

Davidson County (190) Public District - FY 2016 - Rose Park Middle (190-0595) Public School - School Plan - Rev 0

Required Items [Expand All] [Collapse All]	Component Met
<p>1) Needs Assessment Include a needs assessment of entire school and subgroups including racial/ethnic, economically disadvantaged, students with disabilities, English learners and including the needs of migrant children as defined in Section 1306) with information about the academic achievement of children in relation to the Common Core State Standards.</p> <p>Explanation</p> <div style="border: 1px solid black; height: 20px; width: 100%;"></div> <p>G 1) District-Level: Graduation - College-Career Ready - Grow/Achieve/Empower - School-Level: Graduation - College-Career Ready - Grow/Achieve/Empower</p> <p>S 1.2) District-Level: Quality Teaching (A1.2) - School-Level: Quality Teaching (A1.2)</p> <p>AS 1.2.1) Intervention/Enrichment</p> <p>S 1.4) District-Level: Equity and Excellence (A2.2) - School-Level: Equity and Excellence (A2.2)</p> <p>AS 1.4.1) Extended Learning</p> <p>S 1.5) District-Level: Transformational Leadership (G3.1) - School-Level: Transformational Leadership (G3.1)</p> <p>AS 1.5.1) Professional Development</p> <p>S 1.6) District-Level: Quality Teaching - Teacher Development (G1.1) - School-Level: Quality Teaching - Teacher Development (G1.1)</p> <p>AS 1.6.1) Professional Development</p> <p>G 2) District-Level: Mathematics - Grow/Achieve/Empower - School-Level: Mathematics - Grow/Achieve/Empower</p> <p>S 2.4) District-Level: Equity and Excellence (A2.2) - School-Level: Equity and Excellence (A2.2)</p> <p>AS 2.4.1) Extended Learning</p> <p>G 3) District-Level: English Language Arts/Literacy-Grow/ Achieve/Empower - School-Level: English Language Arts/Literacy-Grow/ Achieve/Empower</p> <p>S 3.2) District-Level: Quality Teaching (A1.2) - School-Level: Quality Teaching (A1.2)</p>	<p><input checked="" type="checkbox"/></p>

AS 3.2.1) Intervention/Enrichment

S 3.4) District-Level: Equity and Excellence (G2.1) - **School-Level: Equity and Excellence (G2.1)**

AS 3.4.1) Assessment

G 4) District-Level: Achievement Gap - Grow/Achieve/Empower - **School-Level: Achievement Gap - Grow/Achieve/Empower**

S 4.1) District-Level: Equity and Excellence (Students with Disabilities) (G2.1) - **School-Level: Equity and Excellence (Students with Disabilities) (G2.1)**

AS 4.1.1) Enrichment

S 4.5) District-Level: Equity and Excellence (A2.2) - **School-Level: Equity and Excellence (A2.2)**

AS 4.5.1) Intervention/Reinforcement

G 5) District-Level: Diverse and supportive school cultures to empower students, families, communities - Grow/Achieve/Empower - **School-Level: Diverse and supportive school cultures to empower students, families, communities - Grow/Achieve /Empower**

S 5.2) District-Level: Equity and Excellence (E2.3) - **School-Level: Equity and Excellence (E2.3)**

AS 5.2.1) Parent Involvement

AS 5.2.2) Community Partnerships

S 5.3) District-Level: Transformational Leadership (A3.2) - **School-Level: Transformational Leadership (A3.2)**

AS 5.3.1) Professional Development

S 5.4) District-Level: Transformational Leadership (E3.3) - **School-Level: Transformational Leadership (E3.3)**

AS 5.4.1) Professional Development

2) **School-wide Reform Strategies**



Describe school-wide reform strategies to improve achievement in the lowest achieving students. Include strategies to provide opportunities for all children to meet proficiency; strengthen the core academic program; increase the amount and quality of learning time, before- and after-school and summer program opportunities and a rich and accelerated curriculum; strategies to meet needs of historically underserved populations; services which might include counseling, pupil services, mentoring services, college and career awareness and preparation, integration of career and technical education programs. Address how the school will determine if such needs have been met and are consistent with the state and LEA plans.

Explanation

G 1) District-Level: Graduation - College-Career Ready - Grow/Achieve/Empower - **School-Level: Graduation - College-Career Ready - Grow/Achieve/Empower**

S 1.4) District-Level: Equity and Excellence (A2.2) - **School-Level: Equity and Excellence (A2.2)**

AS 1.4.1) Extended Learning

S 1.5) District-Level: Transformational Leadership (G3.1) - **School-Level: Transformational Leadership (G3.1)**

AS 1.5.1) Professional Development

G 3) District-Level: English Language Arts/Literacy-Grow/ Achieve/Empower - **School-Level: English Language Arts/Literacy-Grow/ Achieve/Empower**

S 3.2) District-Level: Quality Teaching (A1.2) - **School-Level: Quality Teaching (A1.2)**

AS 3.2.1) Intervention/Enrichment

G 4) District-Level: Achievement Gap - Grow/Achieve/Empower - **School-Level: Achievement Gap - Grow/Achieve/Empower**

S 4.2) District-Level: Equity and Excellence (EL and LEP students) (G2.1) - **School-Level: Equity and Excellence (EL and LEP students) (G2.1)**

AS 4.2.1) Intervention/Reinforcement

S 4.3) District-Level: Equity and Excellence (Economically Disadvantaged) (G2.1) - **School-Level: Equity and Excellence (Economically Disadvantaged) (G2.1)**

AS 4.3.1) Intervention/Enrichment

3) **Timely Assistance**



Describe how timely assistance will be given to struggling students. Address effective, timely assistance of interventions for students who experience difficulty in attaining the proficient or advanced level of the academic content standards. Students' difficulties must be identified in a timely way and in such a way as to provide information on which to base effective assistance of interventions.

Explanation

G 1) District-Level: Graduation - College-Career Ready - Grow/Achieve/Empower - **School-Level: Graduation - College-Career Ready - Grow/Achieve/Empower**

S 1.4) District-Level: Equity and Excellence (A2.2) - **School-Level: Equity and Excellence (A2.2)**

AS 1.4.1) Extended Learning

G 3) District-Level: English Language Arts/Literacy-Grow/ Achieve/Empower - **School-Level: English Language Arts/Literacy-Grow/ Achieve/Empower**

S 3.2) District-Level: Quality Teaching (A1.2) - **School-Level: Quality Teaching (A1.2)**

AS 3.2.1) Intervention/Enrichment

G 4) District-Level: Achievement Gap - Grow/Achieve/Empower - **School-Level: Achievement Gap - Grow/Achieve/Empower**

S 4.2) District-Level: Equity and Excellence (EL and LEP students) (G2.1) - **School-Level: Equity and Excellence (EL and LEP students) (G2.1)**

AS 4.2.1) Intervention/Reinforcement

S 4.3) District-Level: Equity and Excellence (Economically Disadvantaged) (G2.1) - **School-Level: Equity and Excellence (Economically Disadvantaged) (G2.1)**

AS 4.3.1) Intervention/Enrichment

4) **Instruction by Highly Qualified Staff**
Address instruction by highly qualified staff (and effectiveness in TN).



Explanation

Rose Park employs a 100% highly qualified staff in Tennessee Education.

5) **Attracting High Quality/Effective Teachers**
Address strategies to attract high quality/effective teachers to high needs schools.



Explanation

Rose Park does an excellent job at promoting our school and seeking high quality/effective teachers. We have very low turn over because the administration works hard to ensure a safe, productive working environment with high expectation for teachers. Principal collaborates with local universities to recruit new teachers. Teacher have access to state-of-the-art technology. Rose Park provided mentoring program for new teachers.

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



Explanation

Rose Park has incorporated vertical planning for each core subject. We have morning meetings every other Friday to vertical plan; we have also given each subject area a professional development day each semester of the school year. Grade level teachers meet weekly with Literacy and Math coaches to review lesson plans and incorporate best practices. PTSO meetings have been held regularly to discuss school-wide plans, and school-wide data.

7) **Increase Parental Involvement**



Address strategies to increase effective parental involvement through means such as family literacy services.

Explanation

G 5) District-Level: Diverse and supportive school cultures to empower students, families, communities - Grow/Achieve/Empower - **School-Level: Diverse and supportive school cultures to empower students, families, communities - Grow/Achieve /Empower**

S 5.2) District-Level: Equity and Excellence (E2.3) - **School-Level: Equity and Excellence (E2.3)**

AS 5.2.1) Parent Involvement

8) **Coordination of Programs**



Describe how federal, state, and local programs are coordinated. Address coordination and integration of federal, state, and local resources, services and programs, including programs supported under ESEA, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and job training.

Explanation

Statement of Coordination & Integration of Federal, State, & Local Programs (10) The school improvement plan was developed and is currently being carried out with the assistance of and the participation of the State Department of Education, the Metropolitan Nashville Public Schools District Office, and the local school. This plan is a continual process; and therefore, consultation and participation from all levels is necessary. Technical assistance was provided by the State Department of Education through the following ways: ? The State Report Card is supplied to the District and the schools for the analysis, synthesis, and resulting planning process. ? Webinars are offered to cover alignment of the State Standards and for guidance of utilization of federal funds. ? The state website is available for guidance in the development of the school improvement plan and for federal and state compliance with ESEA regulations. ? Further guidance is offered by state personnel for federal and state compliance with ESEA regulation of expenditures. The Metropolitan Nashville Public Schools District provides the following assistance in the development of the school improvement plan, including federal and state requirements in the following ways: ? The District supplies the data and goal targets to each school. ? Research-based guidance is offered to schools on curriculum, instruction, assessment, and organization for planning purposes. ? The District provides a "call-out" service to increase parent awareness and involvement in the education of students. ? To increase the efficacy of planning, extensive data is available to schools through the utilization of Data Warehouse. ? Data coaches, instructional coaches, and model classroom teachers support the District initiative data-driven planning and instruction. ? Family School Liaisons provide services that link the district and the school to the community. ? The Department of Federal Programs provides guidance in the school improvement process and compliance regulations and requirements, which includes training sessions, site visits, PowerPoint presentations, email, and other methods. ? The district ensures that one percent of Title I funds are programmed for parent involvement. The following technical assistance is provided at the school level: ? The members of the school community are notified of the school's status. ? Parents are notified of the school's status. ? Varied languages and methods of communication are offered. This includes varying the times of meetings to meet the needs of parents. ? High quality professional development opportunities based on achievement needs and other needs assessments are offered for teachers. ? Assistance for the homeless is offered, including information for parents.

9) **Transitioning Preschool Students**



Address plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start Early Reading First, or a public school preschool program to local elementary school programs.

Explanation

Not applicable because this school does not have PK or Kindergarten

10) **Use of Assessments for Improving Performance**



How you will know teachers are included in assessment decisions regarding the use of assessment in improving performance and instruction? Address measures to include teachers in decisions regarding the use of academic assessments to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Explanation

G 3) District-Level: English Language Arts/Literacy-Grow/ Achieve/Empower - **School-Level: English Language Arts/Literacy-Grow/ Achieve/Empower**

S 3.3) District-Level: Quality Teaching (E1.3) - **School-Level: Quality Teaching (E1.3)**

AS 3.3.1) Assessment