

# Tennessee School Improvement Planning Process (TSIPP)

## **SIP Guide**



Tennessee Department of Education  
Commissioner Lana C. Seivers

July, 2007

# Tennessee School Improvement Planning Process (TSIPP)

## Assurances

with Signature of Principal

I certify that Riverdale High School has utilized the data and other requirements requested for each component. The school will operate its programs in accordance with all of the required assurances and certifications for each program area.

**I CERTIFY** that the assurances referenced above have been satisfied to the best of my knowledge.

*Thomas V. Nolan*

10/22/09

Signature of Principal

Date Signed

# TSIPP Component 1

## Component 1a - School Profile and Collaborative Process

### TEMPLATE 1.1: SIP Leadership Team Composition

<i>SIP Leadership Team Member Name</i>	<i>Chair</i>	<i>Position</i>	<i>Name of Subcommittee(s) (when applicable)</i>
Stewart, Nancy	Y	English teacher	
Bingham, Steve		Classified personnel	
Bogan, Brent		Social studies teacher	
Davenport, Pam		Classified personnel	
Dodd, Matthew		Science teacher	
Edwards, Kim		Math teacher	Chair, Component 1a
French, Melissa		Graduation coach	
Hanson, Brandon		Math teacher, Data coordinator	Chair, Component 1b
Hargrove, Hilary		Science teacher	
Harney, Debbie		Community member	
Hutchinson, Patti		Parent	
James, Robert		Assistant principal	
Leddy, Lori		Parent	
Lee, Tiffany		CTE/Business teacher	
Loyd, Jonathan		Student	
Luckett, Kira		Math teacher	
Messer, Angela		SPED dept. chair/teacher	
Nolan, Tom		Principal	
O’Kon, Laura		English dept. chair/teacher	
Pilgrim, Tyra		CTE Marketing teacher	Chair, Component 4
Randolph, Sperry		Community member	
Ridley, Tom		Assistant principal	
Rivas, Ernie		Webmaster	
Robinson, Karon		Assistant principal	
Sides, Judy		Assistant principal	Chair, Component 5
Smith, Jennifer		Science teacher	Chair, Component 3
Sparks, Lauren		Student	
Taylor, Ruth		English teacher	Chair, Component 2
Welch, Lil		Inclusion English teacher	
Williams, Jeannie		School Technology Specialist	

## Component 1a - School Profile and Collaborative Process

### TEMPLATE 1.2: Subcommittee Formation and Operation

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

<i>Member Name</i>	<i>Grade Level</i>	<i>Position</i>	<i>Chair</i>
Bryan, Angela	9	Freshman academy teacher	
Davenport, Pam		Classified staff	
Dodd, Matthew	10-12	Science teacher	
Edwards, Kim	9	Freshman Academy teacher	Yes 1A
Elliot, Pam	10-12	Math teacher	
Hanson, Brandon	10-12	Data Analysis Team Coordinator Math teacher	Yes 1B
Hargrove, Hilary	10-12	Environmental science teacher	
Hensley, Angelina	9-12	Foreign language teacher	
Hudson, Sara	11-12	CTE Marketing teacher	
Hutchinson, Patti		Parent	
Meyerson, Dana	9-12	School counselor	
Pilgrim, Tyra	11-12	CTE Marketing teacher	
Randolph, Sperry		Community member	
Randolph, Sperry		Community member	
Shew, Mike	9-12	Agriculture/Horticulture teacher	
Sides, Judy		Assistant principal	
Sparks, Lauren		Student	
Williams, Jeannie		School Technology Specialist	

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*Component 1 Subcommittee has met to address critical components of the SIP and minutes are on file.*

YES

NO

*Brandon Hanson*

*Kim Edwards*

*Subcommittee 1 Chair Signature*

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

<b><i>Member Name</i></b>	<b><i>Grade Level</i></b>	<b><i>Position</i></b>	<b><i>Chair</i></b>
Barham, Chip	9-12	English/Journalism teacher	
Bontrager, Brandi	10-12	CTE Childcare teacher	
Bowen, Rita		Classified staff	
Curry, Matt	9-12	Drama teacher	
Grimes, Kathy	9-12	Business teacher	
Harney, Debbie		Community Member	
Leddy, Lori		Parent	
Loyd, Jonathan		Student	
Morris, Delores	9-12	Media Center Specialist	
O’Kon, Laura	10	English teacher	
Oring, Cassie	9	English teacher	
Ridley, Tom	10	Assistant principal	
Rodgers, Paula	9-12	School counselor	
Taylor, Ruth	12	English teacher	Yes

*Component 2 Subcommittee has met to address critical components of the SIP and minutes are on file.*

<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
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*Ruth Taylor*

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*Subcommittee 2 Chair Signature*

**Subcommittee for COMPONENT 3 Curricular, Instructional, Assessment, and Organizational Effectiveness**

<i>Member Name</i>	<i>Grade Level</i>	<i>Position</i>	<i>Chair</i>
Breeding, Donna	9-12	School counselor	
Coomes, Andrew	11	English teacher	
Fritz, Linda	9-12	Classified staff	
Hargrove, Hilary	9-12	Science teacher	
Hutchinson, Patti		Parent	
Luckett, Kira	10-11	Math teacher	
Marshall, Ashley	10-12	SPED/Inclusion teacher	
McClain, Elaine	9-12	CTE/Business teacher	
Pondillo, Edie	11	English teacher	
Randolph, Sperry		Community member	
Robinson, Karon	12	Assistant principal	
Smith, Jennifer	9-11	Science teacher	Yes
Sparks, Lauren		Student	
Wolff, Barbara	12	English teacher	
Woods, Suzanne	9	English/Freshman Academy	

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*Component 3 Subcommittee has met to address critical components of the SIP and minutes are on file.*

<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
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*Jennifer Smith*

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*Subcommittee 3 Chair Signature*

**Subcommittee for COMPONENT 4 Action Plan Development**

<b>Member Name</b>	<b>Grade Level</b>	<b>Position</b>	<b>Chair</b>
Bogan, Brent	9-12	Social studies teacher	
Davis, Lamar	10-11	Math teacher	
Hargett, Carol	9-12	Foreign language teacher	
Harney, Debbie		Community member	
Hutchinson, Pattie		Parent	
James, Robert	11	Assistant principal	
Loyd, Jonathan		Student	
Piggott, Cassie	9	English teacher	
Pilgrim, Tyra	11-12	CTE Marketing teacher	Yes
Rivas, Ernie	10-12	Math teacher	
Smith, Mary Ellen	9-12	Theater teacher	
Travis, Shaila	9-12	Business teacher	
Underland, Jennifer		Classified staff	
Vaughn, Kevin	9-10	Science teacher	
Veale, James	9-12	CTE/Business teacher	
White, Patrick	11-12	English/Psychology teacher	

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*Component 4 Subcommittee has met to address critical components of the SIP and minutes are on file.*

<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
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*Tyra Pilgrim*

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*Subcommittee 4 Chair Signature*

***Subcommittee for COMPONENT 5 The School Improvement Plan and Process Evaluation***

<b><i>Member Name</i></b>	<b><i>Grade Level</i></b>	<b><i>Position</i></b>	<b><i>Chair</i></b>
Butler, Marguerite	9-12	Foreign language teacher	
Caudle, Tammy	9-12	Math teacher	
French, Melissa	9-12	Graduation coach	
John Bowen		Classified staff	
Leddy, Lori		Parent	
Nolan, Tom	9-12	Principal	
Randolph, Sperry		Community member	
Sides, Judy	9	Assistant principal	Y
Sparks, Lauren		Student	
Underland, Jennifer		School administrative asst.	
Watson, Shirley	11-12	Economics teacher	
Welch, Lil	10-12	English inclusion teacher	

*Component 5 Subcommittee has met to address critical components of the SIP and minutes are on file.*

<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
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*Judy Sides*

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*Subcommittee 5 Chair Signature*

## Component 1a - School Profile and Collaborative Process

### TEMPLATE 1.3.1: Data Sources (including surveys)

(Rubric Indicator 1.3)

Data Source (Non-academic)	Relevant Findings
Opinion Inventory Surveys of Stakeholders	<p>The School Leadership Team created Parent, Student, Teacher, and Community Opinion Inventories to gather opinions of Riverdale High School’s performance from all stakeholders. These surveys were distributed to 1,000 students at random to take home to parents. Using CPS systems purchased by the school last year, we conducted similar surveys of 137 students and 99 faculty members. Our final survey was the community survey, conducted before and during a home football game. Again, using both the CPS system and paper copies, we surveyed 188 members of our community. The School Leadership Team decided ratings of 3.5 or lower (on a scale of 1-5) were worthy of examination as an area of concern, and ratings of 3.6 and up would be considered areas of strengths. The Component 3 subcommittee then compiled the data in the following areas:</p> <ul style="list-style-type: none"> <li>• Quality of instructional program</li> <li>• Support for student learning</li> <li>• School climate for learning</li> <li>• School/Parent/Community Relations</li> <li>• Resource management</li> </ul> <p>After analyzing this data, the Component 3 and 4 subcommittees reported the following:</p> <p><b>STRENGTHS:</b></p> <ul style="list-style-type: none"> <li>• The school maintains a high-quality instructional program in relation to the amount of resources made available to teachers and administrators (Average score: 3.87).</li> <li>• The school atmosphere is a positive one (Average score: 3.98).</li> <li>• The school is a positive representation of the community (Average score: 4.1).</li> <li>• The school provides a wide variety of extra-curricular programs for each child (Average score: 4.2).</li> <li>• Parents and community members feel welcome at Riverdale High School (Average score: 3.9).</li> </ul> <p><b>CONCERNS:</b></p> <ul style="list-style-type: none"> <li>• The school can better communicate to the students the relationship between required studies and their everyday lives (Average score: 3.07).</li> </ul>

Data Source (Non-academic)	Relevant Findings
	<ul style="list-style-type: none"> <li>• Students and teachers see a significant problem with substance abuse among students of the school (Average score: 2.84).</li> <li>• The school can improve in the area of helping students better understand their moral and ethical responsibilities (Average score: 3.21).</li> <li>• School counselors do not give students the help they need in curricular planning or planning for a career (Average score: 3.14).</li> <li>• The size of the school does not meet the curricular needs of the large student body. (Average score: 3.00)</li> </ul> <p><b>PROGRESS MADE:</b></p> <p>Since 2007 Riverdale High School has undergone major renovations to update and enlarge the building. A new office wing with tighter security was created; the cafeteria was enlarged by 40%; the band room, JROTC facilities, and choral department were enlarged and outfitted with more practice facilities and storage; an entire wing of classrooms was added to the main building; and a new science wing was added to the annex. Even with the additions, Riverdale still houses students in 19 portable classrooms. Rezoning for the 2009-10 school year reduced the entering 9<sup>th</sup> grade class by around 150 students, but Riverdale remains the second largest high school in the state.</p> <p>In the fall semester of 2009, the information will be updated by similar methods to use the most current data possible for 2 reasons:</p> <ul style="list-style-type: none"> <li>• A slight change in student population due to rezoning by the Rutherford County School Board</li> <li>• A new <i>Component 1</i> Subcommittee to collect data was created because the format for the TSIP changed to a 5-component document</li> </ul> <p>The School Leadership Team believes that gathering information from opinion inventories in alternate years allows us to get feedback from community and parent stakeholders in a timely fashion to keep us in touch with stakeholder concerns and give the school time to achieve the action steps put in place by the survey findings.</p> <p>Communication with stakeholders has improved through the school webpage. By going to <a href="http://www.rhs.rcs.k12.tn.us">www.rhs.rcs.k12.tn.us</a>, all stakeholders can access information about:</p> <ul style="list-style-type: none"> <li>• The school</li> <li>• The faculty and administration (including e-mail addresses)</li> </ul>

Data Source (Non-academic)	Relevant Findings
	<ul style="list-style-type: none"> <li>• Clubs</li> <li>• Sports</li> <li>• Calendar of events</li> <li>• College admission requirements and scholarships</li> <li>• Senior information</li> <li>• School Improvement Plan</li> <li>• Yearbook</li> <li>• Alumni information</li> <li>• School safety information</li> <li>• Online student handbook</li> <li>• PTO information</li> </ul>
Data stored on STAR (school databases)	<ul style="list-style-type: none"> <li>• The Component 1 subcommittee was appointed to collect demographic data about Riverdale High School. The committee collected the information that existed in databases. The subcommittee met again to update the data and prepare it for approval of the School Leadership Team.</li> <li>• Student information provided by the STAR program used throughout the county allows teachers to monitor the attendance patterns of students. This practice was a critical component of the new Freshman Academy at Riverdale because communication with parents was made easier with the student information available to teachers online at any time.</li> <li>• Teachers have a variety of communication networks to use in reaching parents through the STAR information, i.e. e-mail, phone numbers, addresses. The ability to reach parents by e-mail has improved the parent/teacher communication.</li> </ul>
Rutherford County Chamber of Commerce	<ul style="list-style-type: none"> <li>• Rutherford County is the fastest-growing county in Tennessee. Even with this population explosion, the ethnic breakdown of the student population at Riverdale High School has had a similar ethnic diversity (within 2%) for the last three years.</li> </ul>
United States Census Report	<ul style="list-style-type: none"> <li>• Data from the U.S. Census Report for the Rutherford County area forecasts no weakening in the growth of the county before 2014. We will continue to grow, and the schools must grow too.</li> </ul>

### TEMPLATE 1.3.2: School and Community Data (Rubric Indicator 1.3)

#### Narrative and Analysis of Demographic Data:

As part of our goal of improving Riverdale High School, the School Leadership Team analyzed the demographic data to determine if changes in the demographics indicated any necessary,

immediate changes in curriculum, instruction, facilities, or assessment. After studying the demographics, the School Leadership Team concluded the following:

- Even though the population of the school and its surrounding community has increased, the balance of ethnicity has remained stable in most areas. The biggest change in ethnicity falls in the Hispanic subgroup, which has almost doubled, from 50 students in 2006 or 2.6% of the student body to 99 students in 2009, or 4.5% of the student population.
- The attendance rate continues to hold steady at 94.6%
- The number of students expelled for zero-tolerance possession of drugs or alcohol has remained stable.
- The graduation rate is 91.3%, but is still an area to address in some of the subgroups.
- Since the inception of the Riverdale Freshman Academy, the ninth grade failure rate has dropped from 20% who failed at least 1 class, to 10%. Since data from the Academy exists for only one year, a baseline for improvement is now able to be set and monitored.
- Ten percent of the student population is considered students with disabilities.
- The student population includes 30.6% of students who are economically disadvantaged, which increases the target area of ED students by 8%.
- Forty-nine percent of the faculty has fewer than ten years' experience, and 49% of the faculty holds advanced degrees.
- Four percent of the faculty represents minority groups.
- Anticipated rapid growth in Rutherford County has created a need for expansion of the facility to house the expected 13% growth by 2010. Rezoning and renovations took place in 2008, but there are still 19 portables in use as classrooms at Riverdale and 3 teachers room, or share classrooms.

The following narratives and charts illustrate the breakdown of School and Community Data for Riverdale High School as gathered by the collection instruments described in 1.3.1. This data is the basis for the analysis that led to our findings listed in Form 1.3

## **School Characteristics**

### **Historical Background**

Riverdale is located at 802 Warrior Drive, Murfreesboro, in Rutherford County in the state of Tennessee. Since 1972, Riverdale High School has provided 35 years of high quality education for students. Riverdale was originally designed to accommodate 1500 students. With the addition of an annex building and the 2008 renovations, Riverdale can now accommodate 2200 students. Riverdale has added other facilities including a football stadium, baseball complex, and outdoor track and field facilities in order to offer more opportunities for the growing population to participate in extra-curricular sports. In the spring semester of 2008, a new science wing was added to the annex building, the band room and choral rooms were expanded, the auditorium backstage areas were renovated, and the JROTC classroom and the cafeteria have been enlarged.

Riverdale has strong academic, vocational, and athletic programs. Students from the school have been named as finalists in the National Merit Scholarship competitions. The Riverdale athletic

teams have been ranked first in Tennessee, and the football team has been ranked nationally. Riverdale students have received awards from The National Council of Teachers of English and Future Business Leaders of America. Our students have also received other awards of excellence in competitions for essays, debate, mathematics, ROTC, VICA, FFA, band, chorus, and DECA, including a first place winner in the 2006 National DECA convention, and national winners in Skills USA automotive competition. The RHS Student Council has received the “4-Star Council” award for student government that exceeds expectations and service.

Curriculum is established to meet the needs of students and is revised as needed. Adjustments have been made since 1972 to meet the demands of growth in Rutherford County. An ELL program was added, along with vocational emphasis for special education. Additions to technology have included the installation of 6 computers and one multimedia cart in each classroom. Two computer labs, one in the media center and one in the business department, are available for teachers and students. All computers are networked, and software is available for classroom instruction, grade recovery programs, remediation, and standardized test preparation. Courses have been created and redesigned to meet the needs and demands of students in both vocational preparatory and college preparatory areas. Faculty members and administrators keep abreast of changes in technology and best practices through teacher in-service training, graduate education, and advancement of degrees. The Warrior Walk, a fundraiser organized by Riverdale’s PTO, raises thousands of dollars annually for the purpose of enriching the academic programs at Riverdale.

**Facilities**

The following is a description of Riverdale High School’s facilities:

Campus size	88 acres
• Main building size	208,320 sq. ft
• Annex building	66,380
• Number of classrooms	126
• Specialized classrooms:	
C-Hall Lecture Room	1472 sq. ft.
DECA Diner	1564 sq. ft.
Child Care Room	1800 sq. ft.
Child Care Playground	1000 sq. ft.
Choral Hall with risers	4800 sq. ft.
Band room with practice rooms	5000 sq. ft.
Driver Education/Wrestling Rm.	2875 sq. ft.
Auto Trades Shop	3380 sq. ft.
Vocational Technical	9000 sq. ft.
Graphic Arts Print Shop	2800 sq. ft.
Horticulture Lab	1200 sq. ft.
Aqua Culture Lab	630 sq. ft.
Greenhouse	315 sq. ft.
Computer Lab	900 sq. ft.
DECA Room	3225 sq. ft.
Library / Media Center	3200 sq. ft.
19 Portable Classrooms	432 sq. feet each

### Additional Facilities

Multi-use stadium with track	5000-seat capacity
Football practice field	
Multi- use concession stand at stadium	
Teepee on football stadium grounds	
Storage facility on stadium grounds	
Lighted baseball field with bleachers and dugouts	200-seat capacity
Indoor baseball facility	
Lighted softball field with bleachers and dugouts	200-seat capacity
Indoor softball facility	
Lighted band practice field with observation tower	
Soccer field with bleachers	100-seat capacity
Weight room	
Football dressing room	
Gymnasium	3,000-seat capacity
Girl's & Boys Basketball dressing rooms	
Indoor pool and storage building	
1 Pavilion	
2 Gazebos	
Auditorium	365-seat capacity
Theatre expansion:	4,500 sq. feet added
• Costume room	
• Small and large props rooms	
• Dressing rooms	
• Restrooms	
Cafeteria (additional 13, 500 sq. ft.)	700 seat capacity

### Environmental and Safety Conditions

Although the main building on campus is aging, many improvements have been made to provide a pleasing environment. The auditorium was renovated in 2000; hallways and lockers were repainted in 2001; the building was re-roofed in 2001. Walls in the English department classrooms and a new air conditioning system were installed in 2002. Other improvements on campus within the past ten years include replacement of bleachers in the gym, a new sound system in the gym, and a ventilation system in the gym. A pavilion in the courtyard, where students can gather for lunch or conversation, has also been added. A new science wing, with state-of-the-art equipment and safety features has been added to the campus.

The school maintains a safe, friendly environment for students and faculty by implementing the following plans of action:

- An Emergency Action Plan Handbook explaining coded procedures for emergency situations has been given to each faculty member. This handbook is kept where it is readily available for reference if an emergency should occur. Classrooms have the color codes posted for ready reference.
- Emergency evacuation drills are conducted monthly to reinforce emergency procedures. In the spring of 2008, the faculty, staff, and administration participated in a mock disaster response to a shooting scenario organized by local law enforcement agencies.

- Two School Resource Officers (SROs) are positioned on campus during the school day. They also attend social and athletic functions to ensure the safety of students, faculty, and guests of Riverdale.
- The administration and the SROs maintain constant communication on campus through the use of hand-held radios.
- Outside doors to classrooms have been replaced for increased security.
- Televisions have been installed in key locations for communication with large groups of students in the event of an emergency.

**Grade Distribution**

Riverdale High School currently serves 2231 students, with 138 faculty and 5 administrators. The following chart indicates the breakdown of the 2009-2010 student population by grade level and gender.

<b>Grade</b>	<b>Number</b>	<b>Male</b>	<b>Female</b>
9	569	293	276
10	611	330	281
11	550	284	266
12	469	240	229
N*	32	26	6
Total	2231	1173	1058

\*Grade N=SPED Options 7, 8, and 9

**Length of School Year**

180 days

**Length of School Day**

7 hours

**Operating Budget Distribution Equity**

ADM money is divided equally among the ten departments.

**Per Pupil Expenditures**

\$6,200

### Historical Enrollment Data

Total Students		
School Year	Number of Students	Percentage Increase
2003-2004	1694	NA
2004-2005	1821	7.5%
2005-2006	1943	6.7%
2006-2007	2065	6.5%
2007-2008	2194	9.4%
<b>2008-2009</b>	<b>2218</b>	<b>9.9%</b>

### Curriculum Offerings

**Agricultural Education:** AgriScience , Honors AgriScience, Introduction to Horticulture, Agribusiness/Finance, Agribusiness Cooperative Education, Landscaping and Turf Science, Greenhouse Management, Aquaculture/Hydroponics, Principles of Veterinary Science, Small Animal Care, Livestock Management, Wildlife Management, Agriculture Mechanics, Plant Biotechnology, Agricultural Economics, Agricultural Marketing and Sales

**Business Technology:** Accounting I, Honors Accounting II, American Business Legal Systems, Honors American Business Legal Systems, BASIC Programming, Business Economics, Business Management, C++ Programming, Computer Applications, Desktop Publishing, eBusiness Communications, Financial Planning, Honors Financial Planning, Interactive Multimedia Presentation, Keyboarding, Personal Finance, Spreadsheet Applications, Honors Virtual Enterprise I, Honors Virtual Enterprise II, Web Design Essentials

**Criminal Justice:** Criminal Justice I, Criminal Justice II, Criminal Justice III, Forensic Science Investigations

**Family and Consumer Sciences:** Life Connections, Child and Lifespan Development, Early Childhood Education Careers I, Early Childhood Education Careers II, Family and Consumer Science, Family and Parenting, Interior Design, Nutrition and Foods, Textiles and Apparel, Fashion Design and Merchandising, Teaching as a Profession

**Graphic Communications:** Graphic Communications I, Visual Communications, Graphic Design & Digital Imaging

**Marketing Education:** Marketing and Management Principles I, Honors Entrepreneurship, Marketing Cooperative Education, Retail Operations, Honors Sports and Entertainment Marketing, Exploration of Marketing and Management

**Transportation:** Transportation Core, Auto Brakes Systems, Automotive: Electrical/Electronics, Auto Suspension and Steering, Auto Engine Performance

**Other:** High School 101

**English:** English I, Honors English I, Advanced Honors English I, English II, Honors English II, Advanced Honors English II, English III, Honors English III, Advanced Placement English III, English IV, Honors English IV, Advanced Placement English IV, Journalism-Photography

**Fine Art:** Visual Art, Drawing, Painting, Sculpture, Clay I, Clay II, Color and Design, Fibers, Jewelry, Advanced Art, Theatre I, Theatre II, Theatre III, Theatre IV, Guard Class, Instrumental Music (Wind Band), Instrumental Music (Percussion), Symphonic Band, Wind Ensemble, Vocal Music (Chorus), Vocal Music (Singers), Vocal music (Women's Chorale), Vocal Music (Select Choir), Instrumental Music (Jazz), General Music, Music Theory

**Foreign Language:** French I, Honors French II, Honors French III, Honors French IV, German I, Honors German II, Honors German III, Honors German IV, Latin I, Honors Latin II, Spanish I, Honors Spanish II, Honors Spanish III, Honors Spanish IV

**Mathematics:** Content Math, Algebra I, Honors Algebra I, Algebra I CP, Geometry, Honors Geometry, Advanced Honors Geometry, Algebra II, Honors Algebra II, Advanced Honors Algebra II, Honors Advanced Algebra and Trigonometry, Honors Pre-Calculus, Advanced Honors Pre-Calculus, AP AB Calculus, Honors Statistics, AP Statistics

**Science:** Environmental Science, Physical Science, Honors Physical Science, Biology, Biology Honors, Biology II Honors, Ecology Honors, Honors Chemistry, Advanced Honors Chemistry, Honors Physics, AP Physics, AP Biology, AP Environmental Science

**Social Studies:** American Government, Economics, Honors Economics, Honors Government, World History, Honors World History, Honors Ancient History, World Geography, Honors World Geography, United States History, Honors United States History, Advanced Placement United States History, Psychology, Honors Modern History, Sociology

**Special Education:** Employment English I, Employment English II, Employment English III, Employment English IV, Resource Government, Resource Economics, Career Preparation I - Factory, Career Preparation II - Situational Vocational Training Program (SVTP), Career Preparation III - Integrated Community, Employment Program (ICE), Career Preparation IV - (Work Training Program), P.A.E.S (Hands on Vocations Class for CC and Resource Students), R.I.S.E (Behavior Modifications), Algebra 1 A (Resource class offered with highly qualified teacher for a regular education math credit), Algebra 1 B (Second half of Algebra given for a Algebra credit with highly qualified teacher), **Biology 1 A** (Resource class offered with highly qualified teacher for a regular education science credit), **Biology 1 B** (Second half of Biology given for a Biology credit with highly qualified teacher)

**Hyper/ROTC:** Wellness (Health and Physical Education), Driver Education, Physical Education (Weight Training), ROTC I, ROTC II, ROTC III, ROTC IV

### **Unique Programs:**

Peer Tutoring Program

Layered Curriculum offered in English I and English II

Inclusion classes are offered in English I, English II, English III, Algebra I, Biology, Geometry, World History, U.S. History, World Geography, and Content Area Reading

*Riverdale Freshman Academy* – a transition program placing ninth graders into a smaller campus “mini-school” in order to help them make a smooth change into the high school setting. The RFA is located in the annex. Teams of teachers track the progress of the 9<sup>th</sup> graders and collaborate with each other in order to reduce the 9<sup>th</sup> grade failure rate and allow the students to achieve academic success. A specific discipline policy is followed by the RFA students with rewards and consequences decided by the RFA teachers and administrator.

### **Honors Classes**

Honors classes and Advanced Honors classes are offered in English, Math, Science, Foreign Language, Marketing, Entrepreneurship, Agriscience, Virtual Enterprise I and II, Greenhouse Management, Leadership, and History. Advanced Placement courses are offered in English Literature, English Language, U.S. History, Biology, Physics, and Calculus. Advanced Placement Latin and AP Statistics are offered as independent studies.

### **Parental Support**

Riverdale PTO has a total of 127 members.

### **Business Education Partnerships**

School-business partnerships include Nissan, Kroger, T. J. Maxx, National Hospital Corporation, McDonald’s, and Rutherford County Chamber of Commerce. In addition, the English IV 30052 curriculum includes research project partnerships with 30 area businesses each year.

### **Work-based Learning**

The Riverdale Work-Based Learning Program works with area businesses to place students in their establishments so they can make money and learn business and marketing principles in a real world situation. The businesses include: McDonald's, Hollister Co., Christian Business Products, Zaxby's, Kroger, Subway, Ricks BBQ, Burger King, VA Nursing Home, Clark's , CheeseSteak Factory, Burger King, Bradley Academy ESP, Finish Line, Sonic, Dairy Queen, El Pueblo Mexican Restaurant, Cox's Family Martial Arts Center, Indian Hills Golf Course, Taco Bell, White Room, New Image, Captain D's, TJ Maxx, Jimmy Johns, Adams Place, Bounce U, O'Charley's, Chuck E. Cheese, Vans, Slick Pig, and Rock City Mechanical Company, LLC.

### **Technology at Riverdale**

Riverdale High School’s technology includes the following:

- 5 networked computers for all classrooms with the exception of the new CN Science wing which has a portable laptop computer lab with 30 laptops. Some of the portable teachers chose not to have 5 computers since there is limited space (they can use the computer lab)
- Existing classrooms –

- One computer on a multimedia station with a large screen TV, VCR, and printer per classroom, or
- One computer with a ceiling projector and printer
- New classrooms in G-hall and CN annex wing have projectors with built-in television tuners.
- 6 business labs with twenty-four student computers each
- The Sheryl Jake's Computer Lab with 32 computers and one teacher cart with television, computer and projector with screen
- The Media Center with 22 computers for student use
- The Graphic Arts Department with 20 computers
- The Yearbook Journalism Class with 14 computers
- The English IV 30052 classes with 28 computers
- 3 Marketing classes with 12 computers and 1 teacher computer in each room
- Many classrooms with mounted LCD projectors
- 10 Interwrite pads for teachers and students to use
- A total of 99 LCD projectors on campus
- 2 LCD projectors and 9 laptops available for check out through the Media Center
- 8 Classroom Performance Systems (CPS) for teachers and students to use
- Network academic and individual software programs available to teachers and students.
- The C-hall lecture room has a mounted LCD projector, large projection screen, computer, and surround sound speaker system
- A school messenger system is in place to notify parents and students of school closings, emergencies, etc.
- The Social Studies Dept. has 7 laptops for checkout within the dept. that can be used as a mini-lab.

Future technology updates:

- Wireless access points will be installed in the spring at 4 locations.

## **Staff Characteristics**

### **Administration, Faculty, and Staff Demographics (race, gender, ethnicity)**

#### **Faculty Data:**

The required in-service for teachers includes 12 hours of in-service training in targeted areas specified by the Rutherford County Schools' Action Plan or the School Improvement Plan for the individual school.

The average pupil/teacher ratio is 19.05 in career technical education courses and 24.79 in regular classes. Four school counselors serve the students at Riverdale. Students are assigned to counselors in alphabetical divisions. One graduation coach monitors at-risk students for all four grades. One student information specialist takes care of registration and report card dissemination. One certified personnel member records and distributes attendance through the STAR program for Riverdale High School.

#### **Educational Preparation of the Faculty:**

Degree	Full Time	Part Time
Bachelor's Degree	66	0
Master's Degree	55	0
Master's + 45	2	0
Educational Specialist	13	0
Doctorate	4	0
Vocational/Non-Degree	3	1

**Gender and Ethnic Origin of Faculty:**

Male	Female	White	Black	Hispanic
62	81	136	6	1

**Years of Experience of Faculty and Administration:**

Years of Experience	Number of Faculty and Administration
30+	16
20-29	23
10-19	37
10 or less	67

**Percentage of Faculty and Staff Who Hold Advanced degrees: 49%**

**Percentage of Faculty with 10 years or less experience: 49%**

**Percentage of Faculty Teaching Courses outside their Area of Certification: 0%**

## Student Characteristics

### Number of Students:

The table below indicates the breakdown of students by grade level.

Grade Level	Number of Students
9	626
10	613
11	480
12	463
N*	36
<b>Total</b>	<b>2218</b>

\*Grade N= Special Education Options 7,8, and 9

### Student Demographics:

Ethnicity: The table below indicates the breakdown of students by race.

<b>Race</b>	<b>2005-2006</b>		<b>2006-2007</b>		<b>2007-2008</b>		<b>2008-2009</b>	
White	1495	76.9%	1590	76.8%	1636	74.5%	1659	74.8%
Black	289	14.9%	309	14.9%	357	16.3%	326	14.7%
Asian	101	5.2%	102	4.9%	117	5.3	123	5.54%
Hispanic	50	2.6%	63	3.0%	76	3.4%	99	4.46%
Pac. Isl.	2	.1%	4	.2%	2	.09%	3	.13%
Indian	6	.3%	1	.05%	6	.27%	8	.36%
<b>Total</b>	<b>1943</b>		<b>2069</b>		<b>2194</b>		<b>2218</b>	

**Gender:** The table below indicates the breakdown of students by gender.

School Year	Total Students	Male	Female
2004-2005	1821	929	892
2005-2006	1943	999	944
2006-2007	2065	1065	1000
2007-2008	2194	1145	1049
2008-2009	2218	1147	1071

**Economically disadvantaged:** 30.6%

### English Proficiency:

There are 23 students (12 Hispanic, 11 Asian) in English as a Second Language (ESL) classes.

**Students with Disabilities for 2008-2010:**

<b>Handicapping Condition</b>	<b># Student 2008-2009</b>	<b># Students 2009-2010</b>
Specific Learning Disability	118	120
Autism	9	10
Deaf-Blindness	0	0
Deafness	0	0
Emotional Disturbance	19	11
Functional Delay	11	10
Intellectually Gifted	130	134
Mental Retardation	14	11
Multiple Disabilities	7	3
Orthopedic Impairments	4	4
Other Health Impairments	33	47
Speech Impairments	0	0
Traumatic Brain Injury	1	0
Visual Impairments	2	3
Language Impairments	18	14
Developmental Delay	0	0
Hearing Impairments	2	5
Blind	0	0

**Students Scheduled in Classes without a Credentialed Teacher: 0**

**Attendance:** The following is the attendance rate for Riverdale.

2006-2007: 93.0%

2007-2008: 93.0%

2008-2009: 94.6%

**Discipline Referrals:** The following table summarizes the disciplinary actions leading to suspensions and expulsions at Riverdale High School in 2008-2009.

<b>Category</b>	<b>2008-2009</b>	
	Susp	Exp
Drugs	4	30
Weapon	1	9
Alcohol	7	0
Rules violation	344	40
Theft	28	1
Vandalism	1	1
Other threat	5	5
Bullying	1	2
Fighting	63	4
Sexual harassment	2	2
Assault of Staff	0	1

Assault of Student	3	4
Agg. Assault Staff	0	0
<b>Total</b>	<b>459</b>	<b>99</b>

**Discipline Referrals by Ethnicity and Gender:** The following table summarizes the suspensions for 2008-2009 based on data from the STAR system:

Row Desc.	White Male	Black male	Hispanic male	Asian Male	Indian Male	Pacific Male	Total Males
TOTAL	136	56	7	6	1	1	207
1 time only	83	30	6	4	1	1	125
2 x only	32	16	1	1	0	0	50
3 x only	18	8	0	0	0	0	26
> 3 times	3	2	0	1	0	0	6

Row Description	White Female	Black Female	Hispanic Female	Asian Female	Indian Female	Pacific Female	Total Females	<b>Total Male &amp; Females</b>
TOTAL	56	29	2	1	0	0	88	<b>295</b>
1 time only	40	16	1	1	0	0	58	<b>183</b>
2 x only	12	12	9	1	0	0	22	<b>22</b>
3 x only	1	4	0	0	0	0	5	<b>31</b>
< 3 times	3	0	0	0	0	0	3	<b>9</b>

**Students Promoted and Retained:**

The following table indicates the retention rate for the school year 2008-2009.

Grade	Students Promoted	Students Retained	Retention Rate
9	588	40	6.3%
10	569	49	7.9%
11	452	31	6.4%
12	443	23	4.9%
Total	2052	143	6.5%

**Transfer Rate:** The transfer rate for the school year 2005-2006 was 13%.

**Graduation/Dropout Rate for 2005-2009:**

	2005-2006	2006-2007	2007-2008	2008-2009
Graduation Rate	87.8%	89.1%	87.3%	93.1%
Dropout Rate	5.4	5.8%	7.9	??

## Parent or Guardian Demographics

A survey given to 1000 Riverdale students determined the following percentages regarding parent/guardian demographics

### Race/Ethnicity:

Race	Percentage
White	77.2%
Black	15.4%
Asian	4.7%
Hispanic	2.4%
Other	.2%

### Marital Status:

Status	Percentage
Married	73.4%
Divorced	19.3%
Widowed	1.9%
Never Married	5.3%

### Level of Education:

Level of Education	Percentage
Advanced Degree	16.2%
College Graduate	19.8%
Associate's Degree	7.9%
Some college, no degree	15.1%
Technical School	7%
High School Graduate	27%
Less than High School	7%

**Mean Income: \$50,445**

## **Community Characteristics for 2009**

### **Population of Community:**

Rutherford County – 214,918

Murfreesboro – 86,793

### **Demographic Breakdown of the Populace:**

Total Population – 214,918

#### **By gender**

Male – 49.8%

Female – 50.2%

#### **By ethnicity**

White – 85.6%

Black or African-American - 9.5%

Hispanic or Latino – 3.8%

Asian – 2.2%

Native American - .3%

Other – .7%

**Private Schools:** There are 11 private schools in the Rutherford County area.

### **Major Employers in the Community:**

Nissan Motor Manufacturing Corp., USA - 6,070 employees

Rutherford County Government - 2,657 employees

Ingram Book Company - 2,800 employees

Whirlpool – 1,690 employees

Bridgestone/Firestone, Inc. - 1,850 employees

Middle Tennessee State University - 1,650 employees

City of Murfreesboro - 1268 employees

Alvin C. York - 1,260 employees

Middle Tennessee Medical Center - 1,100 employees

Cumberland Swan - 1,000 employees

State Farm Insurance Companies - 954 employees

**Residents with School-age Children:** 44.4% of households in Rutherford County have children ages 5-18 years old

### **Community Involvement or Participation in School Activities:**

There are 40 elementary, middle, and high schools serving approximately 36,000 students in Rutherford County and offering a wide range of activities and opportunities for community involvement for students. The community of Rutherford County actively supports education with programs such as the Business Education Partnership which links schools with business sponsors for the purposes of providing guest speakers, incorporating training programs, and supporting fund-raising interventions for the schools. Examples of such programs include the Nissan

Robotics Program, the State Farm Math and Science Academy, the Tennessee Technology Center Placement Program, and the biannual awarding of \$500 mini-grants for innovative educational programs for the classroom submitted by individual teachers across the county. In addition, the law enforcement agencies of Rutherford County and the city of Murfreesboro conduct driver safety and drug/alcohol addiction prevention programs within the school and are continuous and valuable resources for the faculty and students of Riverdale. Communication to the community about Riverdale High School is provided by our school and system websites, the county television station (RCTV), the *Daily News Journal*, *The Tennessean*, and the *Murfreesboro Post*, a newspaper devoted entirely to local community issues and news. Finally, as Riverdale High School begins its Green School Initiative in January 2010, community outreach for environmental education will be expanded.

## **Component 1b – Academic and Non-Academic Data Analysis/Synthesis**

### **TEMPLATE 1.4: Variety of Academic and Non-Academic Assessment Measures**

*(Rubric Indicator 1.4)*

<b>Academic Data Sources</b>
2008 Tennessee State Report Card 2009 ACT High School Graduating Class Profile 2008 Gateway Scores
2008 TCAP Writing Assessment 2009 TVAAS School Value Added Reports 9 <sup>th</sup> Grade Failure Reports 2008 Graduation Rates
<b>Non-Academic Data Sources</b>
Attendance Rate Discipline Referral Report Cohort Dropout Rates Stakeholder Opinion Inventories

## TEMPLATE 1.5: Data Collection and Analysis

(Rubric Indicator 1.5)

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

The 24-member School Leadership Team meets monthly throughout the school year to examine data and analyze interventions that are successful or need improvement. In 2009 a new Data Team Coordinator was appointed to examine raw data and create reports of that data so that the School Leadership Team could begin to work with the data before the State Report Card is published. The Data Team Coordinator is a member of the School Leadership Team. Since the 2009 Tennessee State Report Card was not available before the School Improvement Plan was required to be turned in, some of the data referred to in this document represents findings from 2007-2008. All data for the 2008-2009 school year that was available has been represented in this SIP.

### Academic Data Sources

#### Tennessee School Report Card

##### *Strengths*

The following data comes from a compilation of raw data received by Riverdale's Data Team Coordinator in the Spring of 2009, who compiled it into charts by test. Official data from 2009 will not be made public until November 2009, after the SIP has been written. The following results are our tentative findings:

- 98% of the 633 students tested scored Proficient/Advanced on the Biology Gateway
- 92% of the 608 students tested scored Proficient/Advanced on the Algebra 1 Gateway
- 98% of the 604 students tested scored Proficient/Advanced on the English II Gateway
- 99% of the 592 students tested scored Proficient/Advanced on the English I EOC test
- 97% of the 467 students tested scored Proficient/Advanced on the US History EOC test
- 92% of the 11<sup>th</sup> graders tested scored Proficient on the TCAP Writing Assessment
- The number of students with disabilities who scored proficient or advanced in Reading/Language Arts plus Writing increased from 68% in 2007 to 90% in 2008

##### *Needs*

Further analysis of subgroups will be performed when the 2009 School Report Card is published in November to see if interventions put in place have been effective for the following subgroups:

- Algebra – African American students and students with disabilities
- Reading/Language Arts + Writing – ELL students, Native American students, and Students with disabilities
- The number of students with disabilities who scored proficient/advanced in math decreased from 93% to 70% in 2008. Interventions put in place to improve their performance will be measured for success when the 2009 Report Card is published.
- As the target benchmark increases for NCLB in math and reading/language arts plus writing, emphasis must be placed on all students' academic performance to reach 95% proficiency. Special emphasis will need to be made with students with disabilities and

African American students

## **TVAAS**

### ***Strengths***

TVAAS Biology Gateway and English II Gateway scores revealed that the school effect was significantly above the average school in the state

### ***Needs***

TVAAS Math Gateway scores for 2009 revealed no detectable difference in student progress over a three-year average. TVAAS End of Course scores in English I showed no detectable difference in 2008. TVAAS End of course scores in Physical Science and US History showed no detectable difference or below in 2008. Further analysis will be performed after the 2009 School Report Card is published.

## **ACT College Readiness**

### ***Strengths***

For the past 5 years Riverdale students' academic performance on ACT has matched or surpassed the state average, both on individual tests and composite scores. As for college readiness benchmarks, 72% of students tested were ranked as ready for English Composition college courses.

### ***Needs***

Despite students' success relative to state scores, a concern exists for their readiness for college based on the benchmarks established by ACT in the areas of Algebra, Biology, and Social Science. While 51% of students were ranked as ready for college in the area of social sciences, only 32% were ready for college algebra and 23% were found ready for college biology.

When this data was broken into subgroups, we discovered that males and females had no significant differences in scores. However, the subgroups broken down by ethnicity yielded highly significant differences. The most critical subgroups in all four ACT tests were African American (3%) and Hispanic (14%).

After examining the ACT student profile data more extensively, we learned that students in a core or more curriculum (4 or more courses in math, social sciences, science) attained test scores at or beyond the state level. However, the tendency for increasing numbers of students to take the ACT during or after their junior year (184) when they have had only 3 years of math, for example, yielded scores of 17.7 in math, decidedly below the average scores of those who had taken four years of math. The same results are evidenced in reading and science tests as well. Measures and interventions must be put in place to address these needs.

## **9<sup>th</sup> Grade Failure Rate Report**

### ***Strengths***

The Riverdale Freshman Academy was implemented in the 2008-2009 school year. Among the goals for the Academy were decreasing the 9<sup>th</sup> grade failure rate, reducing discipline referrals, increasing the attendance rate of 9<sup>th</sup> graders, and helping them make a smooth transition into the high school environment. The data from 2009 is our new baseline for measurement in subsequent years, but at the end of the school year, only 6.9% of freshmen were retained for lack of sufficient credits. This is a major decrease from previous years where the failure rate was as high as 29% in 2006 and never below 16%.

### ***Needs***

Now that a baseline has been established for data collection, monitoring the data will follow and analysis of what parts of the program are successful and which are not will be made.

## **Graduation Rate**

### ***Strengths***

Analysis of the data for 2009 shows that Riverdale High School's graduation rate is 91.3%, the second highest in Rutherford County.

### ***Needs***

Interventions to keep students in school need to remain and improve in order to reach the 100% benchmark established for 2014.

## **Non-Academic Data Sources**

### **Attendance Rate:**

#### ***Strengths***

The attendance rate in 2008 at Riverdale holds stable at 93.8%, above the state goal

#### ***Needs***

Attendance rate needs to improve to 95% by 2010.

### **Cohort Dropout Rate**

#### ***Strengths***

The cohort dropout rate for Riverdale High School in 2008 was 7.9%, significantly below the state goal of 10%.

### *Needs*

Interventions need to be made to improve the student dropout rate beginning with 9<sup>th</sup> grade programs.

## TEMPLATE 1.6: Report Card Data Disaggregation

*(Rubric Indicator 1.6)*

### Report Card Data Disaggregation

Since the School Improvement Plan was due before the 2009 Report Card was published, we have analyzed the 2008 Report Card for the purpose of this document. The individual data pieces revealed the following:

- Riverdale High School's students continue to perform above the state average in Reading/Language plus Writing test with all subgroups scoring above the NCLB target score except for students with disabilities who scored at 90%. In Math, all but two of the subgroups reached the target for proficient/advanced. African American students scored slightly below (81%) and students with disabilities were at 70%. All subgroups had higher proficiency percentages than the state average.
- Data for the graduation rate shows a 2007 rate of 89.1. However, the graduation rate for 2008, not indicated on the Report Card, was significantly higher, and in 2009 reached 93%. Disaggregated data for this increase will be available when the School Report Card is published in November 2009
- An analysis of AYP in the 2008 School Report Card indicates that Riverdale's school effect in Biology and English II Gateway and End of Course tests is above the predicted score. In Algebra I, the school effect is below the predicted effect. However, in other Gateway/EOC areas, no detectable difference was made. The most notable AYP issue is in the area of US History EOC, which shows a negative school effect over a three-year average. On the ACT, the school effect for 2008 was above the average school in the state in Science Reasoning, but showed no detectable difference in all other areas of the ACT. This led the School Leadership Team to prioritize AYP improvement as a targeted goal.
- AYP in 11<sup>th</sup> grade writing continues to improve and score above in school effect

## TEMPLATE 1.7: Narrative Synthesis of All Data

*(Rubric Indicator 1.7)*

### Narrative Synthesis of Data

After examining all disaggregated data available at the time of this SIP publication, the School Leadership Team arrived at the following consensus of strengths and needs for this school year's action plan.

#### Strengths:

- Decided improvement in the graduation rate has been made by incorporating the interventions from the previous SIP.
- African American students' academic performance in Algebra has seen a significant increase.
- AYP indicates positive school effects in Biology and English.
- ACT scores are overall above the state average

#### Needs:

- Improvement in Algebra and English for students with disabilities is needed.
- College-readiness rankings in all ACT areas needs to be improved
- US History AYP needs to achieve a positive school effect
- Graduation rate needs to remain a goal to meet the NCLB benchmark of 95%.

## TEMPLATE 1.8: Prioritized List of Goal Targets

*(Rubric Indicator 1.8)*

### Prioritized List of Goal Targets

Goal 1: US History students' academic performance in all ranges from low to high learners will show a positive school effect by 2011.

Goal 2: Students with disabilities will improve academic performance in English and Algebra to reach the NCLB benchmarks of 93% and 83% respectively by 2010.

Goal 3: Curriculum and instructional strategies in college preparatory classes will include more rigorous study and higher critical thinking skills in order to increase the college-readiness ranking of students by a minimum of 10% beginning with the 2011 graduating class.

# TSIPP Component 2

## Component 2 – Beliefs, Common Mission and Shared Vision

### Template 2.1: Beliefs, Common Mission and Shared Vision

(Rubric Indicators 2.1 and 2.2)

#### Beliefs

The following statements specify the beliefs of Riverdale High School:

- **Learning:** We believe that all students can learn and succeed.
- **Instruction:** We believe that it is our responsibility to provide a safe environment and educational opportunities for all students – opportunities that are adaptable to the students’ capabilities and limitations.
- **Assessment:** We believe in assessing students’ academic performance with a variety of methods that denote the students’ mastery of skills.
- **School decision-making:** We believe that school decisions must be equitable and in the best interest of promoting positive interactions between all stakeholders.
- **School policy development:** We believe that school policies should be developed that best meet the needs of the entire community of stakeholders.

#### Common Mission

The mission of Riverdale High School is to maintain a comprehensive educational program in a safe learning environment that will encourage students to exhibit mastery of the academic, social, and technical skills they will need to succeed in their educational or career choices.

#### Shared Vision

The vision for Riverdale High School is to promote the ideals represented in our motto: *Academic and Personal Achievement – Lifelong Commitment to Excellence*. The students are the priority at Riverdale; the diversity of our student body is our asset. For these students we envision and commit to:

- Teaching them to succeed in a global environment
- Evaluating our curriculum to provide the very best learning opportunities, both academically and technologically, to make our students productive citizens
- Making each student part of the Riverdale community by encouraging socialization and a team spirit
- Encouraging them to strive for lifelong personal excellence by teaching critical thinking skills that are relevant to their success in post-secondary life choices.

# TSIPP Component 3

## Template 3.1.a: Curricular Practices

Current Curricular Practices	Riverdale uses the Tennessee Department of Education state approved standards and provides training to staff in the use of the standards.	Curriculum is prioritized and mapped	School has established school-wide student achievement benchmarks	Support system is in place for enhancing the quality of curriculum and instruction.	Monitoring is in place for enhancing the quality of curriculum and instruction	Teaching and learning materials are correlated to the State standards and distributed to the instructional staff.	A school technology specialist is available to assist in technology instruction and teacher technology training.
Evidence of Practice (State in definitive/tangible terms)	<p>Each teacher uses a copy of State Curriculum Standards on which to base lesson plans.</p> <p>Central Office personnel hold meetings to offer suggestions in implementing standards.</p>	<p>Riverdale's curriculum aligns with the curriculum across the school district so that the scope and sequence is the same district-wide. This allows students who transfer within Rutherford County to make a smooth transition into their new school.</p>	<p>First time ninth graders enter Riverdale's Freshman Academy with a team of teachers dedicated to not only their instruction, but their smooth transition into high school</p> <p>Students identified as at risk are referred to a Graduation Coach for counseling and direction.</p> <p>Directed Studies period is in place to assist students in making up work and receiving enrichment in the core areas of study.</p>	<p>Riverdale New Teacher Induction Program assigns two mentors to new teachers on campus. Each new teacher is assigned a mentor close to them logistically and a mentor within their subject area.</p> <p>District-Rutherford County New Teacher Assist Training</p>	<p>Professional Learning Communities are established at each school. The PLCs establish SMART goals, benchmarks, formative, and summative assessments on a monthly basis.</p> <p>All PLC activity is monitored by the principal and district personnel.</p>	<p>Rutherford County establishes textbook committees for the purpose of selecting appropriate textbooks for the state adoption. The Textbook Committees select based on the standards to be taught.</p> <p>Committees work county-wide to provide course outlines that follow the curriculum standards and suggest resources for instruction of the standards.</p>	<p>Riverdale's STS provides technology training for teachers a minimum of 3 times per month.</p> <p>The STS teaches students appropriate use of technology and introduces new software and online communication tools to students.</p>
Is the current practice research-based?	Yes	Yes	Yes	Yes	Yes	Yes	Yes

Is it a principle & practice of high-performing schools?	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Has the current practice been effective or ineffective?	Effective	Effective	Effective	Effective	Effective	Effective	Effective
What data source(s) do you have that support your answer? (identify all applicable sources)	AYP Report State Gateway exam scores, student achievement, teacher observation	ACT scores, AYP results.	Reduced ninth grade failure rate  Increased graduation rate	Only soft data available at this point due to the fact that the program was initiated this fall.  Positive reports from mentors and mentees.	EOC, AYP, ACT college-readiness	Student exam scores using Exam View Pro. EOC test scores	Improved academic performance due to software and the computer lab used. Gateway test scores in Math, Biology, and English.
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	Gateway, EOC scores improved with curriculum mapping of TN state standards.	Improvement in CTE competencies.  Algebra I African American scores improved with curriculum mapping	Graduation rate improved from 89% to 93% in one year.	Success of this intervention will be determined at semester end and end of year based on teacher retention and student promotion	Since the PLCs are a new intervention, we plan to use ACT scores and comparison between benchmark assessments and state mandated test scores.	Gateway and EOC scores improved through use of textbook adoption providing computer software for Gateway labs	Improved academic performance by subgroups who are identified as in need of enrichment or extra reinforcement.  The number of students with disabilities who scored proficient or advanced in Reading/Language Arts plus Writing increased from 68% in 2007 to 90% in 2008
Evidence of equitable school support for this practice	Part of the PLC meetings held monthly includes creating benchmark assessments.  All teachers follow the curriculum from	Attendance is mandatory for all system-wide PLC meetings. See Riverdale online calendar for dates.	All teachers are made aware of the progress of at risk students by communication through students' progress reports which are monitored and distributed by the Graduation Coach.	29 veteran faculty members meet with 14 new teachers as mentors. Monthly checklists are distributed by the Core Mentoring Team to the mentors and their mentees to ensure	All teachers are mandated by the district to be members of a Professional Learning Community.	Every student is assigned a textbook that addresses the curriculum standards.	The computer lab is designated for the core areas during Directed Studies one day each week per discipline. Any teacher may use the computer lab or the media center computer

	the State Dept. of Education.			that all mentoring assignments are met.			lab for student enrichment.
Next Step (changes or continuations)	<p>Continuation of the following: Administration will monitor for compliance with policy via informal/formal observations and lesson plan review.</p> <p>Mentors will coach new teachers in covering curriculum standards and report results to Core Mentoring Team.</p>	<p>The role of the PLCs will continue to be improved academic instruction through curriculum analysis.</p>	<p>Riverdale will continue to emphasize the importance of graduation through intrinsic initiatives.</p> <p>Communication with parents will continue to be a priority of the Graduation Coach and all teachers.</p> <p>All teachers will be required to post grades online.</p>	<p>An analysis of the mentoring program will be made at the end of the year with input from both mentors and new teachers.</p> <p>Changes will be made appropriately.</p>	<p>All non-tenured teachers will be evaluated three times per year by the administration.</p> <p>Struggling teachers will be placed with a mentor for the needed area.</p> <p>Technology training will continue for teachers.</p>	<p>Teachers will collaborate with one another on the use of the course textbook and its relevance to the curriculum standards.</p> <p>Classroom instruction will be made more rigorous in order to prepare students for post-secondary instruction.</p>	<p>Teachers will be encouraged to use online communities as a means of instruction, i.e. Moodle, e-mail,.</p>

## Template 3.1.b: Curriculum Gap Analysis

### **Curriculum Gap Analysis - Narrative Response Required**

#### **“What is” The Current Use of: TIME, MONEY, PERSONNEL And OTHER RESOURCES**

(How are we currently allocating our time, money, personnel and other resources and building capacity around understanding and implementing high quality curricular practices?)

##### **TIME:**

- Teachers have a 55-minute planning period each day for preparation of lesson plans.
- Lead teachers for Professional Learning Communities are given assignments to complete with their teams at monthly PLC meetings for half-days.
- All faculty members are PLC members
- The Curriculum Committee meets monthly to address curriculum issues
- Every new teacher meets with mentors regarding curriculum standards.
- All teachers receive 12 hours of in-service credit each year in curriculum.

##### **MONEY:**

- Materials for Professional Learning Communities are provided by the district
- BEP money (\$100) is allocated to each teacher for supplemental curriculum needs
- Riverdale’s PTO raises funds for academic needs of the school
- Riverdale spends approximately \$6,000 per pupil each year

##### **PERSONNEL:**

- A department chair oversees the personnel within each department
- An assistant principal meets regularly with the Curriculum Committee.
- Lead teachers conduct Professional Learning Community meetings about curriculum
- The School Leadership Team is made up of all stakeholder groups who review school data, programs, and assessments to ensure that the needs of all subgroups are being met.
- Several Riverdale teachers conduct professional development sessions
- A School Technology Specialist is assigned to Riverdale for instruction and implementation of technology curriculum.

##### **OTHER RESOURCES:**

- Riverdale makes use of the community resources through Business Education Partnerships in determining the needs of students in becoming productive citizens.
- Riverdale has six trained Work Based Learning Coordinators
- Guest speakers visit the campus regularly to supplement the curriculum with real world instruction.

#### **“What Ought to Be” – How Should we be Using Our: TIME, MONEY, PERSONNEL And OTHER RESOURCES**

(How should we be allocating our time, money, personnel and other resources and building capacity around understanding and implementing high quality curricular

practices?)

**TIME:**

- Time is needed to vertically align the curriculum with feeder schools
- Time is needed to meet county-wide to share curriculum activities that are successful
- Given students' propensity to procrastinate, additional time (1 additional day) is needed at the end of the grading period before report cards go out for teachers to provide more concept recovery.

**MONEY:**

- Funding is needed for additional classroom space. There are teachers without classroom space who are limited in areas to prepare for instruction.
- Money is needed for updating software to supplement the curriculum

**PERSONNEL:**

- A reading specialist is needed to address curriculum needs of at-risk students
- A math coach is needed to work with at-risk students who are deficient in math skills.

**Equity and Adequacy:**

*Are we providing equity and adequacy to all of our teachers?*

No. We have 4 teachers with no dedicated classroom space. All teachers do not have a place to effectively plan for instruction. There are 19 teachers using dated portable classrooms that are ill-equipped for teaching in the 21<sup>st</sup> century.

*Are we targeting funds and resources effectively to meet the needs of all of our teachers in being effective with all their students?*

Funds are being targeted for curricular needs, but monies are not available for a school population the size of 2400 students.

*Based on the data, are we accurately meeting the needs of all students in our school?*

No. Based on the data, some subgroups are performing below the targeted goals of NCLB. All students need to be better prepared for college based on the ACT college readiness report.

### Template 3.1.c: Curricular Summary Questions (Rubric Indicator 3.2)

#### Curriculum Summary Questions- Narrative Response Required

What are our major strengths and how do we know?

**Data analysis and correlation to state standards.** Riverdale High School bases its curriculum decisions on an analysis of data. Examples of the instruments used to collect data include: Gateway, TCAP Writing, End-of-Course, ACT, and first time ninth graders failure rate. During the year each department meets by grade level or subject taught to write curriculum and map the vertical teaming within that group. Based on data analysis, students are identified for many academic or behavior enhancement programs, such as the Gateway Lab For SWD, the exceptional education staff provides an ongoing process of psychological, academic, and behavioral data analysis to develop IEPs, goals, and objectives that align with state standards. Inclusion classes in the core areas have been increased in order to increase the academic performance of SWD. Teachers at RHS are required to coordinate their course curriculum with state standards and benchmarks. All teachers have hard copies of their course standards and system alignment, as well as access to the information on the state and system websites

**Use of ongoing monitoring and adjustment of these curriculum.** Ongoing monitoring of curriculum is achieved through progress reports, diagnostic classroom testing, report cards, school's status report, Riverdale Freshman Academy meetings, department meetings, and other specific test results. Administrators visit classes and provide feedback for improvement. Professional Learning Communities meet monthly to evaluate the curriculum's successes and plan for future benchmarks and assessments. Monthly School Leadership Team meetings also help ensure monitoring and adjustment. Some examples of activities that stakeholders participate in during these meetings include sharing best practices , analyzing current data, and developing new, or refining current, course offerings.

#### Curriculum Summary Questions- Narrative Response Required

What are our major challenges and how do we know. (These should be stated as **curricular** practice challenges identified in the templates above, that could be a cause of the prioritized needs identified in component 1.)

**Increasing rigor in the curriculum.** Given the fact that the majority of students are not deemed ready for college in all the core subjects except English on the ACT profile, emphasis on curriculum changes that will increase the rigor of these courses must be made.

**Alignment within the school and to feeder schools; articulation and communication.**

Vertical collaboration of the middle school and high school literacy programs is needed to help provide a more seamless transition, especially for at-risk students. In addition, high school and feeder middle school teachers need to meet to plan for alignment. For example, English/Language Arts teachers should meet every other year to review and discuss plans. For advanced learners, high school credit should be offered in middle school grade eight for Physical Science, Algebra I, and Spanish I. Meetings between middle school and high school

teachers need to take place to communicate and avoid redundancy in the curriculum. For example, English teachers could meet to specify lists of agreed-upon novels, stories, and concepts for each grade with the upper grades guiding the choices.

### **Curriculum Summary Questions- Narrative Response Required**

How will we address our challenges?

Professional Learning Communities must continue to raise the expectations of student learning through revision of curriculum and formative and summative assessments, emphasizing a curriculum that fosters critical thinking skills, analysis, and synthesis of information learned. In addition, the curriculum should be made as relevant to Generation Y students as possible in order for them to make the connection between what they learn and why they need to learn it.

A new Professional Learning Community, made up of middle and high school teachers, needs to be established to communicate curriculum expectations and foster an increased vertical alignment between the grade levels.

## Template 3.2.a: Instructional Practices

(Rubric Indicators 3.3 and 3.4)

<p><b>Current Instructional Practices</b></p>	<p>Classroom instruction is aligned with the standards based curriculum</p>	<p>Classroom instruction is aligned with the assessments</p>	<p>Teaching process is data-driven</p>	<p>Teachers incorporate a wide range of research based, student centered teaching strategies</p>	<p>Classroom organization and management techniques support the learning process</p>	<p>Students are provided with multiple opportunities to receive additional assistance to improve their learning beyond the initial classroom instruction.</p>	<p>Opportunities exist to develop high-quality teachers who exhibit knowledge of content, pedagogy, and students</p>
<p>Evidence of Practice (State in definitive/tangible terms)</p>	<p>Instruction follows the curriculum that is state and county standards-based both in scope and sequence.</p>	<p>In both academic and CTE courses, instruction is aligned with standards and competencies required for successful completion of the course of study.</p>	<p>All teachers meet in Professional Learning Communities to discuss data and revise instruction. All teachers access the TVAAS website for data.</p>	<p>Riverdale's faculty participates in professional development in Differentiated Instruction.</p> <p>A New Teacher Induction Program places 2 highly qualified teachers with each new teacher to help them with instructional strategies</p> <p>Teachers meet monthly in PLCs to examine instructional practices</p>	<p>Teachers provide a positive classroom environment and are monitored by administration and mentors as needed.</p>	<p>A Directed Studies period is available each day for additional assistance with learning.</p> <p>Teachers are available through e-mail to answer other learning concerns.</p> <p>Concept, grade, and credit recovery programs are available.</p>	<p>In-service sessions on a variety of topics are available monthly on campus or at the district office. All new teachers receive two mentors to assist in developing high quality teachers.</p>

Is the current practice research-based?	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Is it a principle & practice of high-performing schools?	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Has the current practice been effective or ineffective?	Effective	Effective	Effective	Effective	Effective	Effective	Effective
What data source(s) do you have that support your answer? (identify all applicable sources)	Gateway scores TCAP Writing ACT scores of college-path students	State Gateway exam score Student achievement Teacher observation	AYP progress State Gateway exam score Student achievement Teacher observation	School Station monitoring of in-service hours Feedback from mentors and new teachers. See appendix.	Lesson Plans Discipline logs Detention records Formal and informal evaluations	Graduation rate EOC tests TN Report Card	Staff Development Conference enrollment Formal and informal evaluations
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	RHS is in good standing in NCLB benchmarks. SWD improvement from 68% to 90% in one year.	TVAAS scores for all state-mandated tested subjects have 3-year average of positive school effect	All courses with state-mandated tests use the TVAAS site to monitor teacher effect. Improvements in English I and II academic performance	Attendance rate of 94% indicates that students are engaged in their learning.	Reduction in disciplinary infractions for classroom behavior.	Decrease in number of students failing due to not making up work. All students in Gateway courses utilizing computer software for enrichment increased proficient/advanced scores to at or above the targeted goal,	Teacher retention rate to be monitored after first year of New Teacher Induction Program

						except for SWD.	
Evidence of equitable school support for this practice	<p>Inconsistencies in some departments with respect to scope and sequence</p> <p>PLC create benchmark assessments for support of this practice</p>	<p>Inconsistencies in some departments due to absence of TVAAS scores</p> <p>PLC create benchmark assessments for support of this practice</p>	<p>Only state-mandated test scores available through TVAAS</p> <p>PLC create benchmark assessments for support of this practice</p>	<p>Inconsistencies in some departments.</p> <p>Majority of teachers implement DI strategies in the classroom</p> <p>Teacher evaluations often lead to classroom observations of other highly qualified teachers in regard to classroom magmt.</p>	<p>Inconsistencies in some departments</p>	<p>Teachers make use of Directed Studies periods on a regular basis.</p> <p>Peer tutoring is provided by Mu Alpha Theta members in math.</p> <p>All teachers are required to offer concept and grade recovery. Policy for program mandated by the district.</p>	<p>All 14 new teachers have 2 mentors each.</p>
Next Step (changes or continuations)	<p>PLCs will continue to revise curriculum and instruction to meet the state and district standards.</p> <p>Time will be allotted for share sessions</p>	<p>Assessments will continue to be both formative and summative in evaluating instructional strategies.</p>	<p>Instruction will continue to be driven by data such as test scores and mastery of competencies.</p>	<p>Instructional strategies will be monitored by the administration.</p>	<p>As a result of formal and informal evaluations of teachers' management techniques, in-service for remediation will be required.</p>	<p>RHS will go to a block schedule next year. The fate of the Directed Studies period may be in jeopardy. A replacement strategy will have to be implemented.</p>	<p>At the end of the year, new teachers will be surveyed on the success of the New Teacher Induction Program.</p>

## Template 3.2.b: Instructional Gap Analysis

### **Instructional Gap Analysis - Narrative Response Required**

#### **“What is” The Current Use of: TIME, MONEY, PERSONNEL And OTHER RESOURCES**

##### **TIME:**

- Monthly department meetings are held to discuss instructional practices
- Teachers are guaranteed 55 minutes of daily instructional planning time.
- Professional Learning Communities meet for a half-day monthly to discuss and recommend instructional practices.

##### **MONEY:**

- Each department is given a set budget to spend on supplemental instructional resource materials and supplies.
- The Media Center supports each department by providing updated relevant resources
- The PTO provides funds for academic instruction such as computer labs
- Several teachers received \$500 mini-grants for instructional programs.

##### **PERSONNEL:**

- The Graduation Coach provides students with goal-setting practices to keep at risk students involved in instruction.
- Administrators provide curricular framework for the master schedule.
- Department chairs ensure updated course descriptions.
- Other staff members also lead professional development sessions.
- Mentors advise new teachers about instructional practices
- The CTE department includes an administrative assistant to help teachers prepare for instructional activity and complete competency reports for the state.
- All inclusion classes have an educational assistant or classroom teacher to supplement the instruction.

##### **OTHER RESOURCES:**

- MTSU offers a wide variety of guest speakers and field trip possibilities
- Community businesses open their facilities to work based learning opportunities to prepare students for life after school.

#### **“What Ought to Be” – How Should we be Using Our: TIME, MONEY, PERSONNEL And OTHER RESOURCES**

(How should we be allocating our time, money, personnel and other resources and building capacity around understanding and implementing high quality instructional practices?)

##### **TIME:**

- Interruptions of class time need to be held to a minimum

- A daily planning period needs to remain a priority for instructional preparation

**MONEY:**

- Compensation needs to be given to teachers who go above and beyond in helping new teachers become acclimated to both the school and the instruction process.
- Funding for building projects is needed to eliminate portable classrooms from the campus.
- Additional funding is needed for supplementary classroom instructional materials.

**PERSONNEL:**

- An additional assistant principal is needed for monitoring a 2400- student population.
- A freshman counselor needs to be hired and located in the Riverdale Freshman Academy.

**OTHER RESOURCES:**

- Teacher workrooms need to be provided or renovated in each department to create a place to conveniently prepare for classroom instruction.

**Equity and Adequacy:**

*Are we providing equity and adequacy to all of our teachers?*

No. Several teachers do not have a dedicated classroom space or must share their space with other teachers. Most departments lack a place committed only for preparing for effective instruction.

*Are we targeting funds and resources effectively to meet the needs of all of our teachers in being effective with all their students?*

No. Funds and resources are limited. Extra instructional needs must be paid for by fund raising. Example, the English Dept. hosted a bake sale and silent auction to pay for department needs such as copy machines and printer cartridges.

*Based on the data, are we accurately meeting the needs of all students in our school?*

Despite the needs listed above, overall Riverdale High School does an excellent job of meeting students' instructional needs. With the exception of a couple of instances, our students are scoring advanced or proficient in most areas. This is a tribute to the faculty and staff who make it work despite the limitations of time, money, personnel and other resources.

## Template 3.2.c: Instructional Summary Questions

(Rubric Indicator 3.4)

### Instructional Summary Questions- Narrative Response Required

What are our major strengths and how do we know?

Our major strengths include:

- **Meeting all NCLB benchmarks.** Riverdale High School has been a school in “Good Standing” since the inception of NCLB.
- **Attendance rate higher than the target goal.** Students at Riverdale are actively engaged in the school’s mission and are “committed to excellence” both in curricular and extra-curricular activities.
- **Graduation rate higher than the target goal.** Riverdale students enjoy the environment of the classroom and graduate at a 93% rate.
- **Data Analysis.** Instruction is driven by test data analysis. ACT, state and county EOC, and standardized test results are analyzed to help guide curriculum. Within classrooms, teachers utilize pre- and post-test data analysis to help guide lesson planning and assessment of student understanding. The Special Education Department uses and analyzes diagnostic testing results to determine appropriate accommodations and placements for students who are eligible for IEP services (gifted and special education).
- **Research Based Strategies.** Research based strategies are utilized in classrooms. Instructional techniques focus on **active learning** (e.g. science experiments, participation projects, and peer coaching). Professional development is used to introduce new research-based strategies (e.g. Literacy in the CTE Classroom).
- **Adaptation for All Students.** Instruction is appropriate to the development levels of students. Teachers use a variety of teaching strategies and learning activities. For example, teachers may use small team activities, visual aids such as pictures, PPT presentations or graphs, and graphic organizers during an instructional period to provide opportunities for **all learners to be engaged in meaningful learning experiences.**
- **Graduation Coach and Special Education.** Student self-assessment and personal goal-setting support improved achievement. Special education students have modifications and adaptations documented in their IEPs. 504 students have modifications documented in their 504 plans. Exceptional Education students have the opportunity to take a Work-Based Learning class to gain specific job skills. At-risk students work with the Graduation Coach to set goals and create adaptations based on their individual learning needs.
- **New Teacher Induction Program.** Each new teacher is assigned 2 mentors to help them create and maintain strong instructional activities.
- **A faculty of dedicated professionals.** This team rises to whatever instructional conundrum is placed upon them.
- **Effective Time Utilization.** Within the classrooms teachers are dedicated to using all available time for curriculum-driven content.

### **Instructional Summary Questions- Narrative Response Required**

What are our major challenges and how do we know. (These should be stated as **instructional** practice challenges identified in the templates above that could be a cause of the prioritized needs identified in component 1.)

Our major challenges in instruction include:

- Reaching the large population of Students with Disabilities through engaging instruction
- Increasing rigorous critical thinking in instruction to prepare students for post-secondary school or work

### **Instructional Summary Questions- Narrative Response Required**

How will we address our challenges?

We will address these challenges by the following:

- Keeping instruction data-driven
- Training all teachers in strategies for multiple intelligences
- Find new approaches for teaching students with disabilities
- Engaging students into the learning, teaching them the responsibility for their own lifelong learning potential.

### Template 3.3.a: Assessment Practices

(Rubric Indicators 3.5 and 3.6)

<p><b>Current Assessment Practices</b></p>	<p>The assessments of student learning are aligned with Tennessee Department of Education standards based curriculum</p>	<p>Appropriate assessment strategies and instruments are used to obtain information about students and their ongoing progress and to make instructional decisions</p>	<p>Assessment methods accurately measure the desired results for student learning</p>	<p>Formative and summative assessment systems solicit and use information from a variety of sources to make initial and ongoing instructional decisions</p>	<p>Assessments are designed, developed, and used in a fair and equitable manner that eliminates any source of bias or distortion which might interfere with the accuracy of results.</p>	<p>Riverdale teachers engage in a collaborative process to use data effectively to drive instruction</p>	<p>The school invites central office to provide the staff development needed to ensure teachers develop the skills and knowledge needed to make data-driven instructional decisions</p>	<p>Provides assessment information to communicate with students, parents and other appropriate stakeholders regarding student learning.</p>
<p>Evidence of Practice (State in definitive/tangible terms)</p>	<p>A curriculum guide and course outline define what to teach and when.</p>	<p>All EOC and Gateway teachers utilize the TVAAS website to determine teacher effect.</p>	<p>PLCs develop benchmark assessments to evaluate and measure desired results for student learning.</p>	<p>Pre-tests and post-tests are conducted.  Information from feeder schools and teacher recommendations provide guidance for course of study.  Journals and student information sheets help make</p>	<p>We cannot control state-mandated tests. However, tests created by PLCs are unbiased and used fairly and equitably.</p>	<p>Riverdale teachers are members of Professional Learning Communities designed to collaboratively analyze goals for student learning, instructional activities, and assessments.</p>	<p>Data analyzed by the Central Office is communicated to the principals who disseminate the information to PLC Lead Teachers, the Data Coordinator, and the School Leadership Team Chair.</p>	<p>Progress reports are provided every three weeks  Teachers can post their grades on the internet using a password</p>

				instructional decisions.				
Is the current practice research-based?	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Is it a principle & practice of high-performing schools?	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Has the current practice been effective or ineffective?	Effective	Effective	Effective	Effective	Effective	Effective	Effective	Effective
What data source(s) do you have that support your answer? (identify all applicable sources)	Gateway Test scores  AYP indicators  EOC data	TVAAS  AYP  EOC  Competition: DECA, Skills USA, etc.	Class Tests  EOC tests  Gateway tests  Teacher-made tests	Class tests  AYP results  TVAAS scores  Graduation rate	Class tests  Disaggregated report card data	Benchmark test results  Formal and informal evaluations  Lesson plans	TCAP Writing Assessment School and County history  Reports from Don Odom, Asst. supervisor of curriculum and instruction.	Progress reports, grade summary reports,
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	90% or more students scored advanced/proficient on Gateway exams.	Except for the area of Algebra I, all courses were recorded as a positive school effect on the TVAAS report. Courses not tested by state-mandated assessments use a variety of measurements such as classroom tests, competitions, portfolios, and performance.	Because all students do not test well, alternative measures of student learning include portfolios, performance, and competitions.	Because Riverdale teachers work to really know the potential of their students, the graduation rate rose significantly from 89% to 93%.  Attendance rate is above the state average.	All ethnic groups scored advanced/proficient on Gateway tests with the exception of African Americans in math.	Assessments within the classroom match the assessment results from Gateway, EOC, and TCAP.	Mr. Odom is a valuable source for assessment information. He frequently contacts the school with raw data long before the Report Card is published.	Some subgroups are not utilizing these available resources. Most students and parents avail themselves of these tools.

				Cohort dropout rate is significantly below the state average.				
Evidence of equitable school support for this practice	All core classes with Gateway or EOC tests met federal NCLB benchmarks.	All teachers with EOC or Gateway tests meet with the administration when scores are reported.	Every faculty member is a member of a Professional Learning Community.	PLCs develop benchmark assessments to follow the created pre-test to assess student potential vs. student learning.	PLC-created tests are made by a diverse cross section of teachers.	All teachers are members of a PLC	All of Mr. Odom's reports are e-mailed to faculty members.	Every student is provided with a printed progress report every 3 weeks and teachers who post grades online post all student grades
Next Step (changes or continuations)	With the end of the Gateway test, emphasis will be placed on standards for the EOC tests that replace it.	We will continue to use appropriate assessment tools while researching for even better ones.	We will continue to match assessment tools with the desired results for student learning.	We will continue to offer a variety of assessments to measure students' potential and learning.	Assessments will continue to be unbiased and fairly administered for accurate data.	The PLC is an ongoing intervention to continue studying assessment options.	The Data Coordinator and SLT chair will continue to monitor and analyze all raw data provided by the Central Office for dissemination to teachers.	To require all teachers to post grades online and provide a hard copy for students and parents without computer access.

## Template 3.3.b: Assessment Gap Analysis

### **Assessment Gap Analysis – Narrative Response Required**

#### **“What is” The Current Use of: TIME, MONEY, PERSONNEL And OTHER RESOURCES**

(How are we currently allocating our time, money, personnel and other resources and building capacity around understanding and implementing high quality assessment practices?)

##### **TIME:**

- Teachers use daily instructional planning time to create a variety of assessment instruments.
- Teachers of the same subject share a variety of assessments

##### **MONEY:**

- Some departments have procured Scantron machines for the purpose of assessing student learning with immediate feedback
- Practice Gateway tests are provided to teachers to help students with test-taking strategies
- PTO money is used to update software in the computer lab for assessment practice

##### **PERSONNEL:**

- ACT Test-taking Strategy Sessions are offered to seniors two weeks before each scheduled ACT test during the Directed Studies period.
- SPED teachers are available to work with students who must have tests read aloud.
- The School Technology Specialist assists teachers with the use of CPS systems for assessing classroom learning.

##### **OTHER RESOURCES**

- The Central Office personnel provide professional development in analyzing and utilizing data from assessment tools.

#### **“What Ought to Be” – How Should we be Using Our: TIME, MONEY, PERSONNEL And OTHER RESOURCES**

(How should we be allocating our time, money, personnel and other resources and building capacity around understanding and implementing high quality assessment practices?)

##### **TIME:**

- Time is needed for training in updated software.

##### **MONEY:**

- A stable technology budget is needed for academic courses to purchase practice assessment software.

##### **PERSONNEL:**

- No additional personnel required

**OTHER RESOURCES:**

- No a dedicated place to house professional development materials..

Equity and Adequacy:

Are we providing equity and adequacy to all of our teachers? Yes.

Are we targeting funds and resources effectively to meet the needs of all of our teachers in being effective with all their students? We are using funds and resources to the maximum.

Based on the data, are we accurately meeting the needs of all students in our school? No. We still need to address assessment issues with the students with disabilities and African American subgroups in Math.

## Template 3.3.c: Assessment Summary Questions

(Rubric Indicator 3.6)

### Assessment Summary Questions- Narrative Response Required

What are our major strengths and how do we know?

- Our teachers use a variety of assessment methods evidenced by the number of students who score proficient/advanced on state tests.
- We communicate our assessment data to our stakeholders very efficiently through varied methods including the newspaper, the school website, report cards, and progress reports.
- Our building-level testing coordinator is effective in the scheduling, dissemination of all necessary materials, and training teachers to proctor and administer standardized tests. This is evidenced by the number of teachers involved in the testing process with little or no irregularities noted.
- The system testing and accountability superintendent shares test data and meets with school to discuss trends. The School Leadership Team Chair keeps track of all communications from this source.

### Assessment Summary Questions- Narrative Response Required

What are our major challenges and how do we know. (These should be stated as **assessment** practice challenges identified in the templates above, that could be a cause of the prioritized needs identified in component 1.)

Every faculty member needs to be trained in disaggregating data. This would enhance our use of assessments to tailor instruction to better meet the students' needs.

When state assessments are conducted at the school, due to the large number of students taking the tests, the school is essentially locked down, prohibiting classroom instructions from taking place for those students not being tested.

### Assessment Summary Questions- Narrative Response Required

How will we address our challenges?

The school will endeavor to find a time to train faculty in the use of disaggregated data.

The calendar needs to be revised so that students not being tested can report to school later in the day.

## Part IV. Organizational Practices

## Template 3.4.a: Organizational Practices

(Rubric Indicators 3.7 and 3.8)

<p><b>Current Organizational Practices</b></p>	<p>Riverdale High School's beliefs, mission, and shared vision define a compelling purpose and direction for the school</p>	<p>Organizational processes increase the opportunity for success in teaching and learning at Riverdale High School.</p>	<p>Riverdale High School is organized to be proactive in addressing issues that might impede teaching and learning.</p>	<p>Riverdale High School communicates high expectations for student learning to all stakeholders.</p>	<p>Teachers and staff at Riverdale High School understand and can explain the expectations for student learning.</p>	<p>Riverdale High School is dedicated to coherent and consistent action to advance expectations for student learning.</p>	<p>Riverdale High School is organized to support a diverse learning community through its programs and practices.</p>
<p>Evidence of Practice (State in definitive/tangible terms)</p>	<p>The Beliefs, Mission, and Vision of Riverdale were reached by consensus from all stakeholders and are published in a variety of locations.</p>	<p>New teachers are incorporated into the New Teacher Induction Program to provide support and guidance. Also, new teachers are given two nurturing and supportive mentors within the building.</p>	<p>We have a strict tardy policy, rules for discipline are printed in the school handbook as well as online at the school website,  Daily Directed Studies time is provided to help students get tutoring from their teachers during the school day</p>	<p>Using the website, orientation nights, open houses, communications with parents, and parent-teacher conferences, Riverdale communicates high expectations to stakeholders.</p>	<p>Since all stakeholders were involved in composing the Beliefs, Mission, and Vision Statements, all of them are well versed in Riverdale's Commitment to Excellence</p>	<p>The School Leadership Team is dedicated to monitoring and analyzing data to be proactive in establishing new, higher expectations as each one is met.</p>	<p>The PTO and various booster organizations are very active in providing for the needs of the school. Teachers provide online access to grades and teacher lesson plans  School web site provides school news, information about the school to stakeholders  Phone system regularly contacts parents about student and school related issues.</p>

Is the current practice research-based?	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Is it a principle & practice of high-performing schools?	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Has the current practice been effective or ineffective?	Effective	Effective	Effective	Effective	Effective	Effective	Effective
What data source(s) do you have that support your answer? (identify all applicable sources)	TN Report Card	Personnel State report card	Student discipline reports  TN report card	PTO membership  Limited number of parent complaints	Component 2 Subcommittee report	SLT meeting minutes	PTO membership  Booster organization membership
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	RHS has been a school in Good Standing since the inception of NCLB	Teacher retention will be measured at the end of this pilot year.	The numbers of students violating basic classroom rules has decreased  Gateway scores have improved in most areas.	Despite the fact that rezoning was supposed to alleviate Riverdale's crowded campus, students who could stay chose to do so. Many parents asked for zone exemptions.	Attendance rate – 94%  Graduation rate – 93%	As soon as the 9th grade failure rate showed improvement with the initiation of the Riverdale Freshman Academy, work began to raise the expectations of the academy.	PTO fundraisers have provided a 32-computer lab for academic use.  Athletic booster teams have provided a variety of athletic facilities, including a weight room, baseball facility, and band practice field.
Evidence of equitable school support for this practice	All stakeholders reached consensus regarding this practice.	All new teachers receive New Teacher Induction Program meeting	All teachers utilize the student handbook for school policy.	All teachers have website space and e-mail accounts for communicating expectations	All teachers were involved in constructing the Beliefs, Vision, and Mission of the school	Riverdale stakeholders push to be the best in all areas. Teachers and students have a	Riverdale's students enjoy a wide variety of learning settings and extra-curricular activities.

		notices, calendars, and checklists. All new teachers are assigned 2 mentors.		to students and parents.		great sense of school pride.	
Next Step (changes or continuations)	The beliefs, mission, and vision of the school will continue to be revised as the school community changes.	All new teachers will be given an end-of-the-year survey to gauge their impression of the support they received that year. This data will be used to revise the building-level mentorship program.	Staff development in classroom management will be offered to new teachers	Teachers will be required to post grades online and communicate with parents via e-mail when possible.	We will continue to publish our beliefs to the community. We will continue to refer to our school as “The Greatest Student Body and Faculty in the State of Tennessee.”	We will review the 2009 TN Report Card as soon as it is published for areas where we can raise expectations again.	The PTO is looking at a fund raiser to replace Warrior Walk since the number of ED students is 30% this year, making it difficult to pay for them to participate.

## Template 3.4.b: Organizational Gap Analysis

### **Organizational Gap Analysis – Narrative Response Required**

#### **“What is” The Current Use of: TIME, MONEY, PERSONNEL And OTHER RESOURCES**

(How are we currently allocating our time, money, personnel and other resources and building capacity around understanding and implementing high quality organizational practices?)

##### **TIME:**

- Teachers use daily planning time for instructional preparation as well as to organize or conduct the following;
  - Parent conferences
  - Mentor meetings
  - Reviewing of student records
  - Collaboration
  - Clubs
  - SPED IEP meetings
- Daily Directed Studies periods are used for enriching and reinforcing student learning, especially for students who have been absent and missed instruction.

##### **MONEY:**

- Booster organizations raise funds to support their projects.
- The PTO raises funds to benefit the school at large.
- School organizations sponsor scholarships for graduating seniors who meet varying criteria.
- Scholarships funded by community members and organizations benefit graduating seniors.

##### **PERSONNEL:**

- Faculty members sponsor every club at Riverdale.
- Students, Parents, Teachers, and Community members serve on the School Leadership Team

##### **OTHER RESOURCES:**

- The Student Council serves as ambassadors for many school functions
- The CTE Advisory Council is made up of business people in the community who advise CTE teachers about the needs of business.

#### **“What Ought to Be” – How Should we be Using Our: TIME, MONEY, PERSONNEL And OTHER RESOURCES**

(How should we be allocating our time, money, personnel and other resources and building capacity around understanding and implementing high quality organizational practices?)

##### **TIME:**

- Time is needed for teachers to collaborate more effectively on researched best practices
- Time is needed for attending conferences to gather information for a diverse population such as Riverdale’s.

- A daily planning time must be part of the teacher's work day regardless of block or traditional schedule.

**MONEY:**

- Money is needed to send teachers for benchmarking best practices to share upon returning.

**PERSONNEL:**

- Additional personnel not required

**OTHER RESOURCES:**

- Need additional classroom and meeting space to address the large population at Riverdale High School

Equity and Adequacy:

*Are we providing equity and adequacy to all of our teachers?*

No. Some teachers do not have classroom space. Others are in antiquated portables. This issue is out of the hands of the school itself; building construction is a district issue.

*Are we targeting funds and resources effectively to meet the needs of all of our teachers in being effective with all their students?*

No. School funds are being equally shared among teachers, but money for technology from the district is not readily available to create equity in all classrooms.

*Based on the data, are we accurately meeting the needs of all students in our school?*

As far as organizational practices, Riverdale, on a very limited budget, runs like a well-oiled machine thanks to a dedicated faculty, parent support groups, and a student body that other schools envy.

## Template 3.4.c: Organization Summary Questions

(Rubric Indicator 3.8)

### Organization Summary Questions- Narrative Response Required

What are our major strengths and how do we know?

Riverdale High School has strong organizational structures based on high expectations for student learning and beliefs, mission, and vision statements that clearly indicate our goal for excellence. Riverdale's faculty is highly involved in both curricular and extra-curricular activities that offer our diverse population opportunities to succeed in several venues. The student body is comprised of students who care for each other and their school and who exemplify the best that this district has to offer, both academically and personally.

### Organization Summary Questions- Narrative Response Required

What are our major challenges and how do we know. (These should be stated as **organizational** practice challenges identified in the templates above that could be a cause of the prioritized needs identified in component 1.)

Our major challenges are to see that opportunities for excellence are available to all subgroups of the student body, both academically and socially.

Our school needs to stay focused on improving academic performance of all students to prepare them for post-secondary educational pursuits or work, making them lifelong learners and productive citizens.

### Organization Summary Questions- Narrative Response Required

How will we address our challenges?

We will continue to support all of our students' academic pursuits.

We will continue to stay engaged with the students' lives, including their hopes and dreams.

We will maintain an organized, safe, caring environment for all students.

# TSIPP Component 4

<b>GOAL 1 – Action Plan Development</b>						
<b>Template 4.1 – (Rubric Indicator 4.1)</b>		Revised DATE: ____ 09/30/09 ____				
Goal	Goal 1: US History students' academic performance in all ranges from low to high learners will show a positive school effect by 2011.					
Which need(s) does this Goal address?	2009 TVAAS School report indicates a 3-year average of progress significantly below the average school in the state in school effect.					
How is this Goal linked to the system's Five-Year Plan?	High Student Performance Quality Teachers, Administrators, and Staff Effective and Efficient Operation Healthy Students in Safe, Orderly, Caring School					
<b>ACTION STEPS – Template 4.2 – (Rubric Indicator 4.2)</b>			<b>IMPLEMENTATION PLAN – Template 4.3 – (Rubric Indicator 4.3)</b>			
		<b>Timeline</b>	<b>Person(s) Responsible</b>	<b>Projected Cost(s) / Required Resources</b>	<b>Funding Sources</b>	<b>Evaluation Strategy</b>
Action Step	Use Professional Learning Communities to revise curriculum, monitor scope and sequence of instruction	October 2009 – May 2012	Sammi Best	Social sciences software for computer lab	PTO fund-raising monies	PLC reports to principal EOC test scores
Action Step	Use Social Studies dept. meetings to analyze areas of student academic weakness to find ways to supplement specific standards in earlier grades.	October 2009 – May 2011	Brent Bogan	No additional resources required	None	Dept. meeting minutes to principal
Action Step	Monitor scope and sequence of standards being taught in US History through 6-weeks assessments based on state approved curriculum CFIs to be used to guide US History PLC meetings.	November 2009 – May 2011	PLC lead teachers	No additional resources required	None	EOC tests scores TVAAS Report for 2010
Action Step	Provide collaborative professional development time for US history teachers to address areas of strength and weakness in instructional sequence.	January 2010- May 2010	Tom Nolan	Substitute teachers for teachers' professional development sessions. 6 @ \$65	General fund – Vending machine profits, etc.	EOC test scores TVAAS Report for 2010
Action Step	To foster community support and increase academic performance, Initiate a "Green School" program at Riverdale, as research indicates that 92% of students perform higher if taught in an environmental framework.	Begin January 2010- ongoing	Hilary Hargrove Recycle Rutherford FADE TEEA	Training materials - \$300	General fund	EOC tests results compared with EE and non-EE students 2010 TVAAS

## GOAL 2 – Action Plan Development

**Template 4.1 – (Rubric Indicator 4.1)**

Revised DATE: \_\_\_\_10/12/08\_\_\_\_

Goal	Students with disabilities will improve academic performance in English and Algebra to reach the NCLB benchmarks of 93% and 83% respectively by 2010.
Which need(s) does this Goal address?	Academic performance in math by students with disabilities decreased to 70% proficient in 2008. SWD scored 90% in Reading/Language Arts plus Writing, slightly below the benchmark.
How is this Goal linked to the system's Five-Year Plan?	High Student Performance Quality Teachers, Administrators, and Staff Effective and Efficient Operation Healthy Students in Safe, Orderly, Caring School

**ACTION STEPS – Template 4.2 –**  
*(Rubric Indicator 4.2)*

**IMPLEMENTATION PLAN – Template 4.3 –** *(Rubric Indicator 4.3)*

		Timeline	Person(s) Responsible	Required Resources	Projected Cost & Funding Sources	Evaluation Strategy
Action Step	Use the Directed Studies period two times per week for students testing below proficient to work on math and English skills in the computer lab.	Begun in August 2008 – ongoing	Judy Sides Jeannie Williams, STS Angela Bryan, Kim Edwards - RFA	English and Math software for computer lab	No additional cost	Pretest at first of semester for competency Posttest at semester end Monitor and adjust based on test results Report card results
Action Step	Algebra I teachers will use differentiated instruction strategies and collaborative learning strategies in the classroom to meet the needs of all students.	Begin 8/08 and continue indefinitely	Gail Lewis Algebra I teachers In-service personnel	Resources provided by DI summer conference	Paid for by RCS	Include strategies in lesson plans Dept. meetings to discuss success of DI strategies Examination of EOC results, TVAAS/AYP data at year end.
Action Step	Enroll students scoring below proficient at the end of the first semester in an additional remediation course during the 2 <sup>nd</sup> semester.	8/08-5/09 repeat annually as needed	Algebra I teachers Freshman Academy teachers Judy Sides, admin.	No additional resources	No additional cost	Monitor practice test results during 1 <sup>st</sup> semester EOC tests
Action Step	Ensure that all new teachers are provided with curriculum standards and are mentored in high quality	Begin 08/09 - ongoing	Core Mentoring Team – Nancy Stewart, chair Mentoring Team	No additional resources	\$300 for materials and meetings – General Fund	Survey of new teachers before and after first year of mentoring

	instruction		Barbara Powers, RCS consultant			
Action Step	Use Professional Learning Communities to revise instruction and create formative and summative assessments.	Begin 09/07 - ongoing	Tom Nolan PLC lead teachers RCS district personnel	½ day in-service	Funded by district	Compare academic performance on PLC-created benchmark tests
Action Step	Initiate a "Green School" program at Riverdale based on research indicating that 92% of students taught in an environmental framework perform higher in academic core courses than other students	Begin January 2010-ongoing	Hilary Hargrove, environmental science teacher FADE organization	Training materials - \$300	General fund	EOC tests results for compared with SWD EE and non-EE students 2010 TVAAS

## GOAL 3 – Action Plan Development

<b>Template 4.1 – (Rubric Indicator 4.1)</b>		Revised DATE: ____10/09/09____				
Goal	Curriculum and instructional strategies in college preparatory classes will include more rigorous study and higher critical thinking skills in order to increase the college-readiness ranking of students by a minimum of 10% beginning with the 2011 graduating class.					
Which need(s) does this Goal address?	Only 51% of students were ranked as ready for college in the area of social sciences, only 32% were ready for college algebra and 23% were found ready for college biology.					
How is this Goal linked to the system's Five-Year Plan?	High Student Performance Quality Teachers, Administrators, and Staff Strong Family, Community, and Business Support Effective and Efficient Operation Healthy Students in Safe, Orderly, Caring School					
<b>ACTION STEPS – Template 4.2 – (Rubric Indicator 4.2)</b>		<b>IMPLEMENTATION PLAN – Template 4.3 – (Rubric Indicator 4.3)</b>				
		Timeline	Person(s) Responsible	Projected Cost(s) / Required Resources	Funding Sources	Evaluation Strategy
Action Step	Monitor scope and sequence of all core disciplines through a 6 weeks assessment based on state approved curriculum CFI results to be used to guide all disciplines' PLC meetings	November 2009-May 2010	PLC lead teachers	No additional resources needed	None	ACT School Results will determine effectiveness of action step.
Action Step	Professional Learning Communities will meet monthly to create formative benchmark assessments and establish new goals for instruction.	November 2009-May 2010	Tom Nolan PLC Lead teachers	No additional resources needed	None	ACT School Report
Action Step	Repetitive standards from grade level to grade level will be analyzed and revised in order to increase the number of standards which can be taught in a given year.	November 2009-November 2010	Grade level or subject lead teachers Dept. chairs Judy Sides	No additional resources needed	None	ACT School Report
Action Step	To improve critical thinking skills, an environmental education Green School initiative will begin at Riverdale to foster learning that can transform how students think, make decisions, and lead their lives.	January 2010-May 2011	Hilary Hargrove, EE teacher	Training materials - \$300	General fund	ACT School Report
Action Step	The EE Green School Initiative will partner with Recycle Rutherford to increase community and business collaboration.	November 2009-ongoing	Hilary Hargrove	Mimi Kiesling TDEC Recycle Rutherford Chamber of Commerce	None	Community/Parent Opinion Inventory

Action Step	School-mandated in-service session on incorporating Green School Initiative across the curriculum	January 2010-May 2010	Hilary Hargrove Nancy Stewart	No additional resources needed	None	Teacher Opinion Inventory
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# Guide for TSIPP Component 5

## The School Improvement Plan and Process Evaluation

### TEMPLATE 5.1: Process Evaluation

#### **(Evidence of Collaborative Process – Narrative response required)**

What evidence do we have that shows that a collaborative process was used throughout the entire planning process?

Riverdale’s school improvement process is successful as it involves all stakeholder groups and is a continuous evaluative program. The SIP process is uninterrupted, with monthly meetings of the School Leadership Team and data analysis as often as every 3-6 weeks in some cases, depending on the data source. The SLT operates on a rotating basis, with representatives from faculty, students, administration, parents, and the community. During the summer, the SLT chairperson works with the administrators to maintain consistent communication about school improvement needs.

#### **Evidence of Alignment of Data and Goals – Narrative response required**

What evidence do we have that proves alignment between our data and our goals?

TVAAS Value Added data indicates a negative school effect in US History EOC tests. Goal 1 of the SIP offers five action steps to address this need with both immediate and long term evaluation strategies in place.

Academic performance by students with disabilities needs improvement in the subject areas of English and Math. Goal 2 includes six action steps to address this need.

The ACT School Report for 2009 shows a significantly low percentage of students deemed ready for college, particularly in math, biology, and social sciences. Goal 3 addresses this concern with seven action steps, including the new Green School Initiative designed to help students learn in a hands-on setting with clear, relevant goals as to why they need to become lifelong learners.

#### **Evidence of Communication with All Stakeholders – Narrative response required**

What evidence do we have of our communication of the TSIPP to all stakeholders?

**Communication with stakeholders.** Riverdale is committed to continuing communication with all stakeholders. To do this, we utilize the following media:

- **Local newspapers** – *The Murfreesboro Post, The Daily News Journal, The Tennessean*
- **RCTV** – Rutherford County Television, Channel 19
- **Riverdale website** – A link to the SIP and a newsletter from the SLT chair is provided to the community
- **RTN (Riverdale Television Network)** – broadcasts awards and other news daily to students

**Evidence of Communication with All Stakeholders – Narrative response required**

and faculty. Also available on RHS website for parents and community to access

- **Parent/Community Opinion Inventories** – distributed at football game bi-annually
- **Newsletters to Parents** – distributed system-wide regarding immediate concerns such as health issues. Classroom orientation handouts at beginning of school year.
- **Membership in the School Leadership Team.** All stakeholder groups are represented on the SLT.

**Evidence of Alignment of Beliefs, Shared Vision, and Mission with Goals – Narrative response required**

What evidence do we have that shows our beliefs, shared vision and mission in Component 2 align with our goals in Component 4?

Because we believe that all students can learn and succeed and that it is our responsibility to provide a safe environment and educational opportunities for all students, our goals in our Action Plan are designed to reflect these beliefs. After examining assessment data, we concluded that Students with Disabilities, students in US History classes, and students preparing for post-secondary education need improvement in academic performance. To achieve this needed improvement, the School Leadership Team will initiate and examine curriculum and instruction to monitor the action steps in Component 4. The action steps also afford new educational opportunities with the Environmental Education Green School Initiative, a cross-curricular framework to reach students of the millennial generation. These students are technology-savvy, team players, competitive individuals who need to see the relevance in their classroom instruction with their personal lives and career choices. Incorporating the Green School Initiative directly relates to our Shared Vision in the following ways:

- Teaching them to succeed in a global environment
- Evaluating our curriculum to provide the very best learning opportunities, both academically and technologically, to make our students productive citizens
- Making each student part of the Riverdale community by encouraging socialization and a team spirit
- Encouraging them to strive for lifelong personal excellence by teaching critical thinking skills that are relevant to their success in post-secondary life choices.

**Evidence of Alignment of Action Steps with Curriculum, Instruction, Assessment and Organization – Narrative response required**

What evidence do we have that shows our action steps in Component 4 align with our analyses of the areas of curriculum, instruction, assessment and organization in Component 3?

**Our analysis of our curriculum yields the following challenges:**

**Professional Learning Communities must continue to raise the expectations of student learning through revision of curriculum and formative and summative assessments, emphasizing a curriculum that fosters critical thinking skills, analysis, and synthesis of**

**Evidence of Alignment of Action Steps with Curriculum, Instruction, Assessment and Organization – Narrative response required**

**information learned.**

Each of our goals includes utilizing PLC teams to evaluate curriculum and revise scope and sequence as needed.

**In addition, the curriculum should be made as relevant to Generation Y students as possible in order for them to make the connection between what they learn and why they need to learn it.**

The initiation of the Green School program bridges the gap for students between what they learn and why they need to learn it.

**A new Professional Learning Community, made up of middle and high school teachers, needs to be established to communicate curriculum expectations and foster an increased vertical alignment between the grade levels.**

Action steps in our goals create PLC time for implementation of a middle-high school PLC.

**Our analysis of our instruction yields the following challenges:**

**1) Keeping instruction data-driven**

All action steps are data-driven and include evaluation strategies.

**2) Training all teachers in strategies for multiple intelligences**

Monthly Professional Learning Communities are established for sharing teaching strategies. A mentoring program is in place to assist new teachers in instructional strategies.

**3) Finding new approaches for teaching students with disabilities**

Professional leave days are allocated for researching of best practices.

**4) Engaging students into the learning, teaching them the responsibility for their own lifelong learning potential.**

The initiation of the Green School program bridges the gap for students between what they learn and why they need to learn it.

**Our analysis of our assessment yields the following challenges:**

**1) The school will endeavor to find a time to train faculty in the use of disaggregated data.**

A mentoring program for new teachers includes assistance in locating data online and

**Evidence of Alignment of Action Steps with Curriculum, Instruction, Assessment and Organization – Narrative response required**

incorporating the data into appropriate classroom instruction.

**2) The calendar needs to be revised so that students not being tested can report to school later in the day**

The School Leadership Team chair will utilize the Teacher Advisory Council to request this action be taken.

**Our analysis of our organization yields the following challenges:**

**1) We will continue to support all of our students' academic pursuits.**

Steps are in place in our Action Plan to:

- Assist students with disabilities
- Bridge the gap between what students learn and why they have to learn it
- Incorporate more rigorous standards
- Emphasize critical thinking skills
- Prepare students for college
- Provide a significant school effect in all academic areas

**2) We will continue to stay engaged with the students' lives, including their hopes and dreams.**

We will strive to make all students ready for post-secondary education or the workplace with more rigorous standards and more emphasis on preparedness for lifelong learning and service through our Green School Initiative.

**3) We will maintain an organized, safe, caring environment for all students.**

We will create a cross-curricular emphasis on environmental literacy

**Suggestions for the Process – Narrative response required**

What suggestions do we have for improving our planning process?

Riverdale High School's planning process is strong. The School Leadership Team meets monthly to analyze the needs of curriculum instruction, assessment, and organization. A Data Coordinator position has been created within the SLT for the purpose of disseminating data to the School Leadership Team, using raw data, before the School Report Card is published. However, access to raw data is unavailable in some areas. For example, if a student is found not proficient in specific standards, the teacher does not have access to the test results to discover which standards the student missed. When this situation is multiplied by several students, the resulting data can be skewed, and the faculty and administration have no way to analyze where the curriculum and instruction broke down with these students. If we are truly to have no child left behind, this data needs to be available so that action steps can be created to immediately identify and address the deficiencies.

## TEMPLATE 5.2: Implementation Evaluation

*(Rubric Indicator 5.2)*

### **Evidence of Implementation – Narrative response required**

What is our plan to begin implementation of the action steps?

The persons responsible (as listed on the Action Plan) will initiate the steps per the timeline written. This will be done through faculty meetings, in-service sessions, Curriculum Committee meetings, and Professional Learning Community team meetings. All implementations will be monitored by the School Leadership Team.

### **Evidence of the Use of Data – Narrative response required**

What is the plan for the use of data?

As the data is reported to the Data Coordinator, it will be analyzed and disseminated to the School Leadership Team chair. The data will then be analyzed by the School Leadership Team against the action steps written in the SIP. Successes will be shared with stakeholders, and failures will be studied so that revisions in the Action Steps can be taken. We will continue to use not only the state data provided by mandated tests, but also the stakeholder opinion inventories and non-academic data such as attendance rate.

## TEMPLATE 5.3: Monitoring and Adjusting Evaluation

*(Rubric Indicator 5.3)*

### **Evidence of Monitoring Dates – Narrative response required**

What are the calendar dates (Nov/Dec and May/June) when the School Leadership Team will meet to sustain the Tennessee School Improvement Planning Process? Identify the person(s) responsible for monitoring and the role they will play in the monitoring process.

The School Leadership Team will meet each month, August through May, to sustain the SIP process. Agendas and minutes for these meetings are available by contacting the chair at [stewartn@rcschools.net](mailto:stewartn@rcschools.net). Additional duties of the chair of the School Leadership Team include:

- Notifying the members of upcoming meeting dates via e-mail and phone.
- Setting up the agendas for SLT meetings
- Conferring with Data Coordinator and Administrators regarding current and upcoming data reports
- Conferring with principal about SLT membership makeup
- Assigning stakeholders to Component sub-committees
- Organizing sub-committee tasks
- Compiling data from sub-committees into report for the School Leadership Team
- Editing and revising sub-committee reports
- Monitoring the action plan steps and reporting successes and failures to SLT

**Evidence of a Process for Monitoring Plan – Narrative response required**

What will be the process that the School Leadership Team will use to review the analysis of the data from the assessments and determine if adjustments need to be made in our plan?

The process by which the data is monitored is as follows:

- Data is distributed to district coordinator, Don Odom
- Data is disseminated by Odom to principals
- Principal shares data with School Leadership Team Chair and SLT Data Coordinator
- Data Coordinator analyzes data and shares results with SLT chair
- SLT Chair disseminates data findings to School Leadership Team
- School Leadership Team recommends actions to be taken based on data findings

**Evidence of a Process for Adjusting Plan – Narrative response required**

What will be the process that the School Leadership Team will use for adjusting our plan (person(s) responsible, timeline, actions steps, resources, evaluation strategies) when needed?

When the School Leadership Team receives data indicating successes or failures of action steps, each area of the action step will be evaluated, including person(s) responsible, timeline, resources, and evaluation strategies. If an area of concern is found in any of these areas, steps will be taken to either eliminate the step; amend the step; extend or shorten the timeline; look for additional, more meaningful evaluation strategies; find additional resources and funding; or change the person(s) responsible for implementing the action.

**Evidence of a Plan for Communicating to All Stakeholders – Narrative response required**

How will the School Leadership Team communicate success/adjustments of the plan to stakeholders and solicit ongoing input from stakeholders?

The School Leadership Team will communicate successes and adjustments to the plan through the following media:

- School website [www.rhs.rcs.k12.tn.us](http://www.rhs.rcs.k12.tn.us) home page with a School Improvement link to a newsletter and a complete PDF file of the SIP
- Television interviews at televised school events (CSS High School Football)
- Newspaper and radio
- Community events such as athletic events, fine arts performances

To solicit ongoing input from stakeholders, the School Leadership team will utilize the following:

- The School Leadership Team will maintain membership that includes all stakeholder groups.
- Bi-annual student, parent, teacher, and community school opinion inventories will be conducted.
- Offer a link for feedback directly to the School Leadership Team chair on the school website