

School Plan History Log

Shelby County (792) Public District - FY 2018 - Dexter Middle School (792-0068) Public School - School Plan - Rev 0

Date	User	Status (S) / Comment (C)	S / C
9/28/2017 1:40:21 PM	Derrick Morris	Status changed to 'LEA School Plan Reviewer Approved'.	S
9/28/2017 10:28:28 AM	Phyllis Jones	Status changed to 'School Plan Reviewer Approved'.	S
9/28/2017 10:25:44 AM	Geraldyn Seals	Status changed to 'Draft Completed'.	S
9/28/2017 10:25:04 AM	Geraldyn Seals	Status changed to 'School Plan Reviewer Returned Not Approved'.	S
9/27/2017 9:43:11 PM	Geraldyn Seals	Status changed to 'Draft Completed'.	S
5/19/2017 11:44:32 AM	Tonia Stinson	Status changed to 'Draft Started'.	S
12/9/2016 10:31:07 AM	ePlan Administrator	Status changed to 'Not Started'.	S

School Planning Team

Shelby County (792) Public District - FY 2018 - Dexter Middle School (792-0068) 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. Phyllis Jones - Principal

Phoebe Maxwell - Assistant Principal

Tonia Stinson - PLC Coach

Tangela Mannie - Language Arts teacher

Kim Kuykendall - Math teacher

Kristy Johnson - Science teacher

James Mulford - Special Education teacher

Kelli Mealer - Parent

Dr. Geralyn Seals - Federal Programs Advisor

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 plan will be available for all staff members and stakeholders to review. Parents are engaged by being invited to join

the SIP planning committee and attend the meetings. The SIP plan is available on the Title 1 website which is linked to the school website. A survey is also available on the Title 1 website for parents and all stakeholders to complete at any time and provide information or suggestions on the SIP plan. Additionally, at all parent meetings the School Improvement Plan is reviewed and parental input is requested.

Shelby County (792) Public District - FY 2018 - Dexter Middle School (792-0068) Public School - School Plan - Rev 0

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	2013-14	Improvement	2014-15	Improvement	2015-16
All Students	50.9		38.5		
- Asian	57.7		54.2		
- Black or African American	47.1		32.9		
- Hispanic or Latino	43.6		46.2		
- Native American / Alaskan Native			*		
- Native Hawaiian / Pacific Islander			*		
- White	67.1		47.6		
Economically Disadvantaged	48.2		33		
Students with Disabilities	34.8		12.2		
English Learners	4.3		15.4		

After analyzing data for all students, provide a summary of the progress and challenges, and identify underlying causes

for each. Cite specific examples and address racial/ethnic subgroups where relevant. (Include all local data analyzed as part of the comprehensive needs assessment.)

6-8 Reading - % Proficient/Advanced	Report as	2016-2017 Spring MAP Results
All Students	(%)	49.6
Asian	(%)	83.3
Black of African American	(%)	45.3
Hispanic or Latino	(%)	51.6
Native American/Alaskan Native	(%)	
Native Hawaiian/Pacific Islander	(%)	
White	(%)	65.6

<p>Areas of Greatest Progress:</p>	<p>Areas of Greatest Challenge:</p>
<ol style="list-style-type: none"> All students were 49.6% proficient/advanced. The white subgroup of students were 65.6% proficient/advanced. However, this was only 37 students out of 418 total students in the building. Asian students were 83.3% proficient/advanced. However, this was only 8 students out of 418 total students in the building. 	<ol style="list-style-type: none"> There is a gap when you compare the white subgroup to the Hispanic and African American subgroup.
<p>Underlying Reasons for Progress:</p>	<p>Underlying Reasons for Challenge:</p>
<ol style="list-style-type: none"> Students took the test with the ELA teacher. This allowed the teacher to have more control over student focus and track progress. All students were assigned to RTI2 classes based on the results of the Fall MAP test. All students participated in the ELA Expeditionary Learning pilot curriculum. 	<ol style="list-style-type: none"> The 7th grade ELA teachers was new to the school. We were a pilot school for the new Expeditionary Learning curriculum. Teachers and students had a learning curve trying to learn the new curriculum. Students were clicking answers and not focusing on the test questions. Students did not take the test seriously.

Discuss the progress and challenges of students who are economically disadvantaged, students with disabilities, and English learners. Cite specific examples and include local data analyzed as part of the comprehensive needs assessment.

6-8 Reading - % Proficient/Advanced	Report as	2016-2017 Spring MAP Results
All Students	(%)	49.6
Asian	(%)	83.3
Black of African American	(%)	45.3
Hispanic or Latino	(%)	51.6
Native American/Alaskan Native	(%)	
Native Hawaiian/Pacific Islander	(%)	
White	(%)	65.6
Economically Disadvantaged	(%)	47.3
Students with Disabilities	(%)	10.1
English Learners	(%)	22.2

Areas of Greatest Progress:	Areas of Greatest Challenge:
<p>1. 47.3% of the economically disadvantaged students were proficient/advanced which is higher than the 2015 - 2016 school year.</p>	<p>1. There is a large gap between students with disabilities versus all students.</p>
Underlying Reasons for Progress:	Underlying Reasons for Challenge:

1. Students took the test with the ELA teacher. This allowed the teacher to have more control over student focus and track progress.

2. Students were assigned to RTI2 classes based on the results of the test.

1. The 7th grade ELA teachers was new to the school.

2. We were a pilot school for the new Expeditionary Learning curriculum. Teachers and students had a learning curve trying to learn the new curriculum.

3. Students were clicking answers and not focusing on the test questions. Students did not take the test seriously.

4. Some students had trouble staying on task and focusing on the passages that were to be read.

5. English learners were still struggling with understanding the English language and comprehending the text.

3-8 Mathematics - Data Tables

3-8 Mathematics - % Proficient / Advanced	2013-14	Improvement	2014-15	Improvement	2015-16
All Students	39.2		36.2		
- Asian	58.4		68.4		

- Black or African American	34.2	28.1
- Hispanic or Latino	43.4	49.5
- Native American / Alaskan Native		*
- Native Hawaiian / Pacific Islander		*
- White	44.8	46.9
Economically Disadvantaged	38.7	29.3
Students with Disabilities	30.4	10.9
English Learners	17.4	39.6

After analyzing data for all students, provide a summary of the progress and challenges, and identify underlying causes for each. Cite specific examples and address racial/ethnic subgroups where relevant. (Include all local data analyzed as part of the comprehensive needs assessment.)

6-8 Mathematics- % Proficient/Advanced	Report as	2016-2017 Spring MAP Results
All Students	(%)	40.1
Asian	(%)	91.6
Black of African American	(%)	34.1

Hispanic or Latino	(%)	50.0
Native American/Alaskan Native	(%)	
Native Hawaiian/Pacific Islander	(%)	
White	(%)	55.4

Areas of Greatest Progress:	Areas of Greatest Challenge:
<p>1. All students were 40.1% proficient/advanced.</p> <p>2. The white subgroup of students were 54.4% proficient/advanced. However, this was only 37 students out of 418 total students in the building.</p> <p>3. Asian students were 91.6% proficient/advanced. However, this was only 8 students out of 418 total students in the building.</p>	<p>1. There is a gap when you compare the white subgroup to this African American subgroup.</p>

Underlying Reasons for Progress:	Underlying Reasons for Challenge:
<ol style="list-style-type: none"> 1. Students took the test with the math teacher. This allowed the teacher to have more control over student focus and track progress. 2. All students were assigned to RTI2 classes based on the results of the Fall MAP test. 	<ol style="list-style-type: none"> 1. The 7th grade math teacher was new to the school. 2. The students were adjusting to not being able to use a calculator on parts of the test that they have in the past. 3. Students were clicking answers and not focusing on the test questions. Students did not take the test seriously. 4. Some students had trouble staying on task and became frustrated when a problem was presented they did not understand.

Discuss the progress and challenges of students who are economically disadvantaged, students with disabilities, and English learners. Cite specific examples and include local data analyzed as part of the comprehensive needs assessment.

6-8 Mathematics- % Proficient/Advanced	Report as	2016-2017 Spring MAP Results
All Students	(%)	40.1
Asian	(%)	91.6
Black of African American	(%)	34.1
Hispanic or Latino	(%)	50.0
Native American/Alaskan Native	(%)	
Native Hawaiian/Pacific Islander	(%)	
White	(%)	55.4
Economically Disadvantaged	(%)	37.2
Students with Disabilities	(%)	7.7
English Learners	(%)	27.3

Areas of Greatest Progress:	Areas of Greatest Challenge:
1. 37.2% of the economically disadvantaged students were proficient/advanced.	1. There is a gap between students with disabilities vs. all students.
Underlying Reasons for Progress:	Underlying Reasons for Challenge:
1. Students took the test with the math teacher. This allowed the teacher to have more control over student focus and track progress.	1. The 7 th grade math teacher was new to the school. 2. Students were clicking answers and not focusing on the test questions.

2. All students were assigned to RTI2 classes based on the results of the test.

3. Students were all required to log 45 minutes on the i-Ready math program each week.

Students did not take the test seriously.

3. The students struggled with not being able to use a calculator on parts of the test.

3-8 Science - Data Tables

3-8 Science - % Proficient / Advanced	2013-14	Improvement	2014-15	Improvement	2015-16
All Students	56.9		45.1		
- Asian	62.5	0.7	63.2		
- Black or African American	51		37.2		
- Hispanic or Latino	54	-0.1	53.9		
- Native American / Alaskan Native			*		
- Native Hawaiian / Pacific Islander			*		
- White	76.1		60.5		
Economically Disadvantaged	53.9		38.5		
Students with Disabilities	34.8		12.3		

English Learners	30.4	34.9	
<p>After analyzing data for all students, provide a summary of the progress and challenges, and identify underlying causes for each. Cite specific examples and address racial/ethnic subgroups where relevant. (Include all local data analyzed as part of the comprehensive needs assessment.)</p>			
<p>N/A</p>			
<p>Discuss the progress and challenges of students who are economically disadvantaged, students with disabilities, and English learners. Cite specific examples and include local data analyzed as part of the comprehensive needs assessment.</p>			
<p>N/A</p>			
<p>Other K-8 Data - (K-2 Assessments, benchmark data, etc.) - Analyze any additional data and provide a summary of progress and challenges, identifying underlying reasons for each. Cite specific examples where possible. Other data points may be inserted as needed.</p>			
<p>N/A</p>			

CHECK HERE IF NOT APPLICABLE (ELEMENTARY AND MIDDLE SCHOOLS)

High School Subjects

English I - Data Tables

English I - % Proficient / Advanced	2013-14	Improvement	2014-15	Improvement	2015-16
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, provide a summary of the progress and challenges, and identify underlying causes for each. Cite specific examples and address racial/ethnic subgroups where relevant. (Include all local data analyzed as part of the comprehensive needs assessment.)

Discuss the progress and challenges of students who are economically disadvantaged, students with disabilities, and English learners. Cite specific examples and include local data analyzed as part of the comprehensive needs assessment.

English II - Data Tables

English II - % Proficient / Advanced	2013-14	Improvement	2014-15	Improvement	2015-16
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, provide a summary of the progress and challenges, and identify underlying causes

for each. Cite specific examples and address racial/ethnic subgroups where relevant. (Include all local data analyzed as part of the comprehensive needs assessment.)

Discuss the progress and challenges of students who are economically disadvantaged, students with disabilities, and English learners. Cite specific examples and include local data analyzed as part of the comprehensive needs assessment.

English III - Data Tables

English III - % Proficient / Advanced	2013-14	Improvement	2014-15	Improvement	2015-16
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, provide a summary of the progress and challenges, and identify underlying causes for each. Cite specific examples and address racial/ethnic subgroups where relevant. (Include all local data analyzed as

part of the comprehensive needs assessment.)

Discuss the progress and challenges of students who are economically disadvantaged, students with disabilities, and English learners. Cite specific examples and include local data analyzed as part of the comprehensive needs assessment.

Algebra I - Data Tables

Algebra I - % Proficient / Advanced	2013-14	Improvement	2014-15	Improvement	2015-16
All Students	83.3		85		
- 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, provide a summary of the progress and challenges, and identify underlying causes for each. Cite specific examples and address racial/ethnic subgroups where relevant. (Include all local data analyzed as part of the comprehensive needs assessment.)

Discuss the progress and challenges of students who are economically disadvantaged, students with disabilities, and English learners. Cite specific examples and include local data analyzed as part of the comprehensive needs assessment.

Algebra II - Data Tables

Algebra II - % Proficient / Advanced	2013-14	Improvement	2014-15	Improvement	2015-16
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, provide a summary of the progress and challenges, and identify underlying causes for each. Cite specific examples and address racial/ethnic subgroups where relevant. (Include all local data analyzed as part of the comprehensive needs assessment.)

Discuss the progress and challenges of students who are economically disadvantaged, students with disabilities, and

English learners. Cite specific examples and include local data analyzed as part of the comprehensive needs assessment.

Biology I - Data Tables

Biology I - % Proficient / Advanced	2013-14	Improvement	2014-15	Improvement	2015-16
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, provide a summary of the progress and challenges, and identify underlying causes for each. Cite specific examples and address racial/ethnic subgroups where relevant. (Include all local data analyzed as part of the comprehensive needs assessment.)

Discuss the progress and challenges of students who are economically disadvantaged, students with disabilities, and English learners. Cite specific examples and include local data analyzed as part of the comprehensive needs assessment.

assessment.

Other HS Data - Analyze any additional data and provide a summary of progress and challenges, identifying underlying reasons for each. Cite specific examples where possible. You may insert other data points as needed.

Shelby County (792) Public District - FY 2018 - Dexter Middle School (792-0068) Public School - School Plan - Rev 0

N/A

ACT - Data Tables

ACT Scores	2013-14	2014-15	2015-16
Composite			
English			
Math			
Reading			
Science			

Graduation Rate - Data Tables

Graduation Rate	2013-14	Improvement	2014-15	Improvement	2015-16
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, and describe how the school will address those challenges and increase the ACT scores of students (including ACT re-take, ACT preparation courses, etc.). Address how the school is considering variation across subjects, and across different subgroups (i.e. BHN, ELL, 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, ELL, SWD, ED). Include information regarding early identification of students at risk of not graduating and the supports provided to those students.

Shelby County (792) Public District - FY 2018 - Dexter Middle School (792-0068) Public School - School Plan - Rev 0

Student Enrollment - (represents student enrollment on October 1)

	2013-14		2014-15		2015-16	
	#	%	#	%	#	%
All Students	402		529		495	
- Asian	28	7	27	5.1	13	2.6
- Black or African American	216	53.7	315	59.5	317	64
- Hispanic or Latino	74	18.4	96	18.1	101	20.4
- Native American / Alaskan Native	1	0.2	1	0.2		
- Native Hawaiian / Pacific Islander			3	0.6		
- White	81	20.1	86	16.3	64	12.9
Economically Disadvantaged	239	59.9	365	69	192	38.8
Students with Disabilities	51	12.7	85	16.1	75	15.2
English Learners	36	9	50	9.5	39	7.9

Student Attendance

Student Attendance - Elementary and Middle Grades

	2013-14	2014-15	2015-16

	%	%	%
All Students	95.9	94.2	95
- Asian	95.9	95.1	96
- Black or African American	95.9	93.9	94.9
- Hispanic or Latino	98.3	96.5	
- Native American / Alaskan Native	93.1	98.9	
- Native Hawaiian / Pacific Islander	97.4	96.2	97.3
- White	95.3	93.6	93.2
Economically Disadvantaged	95.6	94	93.9
Students with Disabilities	94.8	93.2	92.7
English Learners	96.1	94.6	95.5

Student Attendance - High School

	2013-14	2014-15	2015-16
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)

	2013-14			2014-15			2015-16					
	10% or More		20% or More	10% or More		20% or More	10% or More		20% or More			
	#	%	#	%	#	%	#	%	#	%		
All Students	37	8.6	5	1.2	98	17.1	17	3.2	51	9.7	15	2.9
- Asians												
- Black or African American												
- Hispanic or Latino												
- Native American / Alaskan Native												
- Native Hawaiian / Pacific Islander												
- White												

Students Who Were Chronically Absent (by grade level)

	2013-14			2014-15			2015-16					
	10% or More		20% or More	10% or More		20% or More	10% or More		20% or More			
	#	%	#	%	#	%	#	%	#	%		
All Students	37	8.6	5	1.2	98	17.1	17	3.2	51	9.7	15	2.9
Kindergarten												
Grade 1												
Grade 2												
Grade 3												
Grade 4												
Grade 5	9	7.9	1	0.9	18	14	4	3.1	12	9.8	4	3.3
Grade 6	9	8.9	0	0	25	17.9	3	2.1	15	11.5	1	0.8
Grade 7	8	7.6	1	1	14	9.8	8	5.6	12	8.5	5	3.5
Grade 8	11	10.1	3	2.8	41	26.5	2	1.3	12	9.1	5	3.8
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.

	2013-14		2014-15		2015-16	
	#	%	#	%	#	%
All Students (students suspended; not incidents)					103	20.8
- Asian						
- Black or African American					82	25.9
- Hispanic or Latino						
- Native American / Alaskan Native						
- Native Hawaiian / Pacific Islander						
- White					12	18.8
Economically Disadvantaged						
Students with Disabilities						
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.

	2013-14		2014-15		2015-16	
	#	%	#	%	#	%
All Students						
Kindergarten						
Grade 1						
Grade 2						

Grade 3									
Grade 4									
Grade 5			16			12.7			
Grade 6	6	6.4	31			23.8			
Grade 7	6	5.8	27			20.6			
Grade 8	6	5.8	38			25.3			
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.

	2013-14		2014-15		2015-16	
	#	%	#	%	#	%
All Students (students expelled; not incidents)						
- Asian						
- Black or African American						
- Hispanic or Latino						
- Native American / Alaskan Native						
- Native Hawaiian / Pacific Islander						

- White									
Economically Disadvantaged									
Students with Disabilities									
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.

	2013-14		2014-15		2015-16	
	#	%	#	%	#	%
All Students						
Kindergarten						
Grade 1						
Grade 2						
Grade 3						
Grade 4						
Grade 5			0	0		
Grade 6	0	0	1	0.8		
Grade 7	0	0	1	0.8		
Grade 8	1	1	0	0		
Grade 9						
Grade 10						
Grade 11						

Grade 12

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

According to the data provided, Dexter Middle had a 12.3% chronic absenteeism rate. We had a daily attendance rate of 94.6%. We did not meet our goals of 96.2% daily attendance and 10.5% chronic absenteeism. Our highest number of chronic absenteeism was in the 8th grade. To ensure that students are attending school daily, we will implement more attendance incentives. We have also implemented the Shape program at the school to help with our discipline numbers.

Review student discipline data. Discuss progress and challenges with student discipline. If suspension and/or expulsion rates exceed state average by 25% (i.e. out-of-school suspension rates above 7.75% or expulsion rates above .25%), describe the steps to be taken to reduce lost instructional time and/or disparate impact. - Note: 2015-16 statewide suspension rate was 6.2% and the statewide expulsion rate was .2%.

The out of school suspension rate for Dexter Middle is 25.8%. The expulsion rate was 0.8 and the remand rate was 1.0. In order to reduce this number, we have implemented a progressive discipline policy. This allows the students more opportunities to correct their behavior before an office referral is written. We have also implemented the Shape program as an alternative to in-school and out of school suspension. Students are also now assigned to supervised study instead of in school or out of school suspension. This allows the students to remain in school and receive instruction daily.

Describe the school's progress and challenges in providing safe, supportive and healthy environments and the steps to be taken to ensure that all students are provided with such a learning environment.

Progress:

All students were given incentives for perfect attendance for 2 week intervals throughout the school year. All students were given incentives for good behavior for a 2 week intervals throughout the school year.

Challenges:

We have many students that do not live close to the school and must ride a bus for approximately 45 minutes. Students that misbehaved on the bus and were issued a bus suspension would ultimately end of absent from school during the length of their bus suspension. We had to be creative with issuing a consequence for bus behavior. Students would be assigned in-school suspension instead of a bus suspension. This was an attempt at ensuring that the students would not miss school.

Shelby County (792) Public District - FY 2018 - Dexter Middle School (792-0068) Public School - School Plan - Rev 0

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

STAFF Characteristics	2013-14		2014-15		2015-16	
	#	%	#	%	#	%
Principal - Years in position	10		11		12	
Teaching Staff (Certified) - Number of Teachers	30		32		28	
1 to 3 years		41		47		
4 to 10 years		38		34		
11 to 20 years		22		13		
21 + years		0		6		

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

Teachers new to Dexter Middle are assigned a teacher mentor. During our professional development cycle, the information presented was differentiated so that new teachers could be introduced to a concept that other teachers have already mastered. During PLC meetings, teachers are given a safe place to get feedback on teaching strategies. Classroom walkthroughs are also completed on all new teachers. After each walkthrough, the teacher would have a conference with the observer to receive feedback.

What retention practices, incentives, or growth opportunities are in place, specifically for teachers who have

demonstrated strong performance over time?

Teachers that have demonstrated growth are given the opportunity to be on the instructional leadership team. Teachers are also asked to take on more leadership roles in the building. These leadership roles can include content lead teachers, team leaders or teacher mentors.

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.

The District is exploring the following initiatives and strategies to address the equitable distribution of effective teachers:

Creating incentives that work for experienced, effective teachers and leaders to move to high-need schools and keep working there

Building principal capacity to implement strong recruitment and retention practices that can improve teacher talent

Enable and encourage target schools to hire earlier for vacancies

Help target school leaders develop retention strategies and hold them accountable for results

Work actively to distribute new teacher hires evenly across schools and provide intensive early support

Offer financial and/or leadership incentives to attract experienced and effective teachers to target schools

Recruit clusters of effective teachers and leaders to target schools

Network with other schools and prep programs to identify top candidates

Create accurate, positive representations of the school during recruitment

Rethink placement and assignment practices (like co-teaching)

Enforce a culture of motivation and collaboration for all teaching staff

School Plan - Additional Areas

Shelby County (792) Public District - FY 2018 - Dexter Middle School (792-0068) Public School - School Plan - Rev 0

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

School	Report as	2013-14	2014-15	2015-16
Length of school year - Instructional days	(#)			180
Length of school day - Instructional minutes	(#)			390

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.

Strength - All teachers in the building have been assigned a RTI2 class. Students have been assigned to the teachers by instructional level and skill deficit. This class sizes are 15 students or less. This allowed the teachers to give more individualized attention to all students in order to help them show growth.

Weakness - During the 2016-17 school year, specialist teachers were assigned a RTI2 class. The students they were assigned were all Tier 1 students. The specialist were given materials to implement with the students but not all lessons were presented with fidelity. To help make RTI more meaningful to student learning, reading teachers worked with the specialist teachers and social studies teachers to provide reading in their assigned classes. To strengthen the RTI Tier 1 process, Tier 1 students will complete a book reading in their assigned classes. This gives the students opportunities to work with reading materials outside of the ELA classes. This will also allow for the Tier 1 RTI2 teachers to assign writing prompts and have more meaningful lessons for the students each day.

Technology Access and Use

Discuss the level of access that students have to technology as part of the instructional program and how well staff integrate technology into the instructional program. Identify areas of strength and weakness, identify root causes and discuss actions needed.

Strength – Every core teacher has a Promethean board in the classroom. All teachers use this technology daily. Students and teachers have access to 3 laptop carts and 2 computer labs.

Weakness – There is not enough technology in the building for all students to have access to technology daily. Teachers have to create a schedule to ensure that all students have access when needed.

Professional Development

Describe the prior year professional development activities and how effectively these activities addressed teacher needs and student learning.

During the 2016-17 school year, teachers participated in professional development activities during their planning time twice a month. These activities were a part of the 9-week cycle of learning. Each 9 weeks, the professional development was centered on a different topic. The topics included close reading, text dependent questions, complex text, and citing evidence. These techniques were implemented in all classes to help students prepare for the TN Ready assessment. Teachers were able to have safe practice in implementing these new strategies into their classrooms and were able to share their successes and struggles. As a result of the professional development, teachers observed students reading with more purpose and citing relevant evidence in their responses.

Discuss the focus of professional development for teachers, paraprofessionals, and other school leaders that will build capacity and positively impact student academic achievement.

The focus for professional development for this school year will be on student work and outcomes. We will begin to shift away from teacher techniques to take a deeper dive into the student work. We want to make sure that the rigor of the lessons that teachers are presenting are producing the high levels of work that will demonstrate student understanding. We will work on aligning the lesson objectives with standards and ensuring that we are assigning higher level activities and assignments for students. By focusing on objectives, assessments and student work, we will be able to better impact the student achievement levels.

Parent and Family Engagement

Describe the parent and family engagement activities that have occurred in the prior year and how the activities have impacted student achievement.

This past school year we hosted family literacy night, math night, and science night for all grade levels. Parents and students were able to participate in games and receive guidance on how they can assist their child in the curriculum. All three of our family nights were a success. We had many parents attend and gain more knowledge about how to better assist their child. Students that attended we able to gain resources to help them at home on topics that they were struggling with.

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

During meet the teacher night, parents were given strategies to assist students at home. Teachers were also asked to sign up for Remind.com. Many teachers used this technology to communicate assignments and strategies with parents throughout the school year. We also offered several conference days outside of the district assigned parent/teacher conference days. This allowed us to engage with parents of struggling students more often. An international night was also hosted for all parents and students to experience the different cultures represented in the school. Parents were invited to bring food and dress according to their specific culture.

Shelby County (792) Public District - FY 2018 - Dexter Middle School (792-0068) Public School - School Plan - Rev 0

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

Our ELL program is growing students at a rapid rate. This is attributed to the small class sizes and the amount of time that the ELL students are able to spend with the ELL teacher. We are seeing small growth in all subject areas. Teachers are implementing the strategies that have been discussed during the professional development sessions. The ELA department is seeing growth which is attributed to the new Expeditionary Learning curriculum that was piloted. This allowed students to work with the standards multiple times throughout the school year giving them more opportunities to master the standard.

List, in priority order, the top 3-5 areas of need as identified through the needs assessment. These should be the areas that can be addressed in the coming year. Prioritizing needs will identify the most critical areas where your 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))
Increase math content knowledge	math	6-8 grade	All students
Increase reading level	RLA	6-8 grade	All students
Reduce discipline numbers	discipline	6-8 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: Reading/Language Arts - **School-Level: Reading/Language Arts**

Description:

District-Level: In the 2017-18 school year, Shelby County Schools will receive a level 3 TVAAS score or higher in literacy.

School-Level: In the 2017-2018 school year, Dexter Middle School will receive a score of 3 or higher in the school-wide RLA composite score.

Performance Measure:

District-Level: TN Ready Assessment

School-Level: Student performance will be measured by the TN Ready Assessment.

S 1.1) District-Level: Standards Aligned Core Instruction - **School-Level: Content Standards Alignment**

Description:

District-Level: Provide access to rigorous curriculum, quality core instruction, and assessments aligned with the State's academic content standards

School-Level: Teachers will utilize the district provided pacing guides and curriculum.

AS 1.1.1) Data Digs

Description:

Teachers will disaggregate data, look for trends, create CFAs, and create Tier and Intervention groups.

Benchmark Indicator:

NWEA data, lessons, CFA

Person Responsible:

PLCC, principal, and teachers

Estimated Completion Date:

5/25/2018

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

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

§ 1.2) District-Level: Professional Development - School-Level: Professional Development -Improve Student Performance

Description:

District-Level: Provide ongoing, high quality professional development at the district and school level for school leaders, teachers, and other instructional staff that focuses on changing instructional practices that result in improved student performance.

School-Level: Provide ongoing, high quality professional development at the school site for teachers and other instructional staff to focus on changing instructional practices that result in improved student performance.

AS 1.2.1) Professional Development

Description:

The literacy coach, the PLC Coach, and the ELA members of the ILT will use the IPG to monitor the fidelity of implementation of Tier 1 ELA instruction. The literacy coach and the PLC Coach will provide professional development on the IPG along with ongoing professional development surrounding the Expeditionary Learning curriculum.

Benchmark Indicator:

walk throughs, TEM observation, peer observations

Person Responsible:

administrative team, PLC Coach and teachers

Estimated Completion Date:

5/25/2018

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

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

AS 1.2.2) PLC Coach

Description:

PLC Coach will provide ongoing, research-based professional development for teachers and staff

through various activities including modeling effective instructional practices, behavior management strategies, assessment techniques, and directed teaching methods; acting as a coach and support to teachers; and, modeling effective intervention strategies.

Benchmark Indicator:

TEM, TVAAS Growth, TN Ready, Formative Assessments

Person Responsible:

PLC Coach

Estimated Completion Date:

5/25/2018

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

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

[S] 1.3) District-Level: Targeted Intervention and Personalized Learning - **School-Level: RTI2**

Description:

District-Level: Provide academic interventions and personalized learning activities that are designed to meet the individual needs of the student and provide a learning pace and instructional approaches to meet the needs of each learner.

School-Level: Provide academic interventions and other supplemental supports to improve achievement and close gaps in reading.

AS 1.3.1) Improving student achievement

Description:

Literacy and Math Nights designed to assist parents with understanding the Common Core standards and the TN Ready test. Parents will get information to help them better assist their students at home.

Benchmark Indicator:

Parent sign ins and questionnaire

Person Responsible:

administrative team, PLC Coach and teachers

Estimated Completion Date:

5/25/2018

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

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

AS 1.3.2) Additional resources for struggling students

Description:

Students will be provided with additional resources as a result of RTI2.

Benchmark Indicator:

NWEA MAP testing, EasyCBM progress monitoring, Achieve 3000

Person Responsible:
administrative team, PLC Coach and teachers

Estimated Completion Date:
5/25/2018

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

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

G 2) District-Level: Mathematics - School-Level: Mathematics

Description:

District-Level: In the 2017-2018 school year, Shelby County Schools will achieve a level 3 TVAAS score or higher in numeracy.

School-Level: In the 2017-2018 school year, Dexter Middle School will receive a score of 3 or higher in the school-wide mathematics composite score.

Performance Measure:

District-Level: TN Ready

School-Level: Student performance will be measured by the TN Ready Assessment.

S 2.1) District-Level: Standards Aligned Core Instruction - School-Level: In the 2017-2018 school year, Dexter Middle School will receive a score of 3 or higher in the school-wide math composite score on the TNReady assessment.

Description:

District-Level: Provide access to rigorous curriculum, quality core instruction, and assessments aligned with the State's academic content standards

School-Level: Implement research based curriculum, instruction and assessment with the State's challenging academic content standards.

AS 2.1.1) Data Digs

Description:

Teachers will disaggregate data, look for trends, create CFAs, and create Tier and Intervention groups.

Benchmark Indicator:

NWEA data, lessons, CFA

Person Responsible:

PLCC, Math ILT members, teachers

Estimated Completion Date:

5/25/2018

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

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

Quality Learning
Well-rounded Education
At-Risk Students

AS 2.1.2) Curriculum based instruction

Description:

Math teachers will use the district provided curriculum. Math teachers will differentiate math lessons to ensure skills mastery for all students.

Benchmark Indicator:

NWEA MAP data, classroom observations, teacher generated tests

Person Responsible:

administrative team, PLC Coach and teachers

Estimated Completion Date:

5/25/2018

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

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

§ 2.2) District-Level: Professional Development - School-Level: Professional Development -Improve Student Performance

Description:

District-Level: Provide ongoing, high quality professional development at the district and school level for school leaders, teachers, and other instructional staff that focuses on changing instructional practices that result in improved student performance.

School-Level: Provide ongoing, high quality professional development at the school site for teachers and other instructional staff to focus on changing instructional practices that result in improved student performance.

AS 2.2.1) Mathematics Professional Development

Description:

Administrative team and teacher leaders will provide professional development to assist teachers in planning and delivering engaging learning experiences that strategically build fluency and problem solving skills.

Benchmark Indicator:

Teacher walk through observations, peer observations, lesson plan review

Person Responsible:

administrative team, PLC Coach and teachers

Estimated Completion Date:

5/25/2018

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

Component	Item Name

School-wide Plan	Opportunities for All Students
	Strengthening Academics
	Well-rounded Education

AS 2.2.2) PLC Coach

Description:

PLC Coach will provide ongoing, research-based professional development for teachers and staff through various activities including modeling effective instructional practices, behavior management strategies, assessment techniques, and directed teaching methods; acting as a coach and support to teachers; and, modeling effective intervention strategies.

Benchmark Indicator:

TEM, TVAAS Growth, TN Ready, Formative Assessments

Person Responsible:

PLC Coach

Estimated Completion Date:

5/25/2018

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

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

S 2.3) District-Level: Targeted Interventions and Personalized Learning, - **School-Level: RTI2**

Description:

District-Level: Provide academic interventions and personalized learning activities that are designed to meet the individual needs of the student and provide a learning pace and instructional approaches to meet the needs of each learner.

School-Level: Provide academic interventions and other supplemental supports to improve achievement and close gaps in mathematics.

AS 2.3.1) Additional resources for struggling students

Description:

Students will be provided with additional resources as a result of RTI2.

Benchmark Indicator:

NWEA MAP testing, EasyCBM progress monitoring, i-Ready

Person Responsible:

administrative team, PLC Coach and teachers

Estimated Completion Date:

5/25/2018

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

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

AS 2.3.2) Improving student achievement

Description:

Literacy and Math Nights designed to assist parents with understanding the Common Core standards and the TN Ready test. Parents will get information to help them better assist their students at home.

Benchmark Indicator:

Parent sign ins and questionnaire

Person Responsible:

administrative team, PLC Coach and teachers

Estimated Completion Date:

5/25/2018

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

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

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

Description:

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

opportunity to learn.

School-Level: In the 2017-2018 school year, Dexter Middle School will reduce the number of suspensions by 5%.

Performance Measure:

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

School-Level: School-wide Discipline

§ 3.1) District-Level: Behavioral Interventions and Supports - School-Level: Reduce the number of suspensions by 5%.

Description:

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

School-Level: Dexter Middle School will implement a progressive discipline policy that will allow for students to remain in the classroom with more interventions put in place to help deter inappropriate student behaviors.

AS 3.1.1) Additional resources for struggling students

Description:

Students that are having behavioral problems will have a system on interventions in place to ensure that they are still receiving instructional daily. One step of the process is to have a parent/teacher conference with the struggling students.

Benchmark Indicator:

Suspension data

Person Responsible:

administrative team, PLC Coach and teachers

Estimated Completion Date:

5/25/2018

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

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

§ 3.2) District-Level: Professional Development - School-Level: Professional Development

Description:

District-Level: Provide ongoing, high quality professional development at the district level and school site for school leaders, teachers and other instructional staff to focus on changing instructional practices that result in improved student performance.

School-Level: Provide ongoing, high quality professional development at the school level for teachers to focus on changing instructional practices that result in improved student performance.

AS 3.2.1) Professional Development

Description:

Professional development in classroom management will be provided to teachers.

Benchmark Indicator:

Suspension data

Person Responsible:

administrative team, PLC Coach and teachers

Estimated Completion Date:

5/25/2018

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

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

§ 3.3) District-Level: Parent, Family and Community Engagement - School-Level: Parent, Family and Community Engagement

Description:

District-Level: Promote effective parent, family and community engagement activities that support the overall academic success of students

School-Level: Promote effective parent, family and community engagement activities that support the overall academic success of students.

AS 3.3.1) Improving student achievement

Description:

Literacy and Math Nights designed to assist parents with understanding the Common Core standards and the TN Ready test. Parents will get information to help them better assist their students at home. Science Night is designed to showcase student work and involve parents in student achievement.

Benchmark Indicator:

Parent sign ins and questionnaire

Person Responsible:

administrative team, PLC Coach and teachers

Estimated Completion Date:

5/25/2018

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

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

Optional Items [Expand All] [Collapse All]	Component Met
--	---------------

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.

Explanation

The strategies listed below will provide opportunities for all children. By hosting data digs and leveled RTI2 for all students, students are able to get more attention placed on their individual needs (math or ELA). All students are invited to participate in the ELA, math and Science curriculum nights. They will be provided with hands on strategies and reinforcements to help them in the classroom. By implementing the tiered discipline policy, this will allow for student with behavior problems to have more interventions before a school suspension has to be issued. This allows the administration, teachers, parent, and school counselor to intervene to try and create a solution to the issue.

G 1) District-Level: Reading/Language Arts - **School-Level: Reading/Language Arts**

S 1.1) District-Level: Standards Aligned Core Instruction - **School-Level: Content Standards Alignment**

AS 1.1.1) Data Digs

S 1.2) District-Level: Professional Development - **School-Level: Professional Development -Improve Student Performance**

AS 1.2.2) PLC Coach

S 1.3) District-Level: Targeted Intervention and Personalized Learning - **School-Level: RTI2**

AS 1.3.1) Improving student achievement

AS 1.3.2) Additional resources for struggling students

G 2) District-Level: Mathematics - **School-Level: Mathematics**

S 2.1) District-Level: Standards Aligned Core Instruction - **School-Level: In the 2017-2018 school year, Dexter Middle School will receive a score of 3 or higher in the school-wide math composite score on the TNReady assessment.**

AS 2.1.1) Data Digs

AS 2.1.2) Curriculum based instruction

S 2.2) District-Level: Professional Development - **School-Level: Professional Development -Improve Student Performance**

AS 2.2.1) Mathematics Professional Development

AS 2.2.2) PLC Coach

S 2.3) District-Level: Targeted Interventions and Personalized Learning, - **School-Level: RTI2**

AS 2.3.1) Additional resources for struggling students

AS 2.3.2) Improving student achievement

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

S 3.1) District-Level: Behavioral Interventions and Supports - **School-Level: Reduce the number of suspensions by 5%.**

AS 3.1.1) Additional resources for struggling students

S 3.2) District-Level: Professional Development - **School-Level: Professional Development**

AS 3.2.1) Professional Development

S 3.3) District-Level: Parent, Family and Community Engagement - **School-Level: Parent, Family and Community Engagement**

AS 3.3.1) Improving student achievement

2) **Strengthening Academics**

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

Explanation

The strategies listed below will provide opportunities for all children. By hosting data digs and leveled RT12 for all students, students are able to get more attention placed on their individual needs (math or ELA). All students are invited to participate in the ELA, math and Science curriculum nights. They will be provided with hands on strategies and reinforcements to help them in the classroom. By students

participating in a data dig, they will be able to better understand where their academic deficiencies are. They will be able to create a plan for themselves to ensure that they are able to show growth by the end of the school year.

G 1) District-Level: Reading/Language Arts - School-Level: Reading/Language Arts

S 1.1) District-Level: Standards Aligned Core Instruction - School-Level: Content Standards Alignment

AS 1.1.1) Data Digs

S 1.2) District-Level: Professional Development - School-Level: Professional Development -Improve Student Performance

AS 1.2.1) Professional Development

S 1.3) District-Level: Targeted Intervention and Personalized Learning - School-Level: RTI2

AS 1.3.1) Improving student achievement

AS 1.3.2) Additional resources for struggling students

G 2) District-Level: Mathematics - School-Level: Mathematics

S 2.1) District-Level: Standards Aligned Core Instruction - School-Level: In the 2017-2018 school year, Dexter Middle School will receive a score of 3 or higher in the school-wide math composite score on the TNReady assessment.

AS 2.1.1) Data Digs

S 2.2) District-Level: Professional Development - **School-Level: Professional Development -Improve Student Performance**

AS 2.2.1) Mathematics Professional Development

AS 2.2.2) PLC Coach

S 2.3) District-Level: Targeted Interventions and Personalized Learning, - **School-Level: RTI2**

AS 2.3.2) Improving student achievement

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

S 3.3) District-Level: Parent, Family and Community Engagement - **School-Level: Parent, Family and Community Engagement**

AS 3.3.1) Improving student achievement

3) Quality Learning

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

Explanation

The strategies listed below will provide opportunities for all children. All students will participate in the RTI2 tiered support system. Students that are identified as Tier 2 or Tier 3 will receive targeted supports on their individual instructional levels. Students that are identified as Tier 1 will receive additional

supports in either math or ELA. Teachers will participate in ongoing professional development based on their subject areas. Students will participate in data digs to determine their individual needs and come up with a plan to show growth.

G 1) District-Level: Reading/Language Arts - School-Level: Reading/Language Arts

S 1.1) District-Level: Standards Aligned Core Instruction - School-Level: Content Standards Alignment

AS 1.1.1) Data Digs

S 1.2) District-Level: Professional Development - School-Level: Professional Development -Improve Student Performance

AS 1.2.1) Professional Development

AS 1.2.2) PLC Coach

G 2) District-Level: Mathematics - School-Level: Mathematics

S 2.1) District-Level: Standards Aligned Core Instruction - School-Level: In the 2017-2018 school year, Dexter Middle School will receive a score of 3 or higher in the school-wide math composite score on the TNReady assessment.

AS 2.1.1) Data Digs

AS 2.1.2) Curriculum based instruction

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

The strategies listed below will provide opportunities for all children. By hosting data digs and leveled RTI2 for all students, students are able to get more attention placed on their individual needs (math or ELA). All students are invited to participate in the ELA, math and Science curriculum nights. They will be provided with hands on strategies and reinforcements to help them in the classroom. All students will be taught by highly qualified teachers in their Tier 1 classes. By implementing the tiered discipline policy, this will allow for student with behavior problems to have more interventions before a school suspension has to be issued. This allows the administration, teachers, parent, and school counselor to intervene to try and create a solution to the issue.

G 1) District-Level: Reading/Language Arts - **School-Level: Reading/Language Arts**

S 1.1) District-Level: Standards Aligned Core Instruction - **School-Level: Content Standards Alignment**

AS 1.1.1) Data Digs

S 1.2) District-Level: Professional Development - **School-Level: Professional Development -Improve Student Performance**

AS 1.2.1) Professional Development

G 2) District-Level: Mathematics - **School-Level: Mathematics**

S 2.1) District-Level: Standards Aligned Core Instruction - **School-Level: In the 2017 -2018 school year, Dexter Middle School will receive a score of 3 or higher in the school-**

wide math composite score on the TNReady assessment.

AS 2.1.1) Data Digs

S 2.2) District-Level: Professional Development - **School-Level: Professional Development -Improve Student Performance**

AS 2.2.1) Mathematics Professional Development

AS 2.2.2) PLC Coach

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

S 3.3) District-Level: Parent, Family and Community Engagement - **School-Level: Parent, Family and Community Engagement**

AS 3.3.1) Improving student achievement

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

The strategies listed below will provide opportunities for all children. By hosting data digs and leveled RTI2 for all students, students are able to get more attention placed on their individual needs (math or ELA). All students are invited to participate in the ELA, math and Science curriculum nights. They will be provided with hands on strategies and reinforcements to help them in the classroom. By students participating in a data dig, they will be able to better understand where their academic deficiencies are. They will be able to create a plan for themselves to ensure that they are able to show growth by the end

of the school year.

G 1) District-Level: Reading/Language Arts - School-Level: Reading/Language Arts

S 1.1) District-Level: Standards Aligned Core Instruction - School-Level: Content Standards Alignment

AS 1.1.1) Data Digs

S 1.2) District-Level: Professional Development - School-Level: Professional Development -Improve Student Performance

AS 1.2.2) PLC Coach

S 1.3) District-Level: Targeted Intervention and Personalized Learning - School-Level: RTI2

AS 1.3.1) Improving student achievement

AS 1.3.2) Additional resources for struggling students

G 2) District-Level: Mathematics - School-Level: Mathematics

S 2.1) District-Level: Standards Aligned Core Instruction - School-Level: In the 2017-2018 school year, Dexter Middle School will receive a score of 3 or higher in the school-wide math composite score on the TNReady assessment.

AS 2.1.1) Data Digs

AS 2.1.2) Curriculum based instruction

S 2.3) District-Level: Targeted Interventions and Personalized Learning, - **School-Level: RTI2**

AS 2.3.1) Additional resources for struggling students

AS 2.3.2) Improving student achievement

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

S 3.1) District-Level: Behavioral Interventions and Supports - **School-Level: Reduce the number of suspensions by 5%.**

AS 3.1.1) Additional resources for struggling students


S 3.2) District-Level: Professional Development - **School-Level: Professional Development**

AS 3.2.1) Professional Development

School Plan Related Documents

Shelby County (792) Public District - FY 2018 - Dexter Middle School (792-0068) Public School - School Plan - Rev 0

Optional Documents

Type	Document Template	Document/Link
(School Plan) Additional Supporting Documents	N/A	
(School Plan CFA) School-wide Budget for SW Schools	N/A	 (School Plan CFA) School-wide Budget for SW Schools

School Plan Checklist

Shelby County (792) Public District - FY 2018 - Dexter Middle School (792-0068) Public School - School Plan - Rev 0

Checklist Description ([Collapse All](#) | [Expand All](#))

<input type="checkbox"/>	<p>1. School Plan - Planning Team</p>	<input type="text" value="OK"/>	<p>9/27/2017 9:43:56 PM</p>
<p>1. School planning team represents the school's stakeholders including teachers, principals, administrators (including administrators of Title programs), and other appropriate school personnel, and parents of students. Stakeholders are identified with full name and title.</p> <p>2. School provided a description of how all required stakeholders are engaged in the planning process in both the plan development and its continuous review and update.</p>			
<input type="checkbox"/>	<p>2. Needs Assessment - Academic Data Guiding Questions (Elementary and Middle Grades)</p>	<input type="text" value="OK"/>	<p>9/27/2017 9:43:56 PM</p>
<p>1. Reading/Language Arts data has been analyzed and the school has: - (i) summarized progress and challenges in this content area, (ii) identified root causes of progress and challenges, (iii) addressed all racial/ethnic subgroups that have data, and (iv) addressed all subgroups that have data (SWD, EL, ED, BHN).</p> <p>2. Mathematics data has been analyzed and the school has: - (i) summarized progress and challenges in this content area, (ii) identified root causes of progress and challenges, (iii) addressed all racial/ethnic subgroups that have data, and (iv) addressed all subgroups that have data (SWD, EL, ED, BHN).</p> <p>3. Science data has been analyzed and the school has: - (i) summarized progress and challenges in this content area, (ii) identified root causes of progress and challenges, (iii) addressed all racial/ethnic subgroups that have data, and (iv) addressed all subgroups that have data (SWD, EL, ED, BHN).</p> <p>4. Other K-8 academic data has been analyzed and the school has: - (i) summarized progress and</p>			

-	<p>challenges in this content area and (ii) identified root causes of progress and challenges.</p>	9/27/2017 9:43:56 PM
-	<p>3. Needs Assessment - Academic Data Guiding Questions (High School)</p> <p>1. English data has been analyzed and the LEA has: - (i) summarized progress and challenges in this content area, (ii) identified root causes of progress and challenges, (iii) addressed all racial/ethnic subgroups that have data, and (iv) addressed all subgroups that have data (SWD, EL, ED, BHN).</p> <p>2. Algebra data has been analyzed and the LEA has: - (i) summarized progress and challenges in this content area, (ii) identified root causes of progress and challenges, (iii) addressed all racial/ethnic subgroups that have data, and (iv) addressed all subgroups that have data (SWD, EL, ED, BHN).</p> <p>3. Biology data has been analyzed and the LEA has: - (i) summarized progress and challenges in this content area, (ii) identified root causes of progress and challenges, (iii) addressed all racial/ethnic subgroups that have data, and (iv) addressed all subgroups that have data (SWD, EL, ED, BHN).</p> <p>4. Other high school academic data has been analyzed and the school has: - (i) summarized progress and challenges in this content area and (ii) identified root causes of progress and challenges.</p>	<p>Not Applicable</p> <p>Gerallyn Seals</p> <p>9/27/2017 9:43:56 PM</p>
-	<p>4. Needs Assessment - College/Career Readiness Data Guiding Questions</p> <p>1. The school has provided a summary of the progress and challenges experienced related to the district's ACT scores. The response: - (i) aligned with the ACT data provided and (ii) addressed the change in data across years.</p> <p>2. School analyzed Graduation Rate data and provided a summary of progress and challenges, identifying underlying reasons for each.</p>	<p>Not Applicable</p> <p>Gerallyn Seals</p> <p>9/27/2017 9:43:57 PM</p>
-	<p>5. Needs Assessment - School Climate & Culture Guiding Questions</p> <p>1. The school has provided a summary of its progress and challenges with student attendance and chronic absenteeism and includes specific steps to be taken if chronic absenteeism rates exceed 10% overall, by school, grade level or subgroup.</p>	<p>OK</p> <p>Gerallyn Seals</p> <p>9/27/2017 9:43:57 PM</p>

<p>2. The school has provided a summary of its progress and challenges with student discipline and has provided information regarding steps to be taken to reduce lost instructional time and/or disparate impact if out of school suspension and expulsion rates exceed the state average.</p>	<p>3. The school has summarized the progress and challenges faced in providing safe, supportive, and healthy learning environments for students and has identified steps to be taken to address challenges.</p>	<p><input type="text" value="OK"/></p>	<p>Geralyn Seals</p>	<p>9/27/2017 9:43:57 PM</p>
<p>6. Needs Assessment - Human Capital Data</p>				
<p>1. The school entered three years of data in the Staff Characteristics data table.</p>				
<p>2. The school has described how new teachers are provided support and growth opportunities.</p>				
<p>3. The school has described the effective teachers are provided incentives and opportunities for growth in order to increase retention rates.</p>				
<p>4. The school has described the procedures that are in place to identify the distribution of ineffective, inexperienced, and out-of-field teachers to low income and minority students.</p>				
<p>5. The school has described the steps that will be taken to address disparities in the distribution of ineffective, inexperienced, and out-of-field teachers among low income and minority students, once identified.</p>				
<p>7. Needs Assessment - Additional Areas Guiding Questions</p>				
<p>1. The school has provided a summary of the progress it has made in implementing RTI2 across ALL grades and has identified the strengths and weaknesses evidenced along with actions needed.</p>				
<p>2. The school has described the level of access to technology that all students have and the level of integration of technology into the instructional program. The description identifies areas of strength and weakness as well as root causes and actions needed.</p>				
<p>3. The school has provided a summary of the professional development activities conducted in the prior year and how effectiveness was measured.</p>				
<p><input type="text" value="OK"/></p>				
<p>Geralyn Seals</p>				
<p>9/27/2017 9:43:57 PM</p>				

4. The school has identified the focus for professional development for the upcoming school year and how the professional development activities will build the capacity of school-level leaders (teachers, principals, and other school leaders) in order to positively impact student achievement.

5. The school has provided a summary of the parent and family engagement activities implemented in the prior year and how the effectiveness of those activities was measured concerning student academic achievement.

6. The school has provided a description of the planned parent and family engagement activities to be provided in the coming school year and effectively described how these activities are meaningful and aligned with student academic achievement. - (i) If the school has English learners, the response must also include information regarding the specific parent and family engagement activities focused on parents and families of English learners.

8. Needs Assessment - Summary

9/27/2017
9:43:57
PM

OK

Geralyn
Seals

1. The school has provided a prioritized list of 3-5 needs to be addressed in the upcoming school year.

2. The priority needs identified are aligned to the summary of data and the analysis provided within the needs assessment.

3. The school has provided the content/topic focus, grade level focus and primary student focus for each priority need.

9. Prioritized Goals and Strategies - Goals

9/28/2017
10:26:31
AM

OK

Geralyn
Seals

1. School goals are aligned with the LEA goals. (i.e. when school extended the LEA goal, the school's goal title is aligned with the LEA goal title)

2. School goals descriptions are based on the school's needs within that goal. (i.e. the school AMOs were included and did not just duplicate the LEA AMOs)

3. Goals are aligned with prioritized list of needs.

4. Identified goals are specific, measurable, ambitious, relevant, and time-bound.

<input type="checkbox"/>	<p>10. Prioritized Goals and Strategies - Strategies</p> <p>1. Each strategy describes the specific change in practice necessary to meet the related goal.</p> <p>2. Each strategy is aligned to the goal it is intended to meet.</p> <p>3. Each strategy is research-based.</p>	<input type="text" value="OK"/>	Geraldyn Seals	9/27/2017 9:43:57 PM
<input type="checkbox"/>	<p>11. Prioritized Goals and Strategies - Action Steps</p> <p>1. The action step descriptions are clearly stated and specific.</p> <p>2. In conjunction with the strategy, the action steps answer the five W's: Who, What, Where, When and Why.</p> <p>3. The benchmark is described.</p> <p>4. The person responsible is populated and is the appropriate individual for this action step.</p> <p>5. The estimated date of completion is realistic and aligns with other activities to allow district to reach goals. (NOTE: all Action Steps do not all have an end of school year date.)</p> <p>6. The action steps are appropriate and aligned to the goals and strategies.</p>	<input type="text" value="OK"/>	Geraldyn Seals	9/27/2017 9:43:57 PM
<input type="checkbox"/>	<p>12. Component Relationships - Title I Schools Only</p> <p>1. Component relationships are made for appropriate action steps.</p> <p>2. All components have both a component relationship and a narrative response describing how the plan component requirement has been met.</p> <p>3. The school has entered the school Title I allocation and uploaded the Title I school-level budget to Related Documents.</p>	<input type="text" value="OK"/>	Geraldyn Seals	9/27/2017 9:43:57 PM

4. SW Pool Schools: The school, if consolidating funds, has identified the funds included in the school-wide pool and uploaded the school-wide pool section of the CFA to Related Documents.

5. TA Schools: The school has agreed to the TA Assurances.