase any additional materials and supplies based on new or current student data. Purchase any additional technology deemed necessary for students or faculty or school based on new or current data impacting student performance, specifically addressing the needs of intervention.

Benchmark Indicator:

Reading Mastery, Systems44 and Read180 Progress Monitoring and End of Year Placement

Person Responsible:

Dr. Teresa McSweeney, Jeannette Coleman

Estimated Completion Date:

4/19/2019

Component	Item Name
School-wide Plan	Opportunities for All Students
	Quality Learning
	At-Risk Students

S 2.2) District-Level: High quality professional development of instructional and administrative staff. - **School-Level: High quality professional development of instructional and administrative staff.**

Description:

District-Level: Provide job-embedded professional development needs for the instructional and administrative staff, as identified by teacher evaluation, State assessment results, principal recommendations, and instructional partnerships (i.e. TNTP).

AS 2.2.1) Provide high quality Professional Development for all instructional staff

Description:

All new hires will attend Reading Mastery, Systems44 Training IC will demonstrate the TN Core model for writing, ConnectEd Data training and progress monitoring (Reading Mastery and AIMSweb) Differentiated PD based on the TEAM Rubric for all certified teachers, New teachers will receive support from Teacher Leaders, Learning Coaches, and the Teacher Support Coach for building level support. Title I funds may be used to provide any additional PD for reading that is deemed necessary for student and teacher performance based on new or current school data.

Benchmark Indicator:

AIMSweb, Reading Mastery, Systems44 and Read180, TEAM Evaluations

Person Responsible:

Jeannette Coleman

Estimated Completion Date:

5/3/2019

Component	Item Name
School-wide Plan	Strengthening Academics
	Quality Learning
	Well-rounded Education

AS 2.2.2) Access to Professional Development

Description:

All certified staff will be offered a variety of opportunities to attend professional development to address their individual needs as it relates to Reading and Language Arts or Reading across all Curriculum/Content areas, math instruction across the curriculum, and/or content-specific training

Benchmark Indicator:

Teacher TEAM evaluations/on-going student assessment monitoring

Person Responsible:

Rachel Lebo, Dr. Teresa McSweeney, Jeannette Coleman

Estimated Completion Date:

5/3/2019

Component	Item Name
School-wide Plan	Strengthening Academics
	Quality Learning
	Well-rounded Education

AS 2.2.3) Instructional coach will provide professional development to support teachers

Description:

The instructional coach will foster development and implementation of professional learning communities. Teacher Support Coach, Learning Coaches, and Teacher Leaders will support teachers with side by side coaching and mentoring based on individual needs of teachers.

Benchmark Indicator:

School Services TEAM Evaluations, Teacher Professionalism Evaluations, AIMSweb data, CFA data, TCAP data, and PLCs documentation of agendas, meetings, data, etc.

Person Responsible:

Jeannette Coleman

Estimated Completion Date:

5/3/2019

Component	Item Name
School-wide Plan	Strengthening Academics
	Quality Learning
	Well-rounded Education

S 2.3) District-Level: Technology That Impacts Teaching & Learning - **School-Level: Technology That Impacts Teaching & Learning**

Description:

District-Level: Through the district's Long Range Technology Plan we will target improvements in student engagement through the use of specific literacy digital resources as aligned to our 1:1 approach in middle schools. Technology plan has expanded across all 8th and 9th grade students and teachers. The Long Range Technology Plan will provide professional development training to teachers on using the technology provided to enhance classroom learning helping us to increase engagement from students and reduce behavioral issues and absences.

AS 2.3.1) RHS will enhance student achievement through the use of technology

Description:

Certified faculty members will attend local trainings focused on technology . (Promethean Board Training, AIMSweb testing and progress monitoring, Study Island, Office 365, Peak Fuel Education, Starfall, etc.) Purchase additional computers/laptops, computer lab access, portable laptop computer lab usage. Title I funds may be used to provide any additional technology deemed necessary for students or faculty or school based on new or current data impacting student performance, including new laptops for teachers.

Benchmark Indicator:

Teachers will be trained with various technology based curriculum supplements to enhance student achievement using Reading Mastery, Reading Street, Read180 and Systems44, Triumph, and Sadlier Study Island, Peak FuelEd, Starfall, along with other technology components. Students will be progress monitored with Reading Mastery, Reading Street, Read180 and Systems 44, and AIMSweb with daily/weekly assessment. Teacher use of technology implemented throughout instruction (TEAM Evaluations)

Person Responsible:

Chariot Dugger

Estimated Completion Date:

3/8/2019

Component	Item Name
School-wide Plan	Opportunities for All Students
	Strengthening Academics

AS 2.3.2) Provide every student access to high-quality technology access with certified staff and accessible programs

Description:

Every student will have computer classes through exploratory/activity rotation, in addition to access to technology in the classrooms. RHS will purchase with Title I fund computer hardware as well as possible computer programs/software to enhance teaching and learning. RHS will purchase with Title I funds online subscriptions along with consumable/non-consumable reading materials, such as online access to Scholastic ACTION magazine along with the physical magazine subscription.

Benchmark Indicator:

Teacher and student use of technology-based curriculum supplements to enhance student achievement using Reading Mastery, Reading Street, Read180 and Systems44, Triumph, and Sadlier Study Island, Peak FuelEd, Starfall, along with other technology components. Students will be progress monitored with Reading Mastery, Reading Street, Read180 and Systems 44, and AIMSweb with daily/weekly assessment. Teacher use of technology implemented throughout instruction (TEAM Evaluations)

Person Responsible:

Sherry Freeman/Chariot Dugger/Dr. Teresa McSweeney

Estimated Completion Date:

5/3/2019

Component	Item Name
School-wide Plan	Quality Learning
	Well-rounded Education

S 2.4) District-Level: Systems of Intervention and Special Education - School-Level: Systems of Intervention and Special Education

Description:

District-Level: Purchase and provide academic interventions and other focused supplemental supports to close gaps in reading. Include SWD in district intervention programs and other district-wide interventions deemed appropriate. Provide systems of intervention and special education with research-based curriculum, instruction, assessments and state academic content standards. Ensure students with disabilities are included in Tier I Core Instruction and receive intervention in their identified area of deficit in order to close the achievement gap. The implementation of RTI and Instructionally Appropriate IEPs ensures an alignment for systematic intervention. Continue to differentiate instruction and monitor effective Tier I instruction for all students. Provide training for both Special Education and General Education teachers on co-teaching practices.

AS 2.4.1) RHS will provided quality interventions for all students including students receiving Special Education services

Description:

Reading Mastery, Reading Street RTI, Study Island will be provided,

Benchmark Indicator:

AIMSweb, Reading Mastery, Reading Street, Read180, Systems44 progress monitoring, teacher assessments

Person Responsible:

Brian Lake

Estimated Completion Date:

5/3/2019

Component	Item Name
School-wide Plan	Opportunities for All Students
	Strengthening Academics
	At-Risk Students

AS 2.4.2) All students with disabilities will receive the assistance they need to be successful in the regular classroom

Description:

All students with disabilities will receive the assistance through inclusion or resource at RHS. SWD will be given modifications and accommodations as needed and allowed, There will be safety nets in place through an increase of interventions, parent involvement and small group instructions within the classrooms

Benchmark Indicator:

AIMSweb data, CFA data, TCAP data, Alternative Assessments, Portfolios

Person Responsible:

Brian Lake

Estimated Completion Date:

5/3/2019

Component	Item Name
School-wide Plan	Opportunities for All Students
	Well-rounded Education
	At-Risk Students

S 2.5) District-Level: Before/after/summer school activities if appropriate - **School-Level: Before/after/summer school activities if appropriate**

Description:

District-Level: Incorporate appropriate intervention and on-grade level activities before/after school, during the summer, and during an

extension of the school year to improve student academic achievement.

AS 2.5.1) Provide summer reading intervention program for K-5th-grade students at Rose Hill School

Description:

The district will provide a summer reading program for K-5th grade students at Rose Hill School to help them to keep on track for academic achievement. Rose Hill School will provide a summer reading intervention program for at risk 3rd graders to help them keep track for academic achievement. The librarian will create a take home book program for the students and help them learn to obtain resources from the local library.

Benchmark Indicator:

The number of books read

Person Responsible:

Trina Edwards, Dr. McSweeney

Estimated Completion Date:

6/30/2019

Component	Item Name
School-wide Plan	Opportunities for All Students
	Strengthening Academics

AS 2.5.2) Provide an after-school program for all students in grades 3-8 in Tier II and III in Reading and Math.

Description:

RHS will offer an after school program, during the week from 3:30 -5:00 pm for students who qualify for interventions and will benefit from the extra instruction. We will also survey the parents about a possible summer program to bridge the academic gap before advancing to the next grade.

Benchmark Indicator:

AIMSweb data, CFA data, Gap closure data, TCAP data

Person Responsible:

Corene Maclin, Dr. McSweeney

Estimated Completion Date:

4/5/2019

Component	Item Name
School-wide Plan	Opportunities for All Students
	Strengthening Academics
	Quality Learning

S 2.6) District-Level: Parent Education Involvement (Reading & Mathematics) - **School-Level: Parent Education Involvement (Reading & Mathematics)**

Description:

District-Level: Provide workshops, material and other training opportunities using a variety of delivery systems to support parents in helping their children learn reading and mathematics.

AS 2.6.1) RHS will increase Parent Involvement as it relates to student achievement in reading and math

Description:

Rose Hill School will provide parents with a variety of material, such as weekly newsletters, school compacts, student agendas, communication folders, and other supplies, which are provided through Title I funding. We will also offer parent workshops throughout the school year to strengthen our home to school relationships. These opportunities are also funded with Title I money.

Benchmark Indicator:

Parent Surveys, Parent Participation

Person Responsible:

Corene Maclin, Dr. McSweeney

Estimated Completion Date:

4/5/2019

Component	Item Name
School-wide Plan	Opportunities for All Students
	Strengthening Academics

G 3) District-Level: Safe and Healthy Students - **School-Level: School Climate**

Description:

District-Level: For the 2018-19 school year, all 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: The State will define the following: the number of persistently dangerous schools, the percentage of students who used, possessed or distributed alcohol, tobacco and other drugs on school property, and the number of reported incidents of bullying and harassment. as measured by a 5% reduction in end of year state reports of discipline (suspensions, expulsions, ISS, student arrests and overall disciplinary infractions) SPED (API - annual performance indicator of discipline and SWISS data will also be used to measure progress at schools utilizing PBIS.

S 3.1) District-Level: High quality professional development of instructional staff - **School-Level: High quality professional development of instructional staff**

Description:

District-Level: Address job-embedded professional development needs of the instructional staff, as identified by teacher evaluation or state assessment results

AS 3.1.1) Safe and Drug-Free Learning Environment Action Plan

Description:

RHS Guidance counselor will encourage students and staff to participate in various Drug/Alcohol prevention programs such as Red Ribbon Week. Efforts will be made to incorporate guidance standards into the general education classroom when applicable. Faculty and staff will participate in safety surveys, teams, drills and trainings. Training videos for workplace safety, drug awareness, suicide, and bullying awareness will be required for all faculty and staff through My Benefits Channel provided by the district. Students will participate in regularly scheduled safety drills. In addition, Title I funds may be used to provide any additional PD for reading and math that is deemed necessary for student and teacher performance based on new or current school data.

Benchmark Indicator:

participation in events and programs, Feedback from students, teachers, parents and community members, number of events and participations, number of drills, number of accident reports and other reports involving a school safety

Person Responsible:

Suzie Gunn

Estimated Completion Date:

3/8/2019

Component	Item Name
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School-wide Plan

Opportunities for All Students

At-Risk Students

AS 3.1.2) To provide training in violence, alcohol, tobacco, and drug awareness.

Description:

To include "Eagle Eddie", Phoenix Curriculum, Red Ribbon Week are programs in our elementary/middle schools that address violence, drugs, and alcohol awareness. Middle/High Schools will provide parent/staff training from the Jackson Police Department on gang and drug prevention.

Benchmark Indicator:

participation in events and programs, Feedback from students, teachers, parents and community members, number of events and participations, number of drills, number of accident reports and other reports involving a school safety

Person Responsible:

Suzie Gunn

Estimated Completion Date:

2/1/2019

Component	Item Name
School-wide Plan	Well-rounded Education
	At-Risk Students

S 3.2) District-Level: Parent/Community Involvement (Violence, Alcohol, Tobacco, and Other Drugs) - **School-Level: Parent/Community Involvement (Violence, Alcohol, Tobacco, and Other Drugs)**

Description:

District-Level: Refers to research-based awareness and training activities for parents, law enforcement officials, judicial officials, health service providers, and community leaders in the areas of violence, alcohol, tobacco, and other drugs prevention, education, early intervention or rehabilitation referral.

AS 3.2.1) Parent/Community Involvement Action Plan

Description:

RHS will make our parents aware of local events and community efforts to provide children with drug, alcohol, and safety education.

The community and other volunteers will be welcomed to present information relevant to this topic at a school-wide or grade-level appropriate assembly.

Benchmark Indicator:

Documentation of parent involvement, parent/home/school communication, Number of parents at events, visiting school website, receiving phone, texts, and emails from school, Parent survey results, workshop evaluations, assessment results (AIMS and TCAP)

Person Responsible:

Dr. Teresa McSweeney, Corene Maclin

Estimated Completion Date:

3/22/2019

Component	Item Name
School-wide Plan	Opportunities for All Students
	Well-rounded Education

S 3.3) District-Level: Safety & Security - **School-Level: Safety & Security**

Description:

District-Level: Refers to security efforts to enhance prevention, identification and intervention as a means of insuring a safe, drug-free environment for the student population.

AS 3.3.1) Provide a Safety & Security Action Plan

Description:

Guidance will provide lessons specific to the dangers of drugs, alcohol, and tobacco. Additionally, the Guidance counselor will provide additional lessons via the Eddie Eagle gun safety program - this program is provided by an outside agency. Safety drills, including fire, tornadoes, and lock down will be implemented throughout the school year.

Benchmark Indicator:

participation in events and programs, Feedback from students, teachers, parents and community members, number of events and participations, number of drills, number of accident reports and other reports involving a school safety

Person Responsible:

Dr. McSweeney, Suzie Gunn

Estimated Completion Date:

5/3/2019

Component	Item Name
School-wide Plan	Opportunities for All Students
	Well-rounded Education

AS 3.3.2) Provide security, identification, and intervention as a means of ensuring a safe drug-free environment for the student population.

Description:

Purchased cameras and a new identification/security system for all visitors. Program will be provide for the students as well as the faculty and staff on drug-free environments as well as educational programs on safety and the harmful effects of drug usage.

Benchmark Indicator:

number of accident reports, referrals, suspensions, Safe School Annual Report, feedback from community and district officials

Person Responsible:

Dr. McSweeney, Suzie Gunn

Estimated Completion Date:

2/22/2019

Component	Item Name
School-wide Plan	Opportunities for All Students
	Well-rounded Education
	At-Risk Students

G 4) District-Level: College and Career Ready Students

Description:

District-Level: For 2018-2019 school year, the district will maintain or improve the graduation rate of 92.4%, increase the percentage of students scoring at or above 21 on the ACT from 25.4 to 26.9, and increase the average composite ACT score from 17.8 to 18.

Performance Measure:

District-Level: The percentage of students who graduate from high school each year with a regular diploma or an approved alternate diploma in

the aggregate alternate diploma in the aggregate or in each subgroup, will meet or exceed 92.4%. The percentage of students scoring at least a 21 on the overall composite of the ACT will increase from 25.4% to 26.9% and the average composite ACT scores of all students will increase from 17.8 to 18.

S 4.1) District-Level: High quality professional development of instructional staff

Description:

District-Level: Provide teachers and counselors training to implement a seamless curriculum that links career clusters and college and career readiness (CCR) to Tennessee core academic standards in 7-12 with transitions for post-secondary education including special populations. Professional development to address shifts in national standards with a focus on instructional rigor, developing student knowledge base, increasing text complexity and moving students toward conceptual understanding of specific content.

S 4.2) District-Level: Equipment and supplies that Impacts Teaching & Learning

Description:

District-Level: Materials, supplies, and upgrades to current equipment to impact the quality, content and structure of teaching and learning focused on results leading to post-secondary or job opportunities for all students.

S 4.3) District-Level: Before/after/summer student activities

Description:

District-Level: Provide funding for student travel and encourage teachers to increase student participation in programs or clubs to enhance student soft skills and leadership skills. Extended Day and summer school options will be provided for students to obtain graduation requirements and improve ACT scores.

G 5) District-Level: Early Foundations - **School-Level: Kindergarten Readiness**

Description:

District-Level: For 2018-19, students entering kindergarten will have the cognitive, language and literacy, social and emotional and physical skills necessary to effectively transition to kindergarten and meet early literacy milestones. Instruction in Prek-2nd Grade will increase the number of students at grade level in Reading/Language Arts and Math.

Performance Measure:

District-Level: (1) The percentage of students identified as kindergarten ready as defined and measured by a kindergarten screener. (2) The percentage of students meeting grade-level standards on the grade 2 assessment. (3) The percentage of students scoring on-track and mastered on the TNReady in reading and math in grade 3.

S 5.1) District-Level: Early learning opportunities - **School-Level: Early learning opportunities**

Description:

District-Level: Provide opportunities for students to access early learning opportunities that appropriately support their academic, social and emotional development and create a continuum of learning through third grade.

AS 5.1.1) Provide training for parents on strategies to support students with disabilities

Description:

Provide a variety of training for parents on strategies to address academic, behavioral, and social-emotional skills.

Benchmark Indicator:

Parent and community participation in events and programs, Feedback from students, teachers, parents and community members, number of events and participations, number of drills, number of accident reports and other reports involving a school safety

Person Responsible:

Brian Lake, Tonya Snow

Estimated Completion Date:

3/8/2019

Component	Item Name
School-wide Plan	Opportunities for All Students
	At-Risk Students

AS 5.1.2) Implement district-provided curriculum for reading and language arts for Pre-K.

Description:

The district will purchase Reading Mastery as an intervention for elementary students.

Benchmark Indicator:

PreK and Kindergarten teachers will provide rigorous direct whole group and small group instruction for all students. In addition to Tier I instruction, all students will receive 45 minutes of intervention to meet the individual needs of at-risk students, as well as enrichment for advanced students.

Person Responsible:

Lisa Hale/Ashley Hargrove

Estimated Completion Date:

4/5/2019

Component	Item Name
School-wide Plan	Opportunities for All Students
	At-Risk Students

S 5.2) District-Level: Effective transitions in early grades - **School-Level: Effective transitions (kindergarten, middle school, high school, post-secondary)**

Description:

District-Level: Provide programs and initiatives designed to prepare students and teachers for the smooth and positive transition between specific grade levels and educational placements.

AS 5.2.1) Address plans for assisting preschool children in the transition from early childhood programs to Kindergarten and local elementary school programs.

Description:

Rose Hill is fortunate to have a Pre-K Program consisting of 2 full classes, one is funded through the district and one is funded through TN Voluntary Pre-K. In the spring of each year, we provide informational parent meeting for all incoming K parents. There is an Open House held for incoming K students to visit and begin making the transition from preschool or head start. Communication between our school and day care providers is ongoing. There are other opportunities for teachers to share helpful hints with our parents to assist in the transition from preschool to elementary school programs.

Benchmark Indicator:

Parent involvement in PreK and Kindergarten programs, events, and academic opportunities, PreK readiness, Kindergarten readiness, Reading and Math readiness for First Grade and beyond

Person Responsible:

Leanne Hutchison/Courtney Cantu

Estimated Completion Date:

2/8/2019

Component	Item Name
School-wide	Opportunities for All Students

Plan

Strengthening Academics

Well-rounded Education

S 5.3) District-Level: Effective teachers - **School-Level: Effective teachers**

Description:

District-Level: Support all teachers through job embedded professional development activities, mentoring programs, induction programs, etc.

AS 5.3.1) Address high quality and ongoing professional development for Early Education teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the state academic content standards.

Description:

Our professional development is focused on addressing teacher needs as they relate to the academic success of our students. With the assistance of our district, we are providing powerful training for all of our faculty and staff. We will also provide time for feedback, as well as follow-ups through the school year. Our teachers collaborate during grade level meetings, faculty meetings as well as community meetings in which a variety of instructional strategies are introduced and implemented. Rose Hill School is in the first stages of developing a professional development calendar, where all certified staff will present on a topic of their strength, as well as teacher pairing for professional development training. The professional development is expected to be implemented in the classroom with follow up, feedback and an evaluation system to determine the success of our professional development. Rose Hill School will also incorporate professional development for non-certified staff.

Benchmark Indicator:

High-quality professional development will be provided for all instructional staff at Rose Hill, TEAM rubric Evaluations, Student data from AIMS and Portfolio products and examples of learning achievement

Person Responsible:

Alfreda Northern

Estimated Completion Date:

4/19/2019

Component	Item Name
School-wide Plan	Strengthening Academics
	Quality Learning

§ 5.4) District-Level: Parent, family, and community engagement - **School-Level: Parent, family, and community engagement**

Description:

District-Level: Promote effective parent, family and community engagement in the planning, implementing, and evaluating of district improvement activities and overall student and district goals.

AS 5.4.1) Rose Hill School will continue to encourage parents and family participation in classroom activities as well as school-wide events throughout the school year.

Description:

In order to begin our year with a strong parent-school relationship, we hold an Open House prior to the first day of school. PTA meetings occur monthly. There is an activity or event planned monthly to increase our parent involvement: Fall Festival, Thanksgiving Lunch, Veterans Program, Book Fair and Family Night, A Christmas Celebration, Christmas Lunch, Family Literacy Night, Family Fitness Fun, Special Moms Luncheon, Breakfast with the Principal and Awards Programs and student recognition programs throughout the school year. Each teacher commits to making at least 5 family contacts per week, along with setting time aside weekly to meet with parents for various reasons. We will purchase a designated parent computer to provide extra instructional access support for parents. Parents are provided Weekly Update phone messages and emails, school compacts, agendas, parenting information on various topics through the school year, which are provided for with our Title I funding. We also offer parent workshops on helpful hints for homework, reading and math activities as well as positive discipline ideas, which are funded by Title I. Our efforts to reach our parents in a positive way proves to be successful, as we are proud of our parent volunteers and the support they provide for our school and especially our students.

Benchmark Indicator:

Documentation of parent involvement, parent/home/school communication, Number of parents at events, visiting school website, receiving phone calls, texts, and emails from school, Parent survey results, workshop evaluations, assessment results (AIMS and TNReady)

Person Responsible:

Sherry Freeman

Estimated Completion Date:

5/3/2019

Component	Item Name
School-wide Plan	Opportunities for All Students
	Well-rounded Education

Madison County (570) Public District - FY 2019 - Rose Hill School (570-0024) Public School - School Plan - Rev 0

Required Items [Expand All] [Collapse All]	Component Met
<p>1) 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.</p> <p>Explanation</p> <p>The planning team at Rose Hill School has determined, based on our accomplishments, accountability data, targeted gaps, and challenges that our school needs are: 1) additional staff to successfully implement our RTI programs 2) additional counselor to meet student mental health needs 3)Crucial technology updates continue to be focus 4) additional and ongoing PD for all teachers to create consistency and common language around instructional strategies and best practices 5) opportunities to involve more stakeholders, especially parents as it relates to the explanation of accountability and assessments, both results, and next steps.</p> <p>G 1) District-Level: Increased Academic Achievement and Growth: Mathematics - School-Level: Mathematics</p> <p>S 1.1) District-Level: Before/after/summer school activities if appropriate - School-Level: Before/after/summer school activities if appropriate</p> <p>AS 1.1.1) Rose Hill will provide an after school tutoring program</p> <p>AS 1.1.2) Provide training for parents on strategies to support students with disabilities to address math deficiencies.</p> <p>S 1.2) District-Level: High quality professional development of instructional staff - School-Level: High quality professional development of instructional staff</p> <p>AS 1.2.2) Provide training for parents on strategies to support students with disabilities</p> <p>AS 1.2.3) Utilize technology and various assistive technology to increase accessibility for students with disabilities.</p> <p>S 1.3) District-Level: Instructional & Educational Materials - School-Level: Instructional & Educational Materials</p>	<p><input checked="" type="checkbox"/></p>

AS 1.3.1) Purchase additional materials and supplies as needed for elementary and middle school

AS 1.3.2) Utilize technology and various assistive technology to increase accessibility for students with disabilities.

S 1.4) District-Level: Technology That Impacts Teaching & Learning - **School-Level: Technology That Impacts Teaching & Learning**

AS 1.4.1) Utilize technology and various assistive technology to increase accessibility for students with disabilities.

AS 1.4.2) Provide training for parents on strategies to support students with disabilities

S 1.5) District-Level: Prevention/intervention (Mathematics) - **School-Level: Prevention/intervention (Mathematics)**

AS 1.5.1) Rose Hill will provide a math intervention program for Tier II and Tier III students

AS 1.5.2) Intervention will be provided for all Tier II and Tier III students at Rose Hill

AS 1.5.4) Math Interventionist

S 1.6) District-Level: Parent Education Involvement (Mathematics) - **School-Level: Parent Education Involvement (Mathematics)**

AS 1.6.1) Provide training for parents on strategies to support students with disabilities

AS 1.6.2) Rose Hill School will provide training/workshops for our parents with a focus on math instruction

G 2) District-Level: Increased Academic Achievement and Growth: Literacy across all content areas - **School-Level: Reading/Language Arts (RLA)**

S 2.1) District-Level: Instructional & Educational Materials - **School-Level: Instructional & Educational Materials**

AS 2.1.2) We will purchase Study Island to increase student achievement.

S 2.3) District-Level: Technology That Impacts Teaching & Learning - **School-Level: Technology That Impacts Teaching & Learning**

AS 2.3.1) RHS will enhance student achievement through the use of technology

S 2.4) District-Level: Systems of Intervention and Special Education - **School-Level: Systems of Intervention and Special Education**

AS 2.4.1) RHS will provided quality interventions for all students including students receiving Special Education services

AS 2.4.2) All students with disabilities will receive the assistance they need to be successful in the regular classroom

S 2.5) District-Level: Before/after/summer school activities if appropriate - **School-Level: Before/after/summer school activities if appropriate**

AS 2.5.1) Provide summer reading intervention program for K-5th-grade students at Rose Hill School

AS 2.5.2) Provide an after-school program for all students in grades 3-8 in Tier II and III in Reading and Math.

S 2.6) District-Level: Parent Education Involvement (Reading & Mathematics) - **School-Level: Parent Education Involvement (Reading & Mathematics)**

AS 2.6.1) RHS will increase Parent Involvement as it relates to student achievement in reading and math

G 3) District-Level: Safe and Healthy Students - **School-Level: School Climate**

S 3.1) District-Level: High quality professional development of instructional staff - **School-Level: High quality professional development of instructional staff**

AS 3.1.1) Safe and Drug-Free Learning Environment Action Plan

S 3.2) District-Level: Parent/Community Involvement (Violence, Alcohol, Tobacco, and Other Drugs) - **School-Level:**

Parent/Community Involvement (Violence, Alcohol, Tobacco, and Other Drugs)

AS 3.2.1) Parent/Community Involvement Action Plan

S 3.3) District-Level: Safety & Security - **School-Level: Safety & Security**

AS 3.3.1) Provide a Safety & Security Action Plan

AS 3.3.2) Provide security, identification, and intervention as a means of ensuring a safe drug-free environment for the student population.

G 5) District-Level: Early Foundations - **School-Level: Kindergarten Readiness**

S 5.1) District-Level: Early learning opportunities - **School-Level: Early learning opportunities**

AS 5.1.1) Provide training for parents on strategies to support students with disabilities

AS 5.1.2) Implement district-provided curriculum for reading and language arts for Pre-K.

S 5.2) District-Level: Effective transitions in early grades - **School-Level: Effective transitions (kindergarten, middle school, high school, post-secondary)**

AS 5.2.1) Address plans for assisting preschool children in the transition from early childhood programs to Kindergarten and local elementary school programs.

S 5.4) District-Level: Parent, family, and community engagement - **School-Level: Parent, family, and community engagement**

AS 5.4.1) Rose Hill School will continue to encourage parents and family participation in classroom activities as well as school-wide events throughout the school year.

2) **Strengthening Academics**

Describe how the school will use methods and instructional practices that strengthen the academic program in the school.



Explanation

School-wide strategies for student academic improvement to be implemented this year at Rose Hill are 1) Reading Mastery, Read 180 and Systems 44 Intervention Program: this program is a 45-minute daily program that addresses the reading needs of all Tier II and Tier III students. Enrichment activities are provided for our Tier I students. 2) An after school tutoring program addressing both reading and math areas of need for students 3rd-8th grades 3) Community after school mentoring programs are available for our students as well as additional tutoring classes 4) On-site counseling as well as other agencies that work directly with our students.

G 1) District-Level: Increased Academic Achievement and Growth: Mathematics - **School-Level: Mathematics**

S 1.1) District-Level: Before/after/summer school activities if appropriate - **School-Level: Before/after/summer school activities if appropriate**

AS 1.1.1) Rose Hill will provide an after school tutoring program

S 1.4) District-Level: Technology That Impacts Teaching & Learning - **School-Level: Technology That Impacts Teaching & Learning**

AS 1.4.1) Utilize technology and various assistive technology to increase accessibility for students with disabilities.

AS 1.4.2) Provide training for parents on strategies to support students with disabilities

AS 1.4.3) RHS will enhance student achievement through the use of technology

S 1.5) District-Level: Prevention/intervention (Mathematics) - **School-Level: Prevention/intervention (Mathematics)**

AS 1.5.1) Rose Hill will provide a math intervention program for Tier II and Tier III students

AS 1.5.2) Intervention will be provided for all Tier II and Tier III students at Rose Hill

AS 1.5.3) A full-time Instructional Coach will be funded using our Title I funds for the 2018-2019 school year

AS 1.5.4) Math Interventionist

G 2) District-Level: Increased Academic Achievement and Growth: Literacy across all content areas - **School-Level: Reading/Language Arts (RLA)**

S 2.1) District-Level: Instructional & Educational Materials - **School-Level: Instructional & Educational Materials**

AS 2.1.1) Rose Hill will keep an accurate record of all instructional materials

S 2.2) District-Level: High quality professional development of instructional and administrative staff. - **School-Level: High quality professional development of instructional and administrative staff.**

AS 2.2.1) Provide high quality Professional Development for all instructional staff

AS 2.2.2) Access to Professional Development

AS 2.2.3) Instructional coach will provide professional development to support teachers

S 2.3) District-Level: Technology That Impacts Teaching & Learning - **School-Level: Technology That Impacts Teaching & Learning**

AS 2.3.1) RHS will enhance student achievement through the use of technology

S 2.4) District-Level: Systems of Intervention and Special Education - **School-Level: Systems of Intervention and Special Education**

AS 2.4.1) RHS will provided quality interventions for all students including students receiving Special Education services

S 2.5) District-Level: Before/after/summer school activities if appropriate - **School-Level: Before/after/summer school activities if appropriate**

AS 2.5.1) Provide summer reading intervention program for K-5th-grade students at Rose Hill School

AS 2.5.2) Provide an after-school program for all students in grades 3-8 in Tier II and III in Reading and Math.

S 2.6) District-Level: Parent Education Involvement (Reading & Mathematics) - **School-Level: Parent Education Involvement (Reading & Mathematics)**

AS 2.6.1) RHS will increase Parent Involvement as it relates to student achievement in reading and math

G 5) District-Level: Early Foundations - **School-Level: Kindergarten Readiness**

S 5.2) District-Level: Effective transitions in early grades - **School-Level: Effective transitions (kindergarten, middle school, high school, post-secondary)**

AS 5.2.1) Address plans for assisting preschool children in the transition from early childhood programs to Kindergarten and local elementary school programs.

S 5.3) District-Level: Effective teachers - **School-Level: Effective teachers**

AS 5.3.1) Address high quality and ongoing professional development for Early Education teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the state academic content standards.

3) **Quality Learning**

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



Explanation

Our school-wide Reading Mastery program is provided 3 days per week for 45 minutes and our Do The Math program is provided twice a week for 45 minutes. Progress monitoring is ongoing, with documentation recorded weekly for all students, at risk as well as those who need enrichment. In addition to the daily intervention program, struggling students are given timely assistance by the classroom teacher in a small group or individually. SPED students are provided additional intervention time daily.

G 1) District-Level: Increased Academic Achievement and Growth: Mathematics - **School-Level: Mathematics**

S 1.2) District-Level: High quality professional development of instructional staff - **School-Level: High quality professional development of instructional staff**

AS 1.2.1) High-quality professional development will be provided for all instructional staff at Rose Hill

S 1.3) District-Level: Instructional & Educational Materials - **School-Level: Instructional & Educational Materials**

AS 1.3.1) Purchase additional materials and supplies as needed for elementary and middle school

S 1.5) District-Level: Prevention/intervention (Mathematics) - **School-Level: Prevention/intervention (Mathematics)**

AS 1.5.1) Rose Hill will provide a math intervention program for Tier II and Tier III students

AS 1.5.3) A full-time Instructional Coach will be funded using our Title I funds for the 2018-2019 school year

AS 1.5.4) Math Interventionist

S 1.6) District-Level: Parent Education Involvement (Mathematics) - **School-Level: Parent Education Involvement (Mathematics)**

AS 1.6.2) Rose Hill School will provide training/workshops for our parents with a focus on math instruction

G 2) District-Level: Increased Academic Achievement and Growth: Literacy across all content areas - **School-Level: Reading/Language Arts (RLA)**

S 2.1) District-Level: Instructional & Educational Materials - **School-Level: Instructional & Educational Materials**

AS 2.1.1) Rose Hill will keep an accurate record of all instructional materials

AS 2.1.2) We will purchase Study Island to increase student achievement.

S 2.2) District-Level: High quality professional development of instructional and administrative staff. - **School-Level: High quality professional development of instructional and administrative staff.**

AS 2.2.1) Provide high quality Professional Development for all instructional staff

AS 2.2.2) Access to Professional Development

AS 2.2.3) Instructional coach will provide professional development to support teachers

S 2.3) District-Level: Technology That Impacts Teaching & Learning - **School-Level: Technology That Impacts Teaching & Learning**

AS 2.3.2) Provide every student access to high-quality technology access with certified staff and accessible programs

S 2.5) District-Level: Before/after/summer school activities if appropriate - **School-Level: Before/after/summer school activities if appropriate**

AS 2.5.2) Provide an after-school program for all students in grades 3-8 in Tier II and III in Reading and Math.

G 5) District-Level: Early Foundations - **School-Level: Kindergarten Readiness**

S 5.3) District-Level: Effective teachers - **School-Level: Effective teachers**

AS 5.3.1) Address high quality and ongoing professional development for Early Education teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the state academic content standards.

4) **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.

Explanation

Access to a well-rounded and complete education includes not only best-in-class instruction in English language arts and mathematics but also opportunities focused on the humanities, sciences, social sciences, and extracurricular activities such as fine arts and physical education. The students at Rose Hill will be exposed to a well-rounded and complete education through courses, activities, and programming in subjects such as English, reading or language arts, writing, science, technology, engineering, mathematics, arts, history, computer science, music, health, physical education, and any other subject, as determined by the state, district or school with the purpose of providing all students access to an enriched curriculum and educational experience.



G 1) District-Level: Increased Academic Achievement and Growth: Mathematics - **School-Level: Mathematics**

S 1.2) District-Level: High quality professional development of instructional staff - **School-Level: High quality professional development of instructional staff**

AS 1.2.3) Utilize technology and various assistive technology to increase accessibility for students with disabilities.

S 1.4) District-Level: Technology That Impacts Teaching & Learning - **School-Level: Technology That Impacts Teaching & Learning**

AS 1.4.3) RHS will enhance student achievement through the use of technology

G 2) District-Level: Increased Academic Achievement and Growth: Literacy across all content areas - **School-Level: Reading/Language Arts (RLA)**

S 2.2) District-Level: High quality professional development of instructional and administrative staff. - **School-Level: High quality professional development of instructional and administrative staff.**

AS 2.2.1) Provide high quality Professional Development for all instructional staff

AS 2.2.2) Access to Professional Development

AS 2.2.3) Instructional coach will provide professional development to support teachers

S 2.3) District-Level: Technology That Impacts Teaching & Learning - **School-Level: Technology That Impacts Teaching & Learning**

AS 2.3.2) Provide every student access to high-quality technology access with certified staff and accessible programs

S 2.4) District-Level: Systems of Intervention and Special Education - **School-Level: Systems of Intervention and Special Education**

AS 2.4.2) All students with disabilities will receive the assistance they need to be successful in the regular classroom

G 3) District-Level: Safe and Healthy Students - **School-Level: School Climate**

S 3.1) District-Level: High quality professional development of instructional staff - **School-Level: High quality professional development of instructional staff**

AS 3.1.2) To provide training in violence, alcohol, tobacco, and drug awareness.

S 3.2) District-Level: Parent/Community Involvement (Violence, Alcohol, Tobacco, and Other Drugs) - **School-Level: Parent/Community Involvement (Violence, Alcohol, Tobacco, and Other Drugs)**

AS 3.2.1) Parent/Community Involvement Action Plan

S 3.3) District-Level: Safety & Security - **School-Level: Safety & Security**

AS 3.3.1) Provide a Safety & Security Action Plan

AS 3.3.2) Provide security, identification, and intervention as a means of ensuring a safe drug-free environment for the student population.

G 5) District-Level: Early Foundations - **School-Level: Kindergarten Readiness**

S 5.2) District-Level: Effective transitions in early grades - **School-Level: Effective transitions (kindergarten, middle school, high school, post-secondary)**

AS 5.2.1) Address plans for assisting preschool children in the transition from early childhood programs to Kindergarten and local elementary school programs.

S 5.4) District-Level: Parent, family, and community engagement - **School-Level: Parent, family, and community engagement**

AS 5.4.1) Rose Hill School will continue to encourage parents and family participation in classroom activities as well as school-wide events throughout the school year.

5) **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.



Explanation

Rose Hill School is committed to helping all children succeed. We have many ways to help children who are struggling to learn and who need additional supports to be successful. Response to Instruction and Intervention (RTI²) is a systematic and strategic form of support for all students. Rose Hill School will use data to identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student's responsiveness, and identify students with learning disabilities. Teachers will use a variety of assessments that are used to support decisions about a student's at-risk status and response to intervention and instruction. Teachers will also use progress monitoring assessments to determine a student's movement across the tiers by examining rate of improvement and level of performance over time. If teachers have concerns regarding a student based on progress monitoring and assessment data in-between screening periods, they will submit or follow-up with the Student Referral and/or Student Intervention Plan to the RTI² Team. The RTI Team meets every 4 to 5 weeks to review the data from the universal screener as well as the Tier II and Tier III data. The team assists with changes and modifications of the intervention plan as well as provides support to the teachers in the building.

G 1) District-Level: Increased Academic Achievement and Growth: Mathematics - **School-Level: Mathematics**

S 1.1) District-Level: Before/after/summer school activities if appropriate - **School-Level: Before/after/summer school activities if appropriate**

AS 1.1.2) Provide training for parents on strategies to support students with disabilities to address math deficiencies.

S 1.2) District-Level: High quality professional development of instructional staff - **School-Level: High quality professional development of instructional staff**

AS 1.2.1) High-quality professional development will be provided for all instructional staff at Rose Hill

AS 1.2.2) Provide training for parents on strategies to support students with disabilities

§ 1.3) District-Level: Instructional & Educational Materials - **School-Level: Instructional & Educational Materials**

AS 1.3.1) Purchase additional materials and supplies as needed for elementary and middle school

AS 1.3.2) Utilize technology and various assistive technology to increase accessibility for students with disabilities.

§ 1.4) District-Level: Technology That Impacts Teaching & Learning - **School-Level: Technology That Impacts Teaching & Learning**

AS 1.4.1) Utilize technology and various assistive technology to increase accessibility for students with disabilities.

AS 1.4.2) Provide training for parents on strategies to support students with disabilities

§ 1.5) District-Level: Prevention/intervention (Mathematics) - **School-Level: Prevention/intervention (Mathematics)**

AS 1.5.1) Rose Hill will provide a math intervention program for Tier II and Tier III students

AS 1.5.2) Intervention will be provided for all Tier II and Tier III students at Rose Hill

AS 1.5.4) Math Interventionist

§ 1.6) District-Level: Parent Education Involvement (Mathematics) - **School-Level: Parent Education Involvement (Mathematics)**

AS 1.6.1) Provide training for parents on strategies to support students with disabilities

§ 2) District-Level: Increased Academic Achievement and Growth: Literacy across all content areas - **School-Level: Reading/Language Arts (RLA)**

§ 2.1) District-Level: Instructional & Educational Materials - **School-Level: Instructional & Educational Materials**

AS 2.1.2) We will purchase Study Island to increase student achievement.

S 2.4) District-Level: Systems of Intervention and Special Education - **School-Level: Systems of Intervention and Special Education**

AS 2.4.1) RHS will provided quality interventions for all students including students receiving Special Education services

AS 2.4.2) All students with disabilities will receive the assistance they need to be successful in the regular classroom

G 3) District-Level: Safe and Healthy Students - **School-Level: School Climate**

S 3.1) District-Level: High quality professional development of instructional staff - **School-Level: High quality professional development of instructional staff**

AS 3.1.1) Safe and Drug-Free Learning Environment Action Plan

AS 3.1.2) To provide training in violence, alcohol, tobacco, and drug awareness.

S 3.3) District-Level: Safety & Security - **School-Level: Safety & Security**

AS 3.3.2) Provide security, identification, and intervention as a means of ensuring a safe drug-free environment for the student population.

G 5) District-Level: Early Foundations - **School-Level: Kindergarten Readiness**

S 5.1) District-Level: Early learning opportunities - **School-Level: Early learning opportunities**

AS 5.1.1) Provide training for parents on strategies to support students with disabilities

AS 5.1.2) Implement district-provided curriculum for reading and language arts for Pre-K.

Madison County (570) Public District - FY 2019 - Rose Hill School (570-0024) Public School - School Plan - Rev 0

Is the school consolidating funds in the school-wide pool from various sources in support of the Title I school-wide plan?

No

158,980.00 If no, enter the Title I school allocation (must equal the amount identified in the district Consolidated Funding Application) and upload the Title I school budget in the Related Documents section of this school's plan.

If yes, identify the funding sources contributing to the Title I School-wide pool. Upload a copy of the Title I School-wide Pool section of the district's Consolidated Funding Application in the Related Documents section of this school's plan. - (To obtain a copy of the School-wide Pool section, have a district Consolidated application user click the word "Print" across from the School-wide Pool section located on the Sections page in the Consolidated Funding Application and save the document as a PDF.)

- Title I, Part A
- Title II
- Title III
- Title IV
- Title V, RLIS
- Title V, SRSA
- Carl Perkins
- IDEA
- State/Local
- Other - (Specify)