Plan Items ( )

1) District-Level: Engagement in Academic Areas of Literacy, Numeracy, and Science - School-Level: Engagement in Academic Areas of Literacy, Numeracy

Description:
District-Level: In 16-17 the district will focus on practices and engagement in the areas of: Literacy, Numeracy, Science, Technology, and Parental Engagement to improve relative rank compared to other districts in grades 3-5, 6-8, and 9-12. The District will work to reduce gap size in EL, SWD, and ED sub-groups.

School-Level: CCA will focus on practices and engagement in the areas of: Literacy, Numeracy, and Technology Integration to improve relative rank compared to other school in grades 6-8 and 9-12. CCA will work to reduce gap size in ED, SWD, African American/Black and BHN.

Performance Measure:
District-Level: Achieve a Level 3 TVAAS or above in grade spans 3-5, 6-8 and HS. Improve percentile rank in terms of the number of students identified as performance levels On Track and Mastered relative to other districts in the state in 3-5, 6-8, and HS; gap size reduction for EL, SWD and ED subgroups; reduction of the number of students identified as performance level Below in 3-5, 6-8, and HS.

School-Level: Achieve a Level 3 TVAAS or above in grade spans 6-8 and HS. Improve percentile rank in terms of the number of students scoring proficient/advanced relative to other schools in the state in 6-8, and HS; gap size reduction for SWD and ED subgroups; reduction of the number of students scoring below basic in 6-8, and HS.

1.1) District-Level: Literacy Professional Development to Increase Academic Performance and Student Engagement. - School-Level: Literacy Professional Development to Increase Academic Performance and Student Engagement.

Description:
District-Level: Provide ongoing, high quality professional development for administrators, teachers, and other instructional staff to focus on changing instructional practices that result in improved student engagement, performance, and result in the closure of gaps in all subgroups. Professional development will be offered in grade spans K-3, 4-8, and 9-12.

School-Level: Provide ongoing, high quality professional development for teachers, and other instructional staff to focus on adjusting instructional practices that result in improved student engagement, performance, and result in the closure of gaps in all subgroups. Professional development will be offered in grade spans 6-12.

1.1.1) School-based Professional Development - Literacy
Quality Circles: PD is provided monthly with a minimum of two sessions per year focused on literacy. Best practices from the district literacy sessions are shared with all teachers and examples are discussed. The academic coach prioritizes these sessions based on student needs/progress monitoring data. One of our school goals to improve literacy is to include the integration of arts into all academic content areas where appropriate. Department and Grade level teams are working together during their monthly meetings to share student work and to discuss how they have been able to incorporate art into their curriculum. Data Review - literacy: We expect to have data from 2015-16 to review in November. Continue the practice of seminar each month school-wide. Classroom teachers will prepare students for seminar in their own classrooms periodically throughout the year to provide additional opportunities for critical reading, thinking, and analysis. MS Collaborative sessions: Dr. Lewis meets monthly with middle school teams to review progress in grades 6-8 specific to literacy. English department meetings center around student work and best practices.

Benchmark Indicator:
RTI/CBM data is reviewed regularly within grade level meetings and MS collaboratives. Attendance is noted for all QC sessions. Teachers share examples of writing as well as arts integration opportunities are shared with administrators during Project Coach feedback sessions. Monthly feedback from department and grade level chairs (meeting notes/templates) is shared with administrators. Teacher questions, concerns or needs are addressed based on these meeting summaries.

Person Responsible:
Dr. Mary Lewis

Estimated Completion Date:
5/26/2017

1.2) District-Level: Implementation of Guided Reading Model (K-8) and RTI (K-12) - School-Level: Implementation of Guided Reading Model (6-8) and RTI (6-12)

Description:
District-Level: The Guided Reading Model, which addresses the instructional reading level of each student, will be utilized in grades K-8. RTI will be monitored and implemented.

1.2.1) Professional Development - Guided Reading

Description:
Fall 2016: ELA teachers grades 6-8 begin working collaboratively with Debbie Rosenow/district leadership to learn more about guided reading instruction and to incorporate it with the Readers Writers workshop already in place at CCA. Winter 2016: Guided reading PD will be provided to middle school ELA faculty. Guided reading strategies will be implemented in ELA classrooms for grades 6-8 for those performing below grade level. Readers Writers Workshop strategies will continue to be implemented in ELA classrooms for grades 6-8. The academic coach will share additional information specific to Guided Reading as provided by district...
literacy leaders to ELA and grade level teams.

Benchmark Indicator:
Guided Reading instruction is provided to students performing at RTI levels II and III. Student advancement from Tiers II and III into Tier I as noted through progress monitoring.

Person Responsible:
Debbie Smith

Estimated Completion Date:
5/26/2017

1.3) District-Level: Numeracy Professional Development to Increase Student Engagement and Academic Performance - School-Level: Numeracy Professional Development to Increase Student Engagement and Academic Performance

Description:
District-Level: Provide ongoing, high quality professional development for administrators, teachers and other instructional staff to focus on changing instructional practices that result in improved student engagement, academic performance, and the closure of gaps in all subgroups.

1.3.1) Professional Development - Numeracy

Description:
Numeracy Coaches, Carol Lockrow (MS) and Nader Mohyuddin will attend district led PD sessions regularly and share information with the academic coach, administration, and math department members. The academic coach Dr. Mary Lewis conducts monthly meetings with MS math teachers to provide information regarding best practices in numeracy and to share most recent RTI data. At least one session Quality Circles for all faculty members is devoted to math. Data for 2015-16 will be available for review in November. Math department members will review this data with the academic coach and administrators to inform instruction for the second semester.

Benchmark Indicator:
Gap closure in all subgroup categories on 2016 math assessments

Person Responsible:
Debbie Smith

Estimated Completion Date:
5/26/2017
1.4) District-Level: Implementation of Supplemental Lessons and Benchmark Assessments and RTI - School-Level: Implementation of Supplemental Lessons and Benchmark Assessments and RTI

Description:
District-Level: Supplemental lessons and tasks will be provided to increase rigor of classroom instruction. Benchmark assessments will provide for teachers to analyze student mastery and provide data in planning lessons. RTI will be implemented to address the needs of struggling learners.

1.4.1) Professional Development - RTI

Description:
In grade level and department meetings (by December 2016 if available), review most recent school-wide data for SWD, ED, and Ethnic sub groups. These are the categories that historically are the lowest achieving. Review formative data to ensure that students in these categories are receiving DS supports as needed for core content areas. Review student work samples to inform instruction. Conference with students regarding performance on formative and summative assessments. Review CBM and IReady data regularly. The academic coach shares data with administration and ELA/Math teachers.

Benchmark Indicator:
Student achievement on state assessments improve for all sub groups.

Person Responsible:
Cathy Carroccio

Estimated Completion Date:
5/26/2017

1.5) District-Level: Science Professional Development to Increase Student Engagement and Academic Performance

Description:
District-Level: Provide ongoing, high quality professional development for administrators, teachers, and other instructional staff to focus on changing instructional practices that result in improved student engagement, academic performance, and the closure of gaps in all subgroups.


Description:
District-Level: HCDE will utilize technology to support engaging instruction and ongoing assessment as the district progresses toward a
1:1 student to device ratio.

1.7.1) Professional Development - Technology Integration

Description:
IT - Google Docs, Google Drive, Google Classroom: August 2016: CCA teachers provide PD introductory sessions about Google Drive, Google Classroom and Google Docs for faculty. November 2016 A PD session specific to Google Classroom and Doc use will provided by IT instructors Mike Ballard and Ellen Leamon through Quality Circle Sessions Winter 2017 Continue training sessions as needed for increasing percentage of teachers utilizing technology in their classrooms during the 2nd semester Continue to work with the building level technology coordinator to assign and access labs efficiently for student use in classrooms

Benchmark Indicator:
Teachers will be able to access Google drive (100%) and begin to utilize Google technology (80%) at a basic level by the end of the 2016-17 school year.

Person Responsible:
Debbie Smith

Estimated Completion Date:
5/26/2017

2) District-Level: Communication, Climate, and Culture - School-Level: Communication, Climate, and Culture

Description:
District-Level: HCDE will focus on engaging, developing, and supporting the school community through internal and external collaborative communications, through addressing the physical, social, affective, and academic areas related to school climate, and through the establishment and enhancement of positive school culture.

Performance Measure:
District-Level: The SY 16.17 Tennessee Educator Survey data and the Tennessee Department of Education School Climate Survey (assess the perceptions of parents, teachers, and students) will be utilized to evaluate HCDE’s communication, climate, and culture.

2.1) District-Level: Communication - School-Level: CCA will establish clear communication with all stakeholders.

Description:
District-Level: HCDE will establish clear communication with all stakeholders.

2.1.1) CCA will communicate clearly with all stakeholders
In 2016-17 we will continue to utilize all available resources to communicate with all stakeholders. 1. Our principal, Mrs. Smith utilizes SchoolMessenger each Sunday evening to communicate the calendar events and important activities to our parents, students, and staff. 2. Each Monday Mrs. Smith sends an electronic memo to staff outlining the events of the week and any important information we need to review. 3. PowerSchool is updated each week by faculty so that grades are accurately reflected. 4. Student led conferences occur twice each year. Students explain their academic and progress within their arts courses to their parents. 5. An administrative team meeting occurs each week and is conducted by the principal to maintain focus on school goals and to receive calendar, guidance, college access, and parent involvement updates. 6. Transition team meetings are held at the end of the year to prepare students what what they can expect at the next grade level. 7. The parent volunteer coordinator sends a monthly newsletter via email to all parents. 8. The Dean of Fine Arts communicates with the public via press releases to share important information about upcoming department productions. She also engages community arts program membership to provide opportunities to collaborate with our arts department teachers and students.

Benchmark Indicator:
Parent and faculty year-end surveys indicate strong communication exists between the CCA and its stakeholders

Person Responsible:
Debbie Smith

Estimated Completion Date:
5/26/2017

3) District-Level: Workforce and College Readiness - School-Level: Workforce and College Readiness

Description:
District-Level: HCDE will focus and support student college and career readiness through the provision of various pathways and opportunities and the utilization of technological resources.

Performance Measure:
District-Level: HCDE will raise the ACT composite score to 19.3 (in an effort to progress toward the state composite score of 19.9), increase the graduation rate to 85.0% (while advancing toward the 90% state goal), grow opportunities for career certifications, and increase student support through business and community partnerships.

3.1) District-Level: ACT Support - School-Level: ACT Support

Description:
District-Level: ACT support for schools will focus on instructional practices that will ensure student growth on the ACT exam.
3.1.1) Continue to increase scores in all content areas on the ACT exam.

Description:

1. A semester-long ACT prep course is required for all 11th grade students. 2. Students take a practice ACT test in the fall as a "dry run" prior to the required testing in the spring. This practice test is scored. Data is reviewed and instructional decisions are informed/adjusted based on the results. 3. A school-wide focus is geared toward ACT achievement and improvement. Opportunities to practice questions like the ones on the ACT are provided across core content area classrooms. 4. ACT data is reviewed and shared with all stakeholders. Students have an opportunity to reflect on the pre-test to determine the areas needed to strengthen prior to the spring test. 5. Students are required to take rigorous courses. All academic courses are categorized as Honors, AP or Dual Enrollment. Writing is emphasized and required in all courses both academic and artistic. 6. Students participate in seminar activities at least once each month (School-wide) and as a part of all classroom instruction.

Benchmark Indicator:

Achieving an ACT composite score of at least 23.3 for the graduating class of 2018.

Person Responsible:

Debbie Smith

Estimated Completion Date:

5/26/2017