

Home of the Hawks!



# **RICHARD HARDY MEMORIAL SCHOOL**

1620 HAMILTON AVENUE  
SOUTH PITTSBURG, TENNESSEE 37380

"Caring Enough to Ensure our Students Succeed"

## **School Improvement Plan 2007-2009**

Submitted May 15, 2007

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## Component 1 - RHMS Profile and Collaborative Process

### FORM 1.1: SIP Leadership Team Composition

<i>SIP Leadership Team Member Name</i>	<i>Leadership Chair? (Y/N)</i>	<i>Position</i>	<i>Name of Subcommittee(s) (when applicable)</i>
William K. Henry	Y	Principal	School Profile, etc. (1); Beliefs, Mission, and Shared Vision (2)
Brenda Jones	N	K-1 Cluster Leader	
Jackie Boulware	N	2-3 Cluster Leader	
Connie Lawson	N	4-6 Cluster Leader	
Martha Church	Y	7-8 Cluster Leader	Curricular, Instruction, etc.(4)
Mary Claire Hill	Y	9-12 Cluster Leader/ Counselor	Action Plan Development (5) SIP and Process Evaluation (6)
Tami Brooks	Y	School Psychologist	Academic and Non-Academic Data Analysis (3)
Margaret Lawson	N	Attendance Secretary	
Robin Findley	N	Parent & Parent/School Coordinator	
Brittney McClain	N	Student	
Sheila Piazza	N	Non-certified Person	
Lois Jean Norman	N	Community Representative	
Margaret Lawson	N	Attendance Secretary	Secretary

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## FORM 1.2: Subcommittee Formation and Operation

### *Subcommittee for COMPONENT 1 School Profile and Collaborative Process*

<i>Member Name</i>	<i>Position</i>	<i>Chair</i>
William K. Henry	Principal	Y
Margaret Lawson	Attendance Secretary	N
Joyce West	Parent	N
Betty Dulaney	Spec Ed Teacher	N
Russell Morphis	Teacher	N
Robin Findley	Parent-School Coordinator	N
Ben West	Student	N
Paula Turney	Finances	N
Margaret Lawson	Secretary	N

(tab in last cell to create a new row as needed)

*Component 1 Subcommittee has met and minutes are on file.*

YES

NO

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*Subcommittee 1 Chair Signature*

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## FORM 1.2: Subcommittee Formation and Operation

### *Subcommittee for COMPONENT 2 Beliefs, Mission and Vision*

<i>Member Name</i>	<i>Position</i>	<i>Chair</i>
William K. Henry	Principal	Y
Pam Peacock	Library Technician	N
Liz Pearson	Teacher	N
Susan Layne	Paraprofessional	N
Wanda Byrom	Parent/Community	N
Ben West	Student	N
Margaret Lawson	Secretary	N

(tab in last cell to create a new row as needed)

*Component 2 Subcommittee has met and minutes are on file.*

YES

NO

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*Subcommittee 2 Chair Signature*

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## FORM 1.2: Subcommittee Formation and Operation

### *Subcommittee for COMPONENT 3 Academic and Non-Academic Data Analysis*

<i>Member Name</i>	<i>Position</i>	<i>Chair</i>
Tami Brooks	School Psychologist	Y
Margaret Lawson	Attendance Secretary/Paraprofessional	N
Kim Paris	Fed Programs/Spec Ed Leader	N
Rusty Morphis	Teacher	N
Cindy Blevins	Teacher	N
Lisa Howard	Parent	N
Colt Layne	Student	N
Margaret Lawson	Secretary	N

(tab in last cell to create a new row as needed)

*Component 3 Subcommittee has met and minutes are on file.*

YES

NO

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*Subcommittee 3 Chair Signature*

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## FORM 1.2: Subcommittee Formation and Operation

*Subcommittee for COMPONENT 4 Curricular, Instructional, Assessment, and Organizational Effectiveness*

<i>Member Name</i>	<i>Position</i>	<i>Chair</i>
Martha Church	Teacher	Y
Sheila Stephenson	Teacher	N
Connie Lawson	Teacher	N
Karen Fox	Teacher	N
Janie Cloer	Teacher	N
Joyce West	Teacher	N
Jerry Lynn Tuders	Paraprofessional	N
Jan Culpepper	Parent	N
Roy Perkins	Student	N
Margaret Lawson	Secretary	N

(tab in last cell to create a new row as needed)

*Component 4 Subcommittee has met and minutes are on file.*

YES

NO

*Subcommittee 4 Chair Signature*

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## FORM 1.2: Subcommittee Formation and Operation

### *Subcommittee for COMPONENT 5 Action Plan Development*

<i>Member Name</i>	<i>Position</i>	<i>Chair</i>
Mary-Claire Hill	School Counselor	Y
Jackie Boulware	Teacher	N
Liz Pearson	Teacher	N
Ralph Thornhill	Teacher	N
Jan Stevens	Teacher	N
Brenda Jones	Teacher	N
Sharon Allison	Paraprofessional	N
Jason Marler	Student	N
Jan Culpepper	Parent	N
Margaret Lawson	Secretary	N

(tab in last cell to create a new row as needed)

*Component 5 Subcommittee has met and minutes are on file.*

YES

NO

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*Subcommittee 5 Chair Signature*

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## FORM 1.2: Subcommittee Formation and Operation

### *Subcommittee for COMPONENT 6 The School Improvement Plan and Process Evaluation*

<i>Member Name</i>	<i>Position</i>	<i>Chair</i>
Mary-Claire Hill	Guidance Counselor	Y
Bill Henry	Principal	Y
Jackie Boulware	Teacher	N
Liz Pearson	Teacher	N
Ralph Thornhill	Teacher	N
Jan Stevens	Teacher	N
Brenda Jones	Teacher	N
Sharon Allison	Paraprofessional	N
Jason Marler	Student	N
Jan Culpepper	Parent	N
Margaret Lawson	Secretary	N

(tab in last cell to create a new row as needed)

*Component 6 Subcommittee has met and minutes are on file.*

YES

NO

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*Subcommittee 6 Chair Signature*

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FORM 1.3 Collection of Demographic Data and Analysis

FORM 1.3.1: School and Community Data

Narrative and analysis of relevant school and community factors:

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Overall it must be noted that RHMS received an NCLB status of Good Standing.

The five factorial areas were reviewed in this analysis of the demographics of the school. The first factor to be considered were Student Characteristics:

- a. Total Number of Students 2006-07: 375 – Grades K-12
- b. Students by grade 2006-07:
  - (1) K5: 25, 1st: 31, 2nd: 24, 3<sup>rd</sup>: 25, 4<sup>th</sup>: 21, 5<sup>th</sup>: 20, 6<sup>th</sup>: 21
  - (2) 7<sup>th</sup>: 31, 8<sup>th</sup>: 33, 9<sup>th</sup>: 34, 10<sup>th</sup>: 32, 11<sup>th</sup>: 37, 12<sup>th</sup>: 41.
- c. Gender 2006-07: Male: 180; Female: 195.
- d. Special Ed 2006-07: 41
- e. Ethnicity 2006-07: Cau: 328, Afr/Am: 19, Asian: 06, Hisp: 01
- f. Attendance Rate K-8 for 2005-06: 93.6%
- g. Promotions Rate K-8 for 2005-06: 98.1%
- h. Attendance Rate 9-12 for 2005-06: 91.5%
- i. Graduation Rate for 2005-06: 90%
- j. Economically Disadvantaged for 2005-06: 164 or 50.6%
- k. Title 1 for 2005-06: 74 or 22.5%.
- l. Length of School Day: 6 ½ hours
- m. Length of School Year: 180 days
- n. Per Pupil Expenditure: \$6,317.00
- o. Percentage of Faculty that hold advanced degrees: 50%
- p. Honors Classes: Dual Enrollment with Chattanooga State, Kimball

The second factor considered was Staff Characteristics: Our faculty and staff are made up of one administrator, twenty-seven teachers and twelve paraprofessionals. This group hold degrees as follows: Doctorates: 02, Masters +45: 02, Masters: 10, Bachelors: 13, Associates: 3. All teachers meet the highly qualified requirements. All faculty are highly qualified or are on a plan to become highly qualified.

In order to attract highly qualified teachers we extol the virtues of the small school with small classroom and the traditional values of the families. This is particularly tough because we are a border county with Alabama paying their teachers anywhere from \$5K to \$9K more than the state of Tennessee. We use the format of the PSA to let the potential teachers know the characteristics of our school. We also maintain a presence in the teaching staff of the University of Tennessee at Chattanooga so that we draw from there.

The third factor is School Characteristics. The school is made up of grades K5-12. The school sits on a three building campus. The original building was built in 1926 and the school was a K5 through 8<sup>th</sup> grade until 1997 when the school added a second building a high school. In 2005 a third building was added because of the growth of the high school.

The fourth factor to consider is our Parent/Guardian Demographics. In our school of 375 students we have \_\_\_ number of families. Of that 46% of the families qualify for free or reduced lunches. Also \_\_\_% of the students come from outside the district.

We have a very active Parent/Teacher Coordinator who works diligently with both teachers and student **to increase parent involvement**. Along with monthly PTA meetings, the school offers movie and book night free of charge to parents and grandparent of the student. We invite parents to get involved at many levels and hopefully help them see the benefits of keeping their

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## FORM 1.3 Collection of Demographic Data and Analysis

### FORM 1.3.2 Other Data Sources (including surveys)

Data Source	Relevant Findings
Annual Parent/School Survey	
PTA Membership	
Volunteers	
Student Newspaper Tobacco Usage Survey	

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## Component 2 – Beliefs, Mission and Vision

### Form 2.1: Collaborative Process

The collaborative process we use(d) to develop these components is:

The stakeholders of the school (administration, faculty, staff, parents, students and community representatives) are asked to serve on various component committees. The leadership team determined the chairpersonships and set a schedule for the various components to be completed. The committees were authorized to conduct their investigations, involving whatever staff members were necessary without identifying any students specifically so as not to violate FERPA rules. The committees will work in sequence as by component using the data uncovered by the previous component to answer the question of their own component. Components 5 and 6 will utilize the same committee as these components are integrally related. The leadership committee will review and approve/modify the total package before the final plan is completed. The leadership committee will the publish the plan for all the stake-holders to review.

### Form 2.2/2.3: Beliefs

Beliefs (Rubric items 2.2 [clarity], 2.3 [comprehensive])

**Learning** is the goal, the right and responsibility of all students.

**Instruction** is a cooperative effort lead by faculty & staff, parents and students, creating an environment, differentiated instructional strategies and assessments that leads to student success.

**Assessment** is best achieved utilizing multiple approaches that measure performance, special challenges against the goals of the curriculum.

**Good decision making** is best achieved by utilizing both scientific research and consultation involving all stake-holders, always seeking a win-win solution for all.

**Policy** is the guidelines set by the representatives of the people, the board of education, to be carried out by the faculty, parents and students of the school.

### Form 2.4: Mission

Mission Statement

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The mission of Richard Hardy Memorial School is to provide each student, individually and collectively, with an education that leads to or prepares for success: economic independence, civic responsibility, social and emotional maturity and healthy living.

## **Form 2.5: Vision**

### **Vision**

We envision a school where all district students are provided the opportunity to achieve to their fullest potential, becoming a success intellectually, emotionally, socially and physically through individualized assessment, prescription, instruction and support.

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## Component 3 – Academic and Non-Academic Data Analysis

### FORM 3.1: Variety of Academic and Non-Academic Assessment Measures

*(Rubric 3.1)*

#### List Data Sources

1. TCAP Results
2. Writing Assessment
3. Competency Tests
4. End of Course Tests
5. ACT
6. Value-Added Scores
7. Criterion-referenced Exams
8. Think-Link Testing
9. Text Book Tests
10. Service Learning
11. Gateway Tests
12. Plato
13. AR Reading
14. STAR Math Tests
15. Teacher Made Tests

There is no available Vocational MIS Report data due to the lack of a vocational program at our school. There are no values available from Special Education Federal Tables because "n" values are too small.

### FORM 3.2: Data Collection and Analysis

*(Rubric 3.2)*

Describe the data collection and analysis process used in determining your strengths and needs.

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Data was collected from a number of academic and non-academic sources such as TCAP results, Gateways, Writing Assessments, attendance rates, graduation rates, ACT, and End of Course. This data was evaluated using means, percentile ranks, TVAAS, and AYP. The committee compared the data to previous years' data at both the local and state levels. It is viewed both in an aggregated manner and disaggregated by the subgroups of economically disadvantaged and students with disabilities.

Several methods are utilized.

1. The school is broken down into clusters, led by one teacher in each cluster (K-1, 2-3, 4-6, 7-8, and 9-12). The cluster meet before school has started and after each grading period to review grades, attendance, discipline challenges, etc. For instance, Think-Link scores are reviewed every quarter. AR points earned are reviewed every quarter to see if the student is on his/her individual track.
2. The school is also operates ad hoc committees with regard to curriculum problems. For example during the third quarter, math teachers from the elementary and the middle school met to discuss math precepts that need to become the foundation of our program. It was decided that the slogan, "Show Me the Work!" would adorn the walls of each math class and that it would be a requirement on all tests and homework.
3. At the end of the school year, each cluster K-8 meets to make a recommendation to the principal regarding promotion, placement and retention.
4. Students who are placed on RTI status are reviewed for progress at a minimum every 4 ½ weeks and at a maximum every three weeks.

## **Strengths:**

### **K-8**

- According to Report Card Data, promotion rates raised 6.3% from 2005 to 2006 and 2006 promotion rates were above state goals.
- According to TVAAS data, the 3-Yr-Avg NCE Gain for Social Studies was equal to or greater than the growth standard in all grades 4-8.
- TVAAS data reflects growth in Science, Social Studies, and Math.
- The Writing Assessment Scores for fifth and eighth grades are strengths with scores of A for the last 3 years.
- Student Academic Achievement data reflects growth in Reading/Language and Social Studies from 2005 to 2006.
- AYP was met in all subject areas.

### **9-12**

- AYP was met in all subject areas.
- Tennessee Gateway Reports show that 100% of students scored proficient and advanced on the Biology I and English II Gateways in 2006.
- According to ACT reports, average scores improved from 2005 to 2006 in the areas of: English, Reading, and Science.
- TVAAS data reveals that observed scores for Gateway and End-of-Course Assessments

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**FORM 3.3: Report Card Data Disaggregation**

*(Rubric 3.3)*

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## Report Card Data Disaggregation

Because of the relatively small size of RHMS, the school report card on generates data two disaggregated groups: **White and Economically Disadvantaged plus male and female in some categories.**

Strengths are in the following subgroups and subjects:

K-8

- Math: The system percentage of **All students, White students, Economically Disadvantaged students, and Females** was at or above state averages for **Proficient and Advanced** in 2006. No data was available for **Limited English Proficient** or **Students with Disabilities** since numbers were too low or nonexistent. Subgroup disaggregation for Math in all groups showed a marked decrease in student achievement in below proficient category.
- Reading/Language: **All students, White students, Economically Disadvantaged, and Males** are all areas of strength due to system percentages being above state averages in 2006. No data was available for **Limited English Proficient** or **Students with Disabilities** since numbers were too low or nonexistent. Subgroup disaggregation for Reading in the subgroup **economically disadvantaged** showed a marked decrease in student achievement in the below proficient category
- Adequate Yearly Progress: AYP was met for **All Students, White Students and Economically Disadvantaged** in all subjects. No data was available for other subgroups because there were fewer than 45 members in the groups.
- Growth differences between high, middle, and low achievers: The percentage of low achievers (below proficient) and middle achievers (proficient) in math and reading/language declined or remained unchanged between 2005 and 2006 for **All students, White students, and Economically Disadvantaged students**, while the percentage of high achievers (advanced) increased.

9-12

- Gateway Math: The percentage of **All students, White students, Economically Disadvantaged students, and Females** scoring proficient and advanced is a strength due to the fact that system averages were above the target and state percentages. No data was available for **Limited English Proficient** or **Students with Disabilities** since numbers were too low or nonexistent. Of particular satisfaction was the percentage of **Economically Disadvantaged** students scoring proficient and advanced; it was **11%** above the state average for 2006.
- Gateway Reading/Language Arts: The percentage of **All students, White students, Economically Disadvantaged students, and Females** scoring proficient and advanced as the scores increased between 2005 and 2006. There was no data reported for any other subgroups for this subject.

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## FORM 3.4: Narrative Synthesis of All Data

*(Rubric 3.4)*

### Narrative Synthesis of Data

The critical areas of needs then are:

1. Attendance. The rate is trending downward. It is close to the 93% state goal for K-8 and has dropped 91.5% in grades 9-12.
2. Cohort Dropout rate has increased to 8% from 4% last year
3. The Graduation Percent is exactly on goal at 90% but the trend is dropping.
4. While overall scores of achievement for all students and the two disaggregated categories in grades K-8 are increasing from year to year, the trend in males is more students in the below proficient category in both reading and math.
5. K-8 writing scores have remained consistent and just above state scores.
6. In grades 9-12 in most cases we are approximately equal to or above state scores in Gateways and EOC's with the exception of Math Foundations 2. The below proficient level was 6.4% below the state scores.
7. Grades 9-12 writing scores have continued are showing a downward trend over the last three years and have been below the 4.0 level but the trend is not considered significant.
8. Grades 9-12 Gateway math scores for all groups are trending downward with more students falling below proficient on first time test but remain significantly higher than state scores.
9. The same is true with reading in Grades 9-12 except that state scores and RHMS scores are not significantly different.
10. Again males unfortunately make up for the bulk of the below proficient students in both tests.
11. The 2006 TVAAS scores showed a significant drop for 2006 in all areas (i.e. estimated mean NCE gain below growth standard by at least one or two standard errors.
12. The 7<sup>th</sup> grade science CRT tests have remained at a steady state of at least two standard errors below growth standard for the past three years.

## FORM 3.5: Prioritized List of Goal Targets

*(Rubric 3.5)*

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## **Prioritized List of Goal Targets**

1. Attendance all grades
2. Cohort Dropout Rate
3. Graduation Rate
4. 11<sup>th</sup> grade writing achievement
5. 4<sup>th</sup> grade TVAAS scores
6. 7<sup>th</sup> grade Science three year TVAAS scores
7. Increase in male below proficient increase.

## **Component 4 – Curricular, Instructional, Assessment, and Organizational Effectiveness**

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## FORM 4.1: Collaboration

### Collaborative Process

1. The faculty and staff meet as a committee of the whole when it is important to discuss all school issues. For example, the faculty and staff met recently to discuss a revision of the Tornado Drill policy and procedures as it effected multiple venues.
2. The school is broken down into clusters, led by one teacher in each cluster (K-1, 2-3, 4-6, 7-8, and 9-12). The cluster meet before school has started and after each grading period to review grades, attendance, discipline challenges, etc. For instance, Think-Link scores are reviewed every quarter. AR points earned are reviewed every quarter to see if the student is on his/her individual track.
3. The school has also set up a leadership team which acts as an executive decision making board and communications conduit. The leadership team is also responsible for coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, adult education, , and job training. The leadership team is made up of the principal, the attendance secretary, the cluster leaders, the guidance counselor, the school psychologist and anyone need on an *ad hoc* basis because of the nature of an issue.
4. The school is also operates ad hoc committees with regard to curriculum problems. For example during the third quarter, math teachers from the elementary and the middle school met to discuss math precepts that need to become the foundation of our program. It was decided that the slogan, "Show Me the Work!" would adorn the walls of each math class and that it would be a requirement on all tests and homework.
5. At the end of the school year, each cluster K-8 meets to make a recommendation to the principal regarding promotion, placement and retention.
6. Students who are placed on RTI status are reviewed for progress at a minimum every 4 ½ weeks and at a maximum every three weeks.
7. To all of these formal groups staff members are added as needed (e.g. attendance secretary, librarian, maintenance).
8. The schoolwide programs effected that are consolidated are Title I, Title II, Title III, Title IV, and Title V. No money is received to any other NCLB title programs.
9. The schoolwide plan is monitored by the Federal Projects Director and district accountant to ensure compliance
10. Parents are asked to sit on committees for all school programs, especially for TSIPP.

## FORM 4.2: Evaluation of the Decision-making Process

### Evaluation of the Decision-making Process

The decision-making philosophy of the school allows for different decision models based on the circumstances requiring a decision. The decision models can be grouped in four concepts:

- a. Authoritarian (Top Down)
- b. Authoritative (Most knowledgeable).
- c. Consensus or Majority (Group ownership)
- d. Decentralized (Individual)

The principal believes that most decision involving one class are best left to the classroom teacher under the guidelines of the administration, state regulation, etc.

The principal also believes that given time, the best decisions are made as a synergy of the group involved, a la Stephen Covey, which allows for the best implementation based on buy-in.

The principal leads by precept and encourages individual decision with information being provided to cluster leaders, etc. It is the goal of the principal to provide enough guidance to all members of the faculty and staff that they could determine which of the four concepts of decision-making is called for in a given situation.

The decisions that involve teachers and other professional staff are the assessments; the materials such as textbooks, videos, and library holdings; curriculum decisions inside the guidelines of the state, behavior control systems, grading, awards and programs, plans and projects such as emergency action planning, competitions, etc.

#### Strengths.

- a. Recognition of the value of the individual and the abilities of the individuals
- b. Buy-in because of participation in the decision-making process
- c. Acceptance when the principal has to make an authoritarian decision, even when there is legitimate disagreement.
- d. Utilizes the strengths of the individuals in the groups
- e. Synergistic in that one person's ideas plus another person's ideas equals to whole greater than the sum of its parts.

#### Weaknesses.

- a. Lack of communication. Sometimes teachers can get so busy they forget to notify other affected personnel of a decision.
- b. Can cause some confusion. (For example two teachers make a decision to utilize the same play ground area for a reward party at the same time and day with parents coming to help and then some accommodations have to be made immediately to keep the students motivated

Details. Noted in the examples. The system has worked very well. It is based in a very major way on the Teacher Handbook that provides the guidance for decisions..

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## FORM 4.3: Resource Allocation

### Resource Allocation

Materials. Each class is equipped properly and study materials such as textbooks, workbooks are provided as needed. Additionally there is a warehouse of student desk/arm chair, etc. to replace damaged or destroyed. The library has several thousand volumes in it plus the school takes on-line subscriptions. The school has two computer labs and two gymnasiums plus one outdoor playground for the elementary school students. The school and the PTA are involved in several fund raisers that have provided much needed equipment. One business donated more than 30 computers.

Human Resources. All teachers are highly qualified and teaching no more than the total allowed by state regulation. Teachers are supplemented with teacher aides especially in the lower grades to attempt to overcome poor student performance in reading and math. RHMS also is blessed with a steady group of substitutes who are well aware of school policies and procedures. Volunteers round out the resources at RHMS, relieving many teachers of the more mundane or providing enrichment activities such as guest speakers or support on field trips.

Funding Sources. The per pupil expenditure through BEP and local sales taxes is \$6,137.00. There is also a major reserve fund of over \$1 Million Dollars. Several organizations and business donate money and supplies/equipment to the school annually.

**FORM 4.4: Curriculum Analysis and Support****Curriculum Analysis and Support**

The programs and processes for curriculum analysis and support include:

1. Exemplary Data Analysis. Faculty is provided with analysis from the annual Report Card for Tennessee, Think-Link, STAR, Accelerated Reader and Plato. The data is provided by class and by individual both in formative and summative modes.
2. Correlation to State Standards and Benchmarks. Teacher are required to annually review state standards provided on the [www.tennessee.gov/education](http://www.tennessee.gov/education) website and to code their lesson plans with the either the TCS or the Blue Print for Tennessee codes.
3. Alignment within the school and to feeder schools. As RHMS is a K-12 school and the only one in the district, alignment of curriculum is maintained inter-grade. Further the school is in the process of adopting certain stovepipe programs that run K-12 with modifications such as the Six-Trait writing program which is schedule for implementation next year, the Six Pillar Character program and the Seven Habits of Highly Effective Teens. Science Fair. As enrichment programs, the school is involved in such programs and projects as the Marion Youth Leadership, Life Smarts, Envirothon, Science Fair, Science Bowl, 4-H, Clover Bowl, "We the People," Project Citizen, Read Across America, and Model United Nations plus Jr. Beta Club competitions all of which provide students with application of standards.
4. Articulation and Communications. The school is aligned in two communications chains: clusters by grade and curriculum committees. The clusters by grades are K-1, 2-3, 4-6, 7-8 and 9-12. K-8 are classes are supplemented in such a way as to allow at least two or three cluster meetings each week. The curriculum committees have representatives from each cluster that meet to discuss problems on an *ad hoc* basis. For example the math committee of K-8 met two months ago to determine what processes should be implemented so that children have a certain expectation of term usage and process from grade to grade. One concept that was adopted was a wall poster that says, "Show Me the Work" because students are coming in from other schools where Scantrons are heavily relied upon which allows no internal process review to see if a student is missing a step in the solution of a particular type of problem.
5. On Going Monitoring and Adjustment of These Processes and Programs. An analysis of the efficacy of all programs is carried out over the summer months on an annual basis and quarterly (as in the case of Think-Link). This is done as a comparison to testing from the Report Card, Think-Link, STAR, Plato in which questions of priority and emphasis are asked by class as each class is unique. The placement of teacher aides is affected by this discussion. Also in the spring during the annual textbook adoption process, teachers are asked to compare the needs and abilities of the students and the requirements of the TCS in the adoption of textbooks.

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FORM 4.5: Instructional Analysis and Support

## Instructional Analysis and Support

The organized analysis and support program in place for instructional process includes:

1. Exemplary data analysis. The cycle of data analysis at RHMS follows the scientific pattern of pre-testing to establish a base-line and making instructional decisions, formative evaluation to make adjustments and summative evaluations to establish new goals, or adjust goals or celebrate goal achievement. Faculty is provided with analysis from the annual Report Card for Tennessee, Think-Link, STAR, Accelerated Reader and Plato. The data is provided by class and by individual both in formative and summative modes.

2. Researched-based strategies. The school is committed to provide opportunities for all children to meet the State's proficient and advanced levels of student achievement and ) use effective methods and instructional strategies that are based on scientifically based research

- that strengthen the core academic program in the school;
- increase the amount and quality of learning time, such as providing an extended school year and before-and after-school and summer programs and opportunities (for example we use our extended contracts for before and after-school tutoring and we have a pre-kindergarten summer program to prepare our kindergarten students of the following year for working in the school environment.), and

- help provide an enriched and accelerated curriculum and include strategies for meeting the educational-needs of historically underserved populations (we use competitions such as We The People, 4 H competition in math and science, regional science fair and poetry contests.;

Teacher receive training in differentiated instruction and next school year the position of RTI monitor/mentor has been added to the staff as a 1/3 position. All failing students in grades 1-3 will be monitored in the coming year and meetings will be held between teacher and RTI monitor/mentor to attempt to understand the needs of the child and attempt different research-based strategies based on an analysis of specific learning difficulties.

3. Adaptation for all students. All teachers are trained in the concept of differentiated instruction and are provided additional help in the form of teacher aides. Also enrichment activities to include going to higher level classes are utilized where appropriate. In high school our traditionally underserved students are helped by our school counselor on testing (e.g. ACT) and college entrance requirements plus help in locating grants and scholarships. At the beginning of the 9<sup>th</sup> grade we offer a every student and parent a course in how to navigate high school and in the 11<sup>th</sup> grade we offer the same concept for higher education. This is consistent with our school improvement plans.

Effective and timely tutoring or peer mentoring is provided to those students who experience difficulty mastering the proficient or .advanced levels of academic achievement standards effective, timely additional assistance which .shall include' measures to ensure that students' difficulties are identified. For example any student who fails to pass a Gateway exam is provided immediate assistance through the guidance counselor to ensure passing the exams at the next testing date.

4. Appropriate Staff Development. RHMS uses the "teach the teacher" method where limited number of teachers are sent to certain seminars and then provide in-service training to all teachers who would benefit. The principal also makes recommendations/assignments for individual faculty development based on his observations. Further the school provides for

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## Component 5 – Action Plan Development

### Form 5.1: Goal 1

Goal	Increase the Average Writing Assessment Score of the 11 <sup>th</sup> Grade Students to 4.0
Which Need(s) does this Goal address?	Identified Need in Component 3
How is this Goal linked to the system's Five-Year Plan?	Linked to improved student performance goal

### FORM 5.2: Action Steps (Goal 1)

GOAL 1: Action Steps (Strategies, Interventions, or Scientific Based Research) (Rubric 5.2)
Hold one-day training session on Writing Assessment
Adopt 6 Trait Writing Strategy Schoolwide
6 Trait In-service
All writing teachers test use of 6 trait as strategies they deem appropriate
Determine curriculum map in line with TCS by all writing teachers
Begin weekly writing assignments for 11 <sup>th</sup> grade students
Outside Evaluation of writing each month for 11 <sup>th</sup> grade

### FORM 5.3: Implementation Plan (Goal 1)

Timeline (Rubric 5.3)	Person(s) Responsible (Rubric 5.3)	Projected Cost(s) (Rubric 5.3)	Monitoring Strategy (Rubric 5.3)
By August 31, 2007	Mrs. Stevens	\$500.00	Assessment by Consultant
By August 31, 2007	Dr. Henry	\$1000.00	Adoption made, materials purchased
By Sep 30, 2007	Mrs. Stevens, Mrs. C. Lawson, Mrs. Boulware	\$300.00	Assessment by consulting teachers
Complete testing by Nov 30, 2007	Dr. Henry	No Costs	Each teacher list strategies that were effective at their level
Adopt Curriculum Map on 6 trait	Dr. Henry	No Cost	Curriculum Map Completion Document
Start 1 Sep 2007 End 30 Jan 2007	Mrs. Stevens	No Cost	Rubric grades
Start Sep 30, 2007 End Jan 30, 2008	Outside consultant hired by System	\$400	Rubric grades

Form 5.3, continued

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GOAL 1	Professional Development Plan (Steps or Strategies) to Support Action Plan (as applicable) <i>(Rubric 5.2)</i>	One day training on writing assessment, one day 6 trait seminar
	Parent and Community Member Involvement (Steps or Strategies) to Support Action Plan (as applicable) <i>(Rubric 5.2)</i>	Review and adopt if available writing program that will assist in teaching or evaluating writing skills. Celebrate the success in the community through the Parent/Teacher Coordinator and PTA

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## Form 5.1: Goal 2

Goal	Increase Grade 9-12 Attendance Rates to 93% or better
Which Need(s) does this Goal address?	Source is the Report Card 2006 for the RCSSD and will tie into to solving an increase in the cohort dropout rate and a decrease in graduation rate (both still within state goals but trending in the wrong direction).
How is this Goal linked to the system's Five-Year Plan?	Linked to goal of student performance

## FORM 5.2: Action Steps (Goal 2)

GOAL 1: Action Steps (Strategies, Interventions, or Scientific Based Research) (Rubric 5.2)
Hold community summit on attendance, drop out rates and graduation
Create cooperative partnership with county DHS office
Prosecute parents/ guardians of students having 10 or more unexcused absences
Provide monthly motivational speakers or videos or other presentations on the value of an education
Meet with county juvenile judge and ask that parents be sentenced to attend evening motivational lectures and other presentations such as the one the students attend
Celebrate the attendance of students who are at school 97% of the time.
Require parent/guardian meetings after 5 unexcused absences.

## FORM 5.3: Implementation Plan (Goal 2)

Timeline (Rubric 5.3)	Person(s) Responsible (Rubric 5.3)	Projected Cost(s) (Rubric 5.3)	Monitoring Strategy (Rubric 5.3)
Evening meeting set for 11 Sep 2007	Dr. Henry & Robin Findley	\$300.00	Have 50% <sup>^</sup> of the parents/guardians attend
Complete by July 15, 2007	Dr. Henry and Mrs. Tudors	No Cost	Get Social Service visits at 15 of any kind or 10 unexcused absences
As required, reviewed monthly	Dr. Henry/ Mrs. Tudors	\$200.00	To make parents and students accountable to juvenile court when remedies at school are ineffective
Set Schedule 15 July 2007 Seek 3 outside speaks Purchase videos Seek other presentation ideas	Mary Claire Hill	\$1000	Student Attendance shows general increase in high school of 2% over the school year
Hold monthly beginning at the end of September as needed	Dr. Henry /Mrs Tudors	No cost	Court officer attend, take roll of parents assigned and monitor attendance
Quarterly	Mrs. Tudors	\$400	Attendance rises by .5% each quarter
As needed beginning 15 Aug 2007	Mrs Tudors/Dr. Henry	None	Unexcused absences halt

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Form 5.3, continued

GOAL 2	Professional Development Plan (Steps or Strategies) to Support Action Plan (as applicable) ( <i>Rubric 5.2</i> )	Writing training is discussed above
	Parent and Community Member Involvement (Steps or Strategies) to Support Action Plan (as applicable) ( <i>Rubric 5.2</i> )	Parent Teacher Coordinator provide three motivational video's or presentations at PTA meetings. Parent Teacher Coordinator will provide publicity on attendance and it's impact on student success through multiple media outlets (e.g., bill boards, PSA's, newspapers and coordination with local media.

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## Form 5.1: Goal 3

Goal	To return the 4 <sup>th</sup> grade class of 2005-2006 to the status of estimated mean NCE gain equal to or greater than growth standard on the TVAAS
Which Need(s) does this Goal address?	2006 TVAAS System Report TCAP CRT in Reading/Language, Math, Science and Social Studies
How is this Goal linked to the system's Five-Year Plan?	Linked to goal of student performance

## FORM 5.2: Action Steps (Goal 3)

**GOAL 1: Action Steps**  
(Strategies, Interventions, or Scientific Based Research)  
(Rubric 5.2)

Give a class wide individual IQ test for the class
Review TCS/Blue Book standards
Review past year Think-Link assessments from past year
Continue Think-Link Assessments
Hold quarterly reviews (1 <sup>st</sup> Thur after report cards issued) comparing student grades with student Think-Link assessments and such things as attendance.

## FORM 5.3: Implementation Plan (Goal 3)

Timeline (Rubric 5.3)	Person(s) Responsible (Rubric 5.3)	Projected Cost(s) (Rubric 5.3)	Monitoring Strategy (Rubric 5.3)
On or before Aug 15, 2007	Mrs. Brooks	\$400.00	Determine profile of the class and potential for academic achievement
Aug 6, 2007	Dr. Henry/Mrs. Fox	No Cost	Ensure that we have prioritized through curriculum mapping our objectives
By August 20, 2007	Dr. Henry/Mrs. Fox	No Additional Cost	Review for weak areas and feed that into the planning
Sep/Nov/Mar	Mrs. Fox	No additional Cost	Again assess weak areas by group and individually
Oct, Jan, Mar	Dr. Henry/Mrs. Fox	\$200.00	Make correlative studies to attempt to understand any cause and effect issues. Address them by changing the plan

Form 5.3, continued

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GOAL 3	Professional Development Plan (Steps or Strategies) to Support Action Plan (as applicable) <i>(Rubric 5.2)</i>	August 7, ½ day seminar or study on test and measurements to ensure that we are constructing our formative evaluations correctly to get accurate correlations, it will be led by T. Brooks.
	Parent and Community Member Involvement (Steps or Strategies) to Support Action Plan (as applicable) <i>(Rubric 5.2)</i>	We already have access to Plato, may need update.

## Component 6 – The School Improvement Plan and Process Evaluation

### FORM 6.1: Formative Assessment

*(Rubric 6.1)*

#### Form 6.1: Formative Assessment

**Goal 1: Increase the Average Writing Assessment Score of the 11<sup>th</sup> Grade Students to 4.0**

- a. Assessment Instrument – Writing Rubric
- b. Pre-Determined Interval - Weekly
- c. Analytical Procedures – Analyze the six rubric categories for mean and median by student as well 11<sup>th</sup> grade class. Determine patterns and prioritize interventions.
- d. Intervention Strategies. Addition of 6 trait writing program
- e. Data comparisons. Compare against 2005 and 2006 data to determine in patterns that can be attacked.

**Goal 2: Increase Grade 9-12 Attendance Rates to 93% or better**

- a. Assessment Instrument: STAR Attendance Reports
- b. Pre-Determined Interval: Every two weeks
- c. Analytical Procedures: Two markers are set-one for celebration and one for corrective actions. If a student meets the goal of 97% attendance for the quarter, then he/she will be rewarded with party, field trip, etc. If however a child gets five absences in four weeks, the Attendance Team will meet to determine further steps. For example if a student has excessive absences due medical reasons reported by the parent, we will ask the county social workers office to look into the matter.
- d. Intervention Strategies. Parent meetings, Counselor meetings, charge with truancy, ask the judge to sentence parents to class on the importance of attendance.
- e. Data comparisons. We will watch for trends among students, student groups and calendar events.

**Goal 3: To return the 4<sup>th</sup> grade class of 2005-2006 to the status of estimated mean NCE gain equal to or greater than growth standard on the TVAAS**

- a. Assessment Instrument. Think-Link.
- b. Pre-Determined Interval: Once each quarter
- c. Analytical Procedures: Review student status after test. If not progressing satisfactorily, intervene.
- d. Intervention Strategies. Re-teaching, peer mentoring, accommodations, assessment for SPED, parent meetings to name a few.
- e. Data comparisons: Base line will be the TVAAS scores from 2006.

### FORM 6.2: Summative Assessment

*(Rubric 6.2)*

#### Form 6.2: Summative Assessment

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## **Goal 1: Increase the Average Writing Assessment Score of the 11<sup>th</sup> Grade Students to 4.0**

- a. Assessment Instrument – Writing Rubric
- b. Data analysis:
  - (1) Conduct a descriptive study to determine if the average student grade was at or above 4.0.
  - (2) Conduct an item analysis to determine weaknesses that need to be corrected from the six subcategories in the rubric.
- c. Long-Term Comparisons. Conduct correlational studies of grades in English to grades on practice writing tests to actual score on the writing assessment.
- d. Communications Plan. Analyzed data will be reported to the parents and the writing teachers. This will in-turn, call for a meeting to determine if curriculum mapping needs to be revisited, or new strategies sought or a celebration needs to be held.

## **Goal 2: Increase Grade 9-12 Attendance Rates to 93% or better**

- a. Assessment Instrument: STAR Attendance Reports, Report Card 2007
- b. Data analysis:
  - (1) Conduct a descriptive study to determine if a profile exists to help the staff to anticipate and attempt to prevent chronic absenteeism.
  - (2) Conduct a correlative study to determine the impact of different strategies in halting chronic absenteeism.
- c. Long-Term Comparisons. Conduct correlational studies on absenteeism to the dropouts and non-graduates to determine the impact for future instructional and motivational purposes.
- d. Communications Plan. Analyzed data will be reported to the students, parents, community and faculty to emphasize the need for diligence in attendance. Create profile of model students demonstrating the strong correlation between attendance and school success. Ensure community is aware of those students having a 98% rate or higher. a

## **Goal 3: To return the 4<sup>th</sup> grade class of 2005-2006 to the status of estimated mean NCE gain equal to or greater than growth standard on the TVAAS**

- a. Assessment Instrument. TCAP Assessment
- b. Data analysis:
  - (1) Conduct a descriptive study to determine TVAAS rating.
  - (2) Conduct a descriptive study to determine trend in TVAAS ratings in each subject, class and grade. Attempt to isolate major causes (e.g. instructor, text, unusual situations, etc.).
- c. Long-Term Comparisons. Conduct historical studies to do trend analysis and correlate with changes in the class (e.g. teacher, textbooks, etc.).
- d. Communications Plan. Upon determining victory, hold celebration for the class and teacher in doing an excellent job of addressing low scores and picking it up.

**FORM 6.3: Evaluation of the SIP Process**

*(Rubric 6.3)*

**Form 6.3: Evaluation of the SIP Process**

Anything worth doing is worth evaluating to ensure that the process is at one time both remaining coherent and responsive to its theoretical underpinning and yet at the same responsive to new innovations in such areas as technology.

a. Communications plan to all stakeholders. The principal and the Parent/Teacher Coordinator are tasked to provide accurate information from any assessments and/or activities carried on by the school. All forms of media will be used. This will be done as data is made available and analyzed. We will also publish the addition of new members to the leadership.

b. Feedback Plan. The feedback plan consists of four sub-loop backs as well as the full loop back. We will review the process after we complete one cycle (school year) in which we have identified a problem, looked at available alternative solutions and resources, selected and attempted a solution, evaluated the solution and determine to retain, alter or eliminate the plan. Further as we move the process, research may cause us to loop back at any of the four action points. For instance, we may define a problem only to review the research on it and determine that we need to restudy our understanding of the problem. These feedbacks of process will be done on a recognized basis.

c. Implementation Plan. We must review our implementation of any plan to determine if we are organized and coordinated. For example, we must determine if the goal coordinator effective in orchestrating the plan with its resources?

d. Debriefing plan. At the end of each year, it would be important to have the participants debriefed as to their personal historical involvement in the plan and their observations concerning what was done well and where improvements could be made.

e. Monitoring and adjusting plan. The Principal is assigned as the chief of the leadership team. It will be his/her job to monitor the motion of the plan and call meetings to adjust activities, resources, personnel, timing, etc. as the need arises or as requested by others.