

W. H. Oliver Middle School

**Tennessee School Improvement Plan
2006-07**



**Karen Allen Lefkovitz
Principal**

Tennessee School Improvement Plan

William Henry Oliver Middle School
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Karen Allen Lefkovitz
Principal

Lesley Jones
Assistant Principal

School Year 2006-2007

COMPONENT 1 – SCHOOL PROFILE AND COLLABORATIVE PROCESS

A. SCHOOL IMPROVEMENT TEAM MEMBERS’ NAMES

The **list** of the Tennessee School Improvement Plan (TSIP) Committee members verifies that:

1. The Tennessee School Improvement Plan Committee was formed in accordance with state regulations and that TSIP members and the composition of the TSIP meet the requirements of the Tennessee School Improvement Plan.
2. The TSIP Committees have participated in planning the School Tennessee School Improvement Plan.
3. The Plan includes all the required components of the Tennessee School Improvement Plan.

1.1 SIP Leadership Team Composition

SIP Leadership Team Member Name	Leadership Chair? (Y/N)	Position	Name of Subcommittee(s) (when applicable)
Karen Lefkovitz	Yes	Principal	Component 5
Lesley Jones	No	Assistant Principal	Component 4
Ramonia Bledsoe	No	6 th Grade Teacher	Component 4
Cassandral Cambric	No	5 th Grade Teacher	Component 1
David Clark	No	8 th Grade Teacher	Component 2
Connie Connelly	No	7 th Grade Teacher	Component 2
Cathryn Ellen	No	Librarian	Component 6
Shannon Gordon	No	6 th Grade Teacher	Component 4
Kim Hawtin	No	8 th Grade Teacher	Component 3
Leslie Kruse	No	5 th Grade Teacher	Component 5
Mrs. Rachel Patterson	No	Secretary/Bookkeeper	Component 2
Carol Percy	No	Counselor	Component 6
Susan Waters	No	Band Director	Component 2
Shirley Williams	No	7/8 th Grade Teacher	Component 2

1.2 Subcommittee Formation and Operation

Component 1 School Profile and Collaborative Process

Member Name	Position	Chair
Ms. Cassandral Cambric	5 th Grade Teacher	Yes
Miss Amy Carlson	5 th Grade Teacher	
Mr. Tim Clayton	5 th Grade Teacher	
Mr. Carl Lane	7 th Grade Teacher	
Mrs. Delores McCreery	5 th Grade Teacher	
Mrs. Nancy Young	Secretary	

Component 1 Subcommittee has met and minutes are on file

Yes

No

Subcommittee 1 Chair Signature

Component 2 Belief, Mission and Vision

Member Name	Position	Chair
Mr. David Clark	8 th Grade Teacher	
Ms. Connie Connelly	7 th Grade Teacher	Yes
Miss Andrea McCullough	7/8 th Grade Teacher	
Mrs. Shirley Williams	7/8 th Grade Teacher	
Mrs. Susan Waters	Band Director	
Mrs. Rachel Patterson	Secretary/Bookkeeper	
Mrs. Debbie Koon	Parent	
Mrs. Jenny Bloom	Parent	
Mrs. Jaquita Lewis	Parent	

Component 2 Subcommittee has met and minutes are on file

Yes

No

Subcommittee 2 Chair Signature

Component 3 Academic and Non-Academic Data Analysis

Member Name	Position	Chair
Mr. Kevin Dawson	7 th Grade Teacher	
Mrs. Teresa Cayeros	7 th Grade Teacher	
Mrs. Kim Hawtin	8 th Grade Teacher	Yes
Ms. Kelly McKinney	7 th Grade Teacher	
Mrs. Emily Medlock	8 th Grade Teacher	
Mary Morrow	Student	
Chris Hanna	Student	
Marshall Lange	Student	
Cody Bouaphachanh	Student	
David Lam	Student	
Kristen Koon	Student	
Desmond Lewis	Student	
Brent Klopfer	Student	
Jamie Thompson	Student	
Chris Vergatos	Student	

Component 3 Subcommittee has met and minutes are on file

Yes <input type="checkbox"/>	No <input type="checkbox"/>
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Subcommittee 3 Chair Signature

Component 4 Curricular, Instructional, Assessment, and Organizational Effectiveness

Member Name	Position	Chair
Mrs. Ramonia Bledsoe	6 th Grade Teacher	Yes
Mrs. Shannon Gordon	6 th Grade Teacher	
Mr. Dwight Horton	Computer Teacher 5-8	
Ms. Lesley Jones	Assistant Principal	
Mrs. Christine Long	Parent	

Component 4 Subcommittee has met and minutes are on file

Yes <input type="checkbox"/>	No <input type="checkbox"/>
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Subcommittee 4 Chair Signature

Component 5 Action Plan Development

Member Name	Position	Chair
Erika Coleman	5 th Grade Teacher	
Mrs. Ellie Gordon	6 th Grade Teacher	
Leslie Kruse	5 th Grade Teacher	Yes
Sue LaClair	5/6th Grade Teacher	
Mrs. Karen Lefkovitz	Principal	
Dr. Charlotte Thorn	6 th Grade Teacher	
Mr. Jack Sayles	PTA Board Member/Parent	
Mr. Mark Arnett	Campus Supervisor	

Component 5 Subcommittee has met and minutes are on file

Yes <input type="checkbox"/>	No <input type="checkbox"/>
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Subcommittee 5 Chair Signature

Component 6 The School Improvement Plan and Process

Member Name	Position	Chair
Mrs. Karen Lefkovitz	Principal	
Mrs. Julie Delgado	6 th Grade Teacher	
Miss Andre Douglas	6 th Grade Teacher	
Ms. Cathryn Ellen	Library Media Specialist	Yes
Ms. Carol Percy	School Counselor	
Ms. Charlotte Wright	Physical Education Teacher	

Component 6 Subcommittee has met and minutes are on file

Yes <input type="checkbox"/>	No <input type="checkbox"/>
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Subcommittee 6 Chair Signature

B. SCHOOL AND COMMUNITY DATA

Introduction

William Henry Oliver Middle School is committed to its mission to instill good citizenship and for all students to meet or exceed proficiency of all appropriate state standards in a safe and nurturing environment. In addition to providing knowledge in the four basic content areas, students will be introduced to art, physical education, and computers. All students will develop skills necessary to become successful high school students and be able to function in society with self-respect and respect for others. An overview of student performance data, student and community demographics, and school characteristics is provided in this section of the School Improvement Plan.

William Henry Oliver Middle School opened its doors in August 2004 and was named for William Henry Oliver, a teacher, assistant principal, principal, and superintendent in the Nashville City School System. The school opened with only 12 classrooms completed and the remainder of the building a hard hat construction area. The 5th grade students were housed in classrooms in nearby Shayne Elementary School. A science lab served as a make shift cafeteria serving area and a small collection of reference books on a rolling cart served as the library. In September 2004 the fifth grade classes were able to move into the building as the second floor classrooms were completed. On October 28, 2004 the new building was dedicated and the library wing was opened to students. The building was finally completed in January 2005 with the opening of the gymnasium. The new facility is a multi-wing, flat roofed brick structure which houses fifth and sixth grade students in 13 classrooms on the first floor. Seventh and eighth grade students are housed in 14 classrooms on the second floor. Special classrooms house related arts programs such as art, band, and computer. The gymnasium area has facilities for athletic teams and physical education classes. The property contains a designated athletic field for football and soccer.

Safety and security of all students and staff is an important part of the daily operation at Oliver Middle School. The building is well maintained by a five member custodial staff. A well defined safety plan explains procedures for emergency or other special situations. Each staff member is given an updated Safety Folder each year. Classroom teachers maintain current class rosters and security lockdown/lockout drills are conducted eight times a year. Fire drills are held once a month and tornado drills are held twice yearly as directed by law. All entrances are locked during the school day and visitors must gain access through a door that is unlocked remotely from the main office. Security cameras monitor the hallways, cafeteria, gymnasium, and entrances to ensure the safety of our students.

1.3 Collection of Demographic Data and Analysis

Student Performance Data

State Measures: All students at Oliver Middle School are required to participate in statewide assessments in Reading, Language Arts, and Mathematics. The students at Oliver Middle have

scored above the state standards and exceeded the NCLB targets in all three areas for the past two years (2004-2006).

The End of Course testing summary for 2004-05 shows that of 29 students enrolled in Algebra I, 28 scored proficient (97%) with 66% scoring at the advanced level. In 2005-06, of 36 students enrolled in Algebra I, 35 scored proficient on the Algebra I Gateway exam for a 97% proficiency rate and 64% scoring at the advanced level. Physical Science end of course testing for 2005-06 posted a significant increase from 76% proficiency (20% scoring at the advanced level) in 2004-05 to 100% (70% scoring at the advanced level) in 2005-06. The number of students scoring proficient on the Spanish end of course test increased from 94% in 2004-05 to 100% in 2005-06.

The scores on the TCAP Writing Assessment have consistently increased from 82.9% in 2005 to 89.8% in 2006. The percentage of fifth graders scoring competent (4 or above) was 91% in 2006 and 89% of eighth graders scored at the competent level in 2006.

School-based Performance Measures: Oliver Middle School has developed a performance based assessment system in the following areas of learning: Language Arts/Reading, Mathematics, Science, and Social Studies. Also included in this assessment system is a Related Arts program that consists of Art, Computers, and Physical Education. Pre and post tests are developed by the faculty to assure students are placed correctly in courses such as Advanced Language Arts, Reading, Pre-Algebra, Algebra I, Physical Science, and Spanish, and are also used to assess student progress throughout the year. ThinkLink assessments are used two to three times a year to assess student progress toward mastery of content standards in Language Arts, Reading, and Mathematics. Language! program provides benchmark testing for fluency and reading comprehension in struggling readers. The District Reading Initiative implemented in 2005-06 provides assessments to assure correct placement in Reading in grades 5-8. State Writing assessments are given to students in grades five and eight. Metropolitan Nashville Public Schools offers a district writing assessment to students in grade seven in preparation for the TCAP writing assessment required in grade eight. Math problem solving assessments are given to students in grades 5-6 and scored by teachers across the district. These provide an assessment of student learning as well a teaching tool.

Although OMS is only two years old, students consistently score at or above all academic targets for NCLB and the District. There is still room for improvement for certain subgroups. Teachers explore the use of data to make decisions that will continue to drive Oliver Middle School to exemplary academic status.

Additional Student Performance Indicators: The attendance rate at Oliver Middle School has shown a slight increase over the past two years from 95.6% in 2004-05 to 96.4% in 2005-06. The percent of students in attendance 95% of the time increased dramatically from 63.7% in 2004-05 to 72.7% in 2005-06. The mobility rate of students decreased from 43.1% in 2004-05 to 35.0% in 2005-06.

The percent of students suspended out of school decreased from 26.3% during 2004-05 to 18.2% in 2005-06. There were 175 incidents of suspension involving 86 students during 2004-

05. Gender/Ethnicity statistics show that of the 86 students, 56 were males and 30 were female. Of that number, there were 60 blacks, 25 whites, including Middle Eastern students, and one other. Of the 175 incidents of suspension, 120 involved males and 55 involved female students. There were 132 black students involved, 42 white students and one other. The 2005-06 school year saw a decrease in the incidents of out of school suspension from 175 to 147 with 78 students involved. Of this number, 57 were males and 21 were females. The ethnicity of the students involved in these incidents were 56 black students, 17 white students, including middle eastern students, and five from other ethnic backgrounds. Of the 147 incidents, there were 109 black students involved, 33 white students, and five other students. The incidents of out of school suspensions per student decreased from 0.54 in 2004-05 to 0.34 in 2005-06. The students involved in these incidents represents 26% of the population in 2004-05 and 18% of the population in 2005-06.

Student Characteristics

The school opened with an enrollment of 327 students in grades five through eight and enrollment has increased steadily since 2004. To provide continuity, students in grades 6-8 were allowed the option of staying at their presently assigned school or coming to Oliver for 2004-05. This accounted for the low enrollment during our opening year as a majority of students in grades 7-8 exercised this option. Early, but not final data for 2006-07, shows the total school enrollment for Oliver Middle School is 520 students with 48.7% female and 51.3% male. Ethnically, the students are 39.2% white, including middle eastern students, 47.3% black, 7.7% Asian, 5.4% Hispanic, 0.2% Native American, and 0.2% Native Hawaiian. The enrollment has seen a steady increase since the school opened in August 2004. Enrollment data shows an enrollment of 327 for 2004-05 with 47.4% female and 52.6% male. In 2005-06 there was a increase in total enrollment to 429 students with 49% female and 51% male. The ethnic background of these students remained steady with 43.1% white students in 2004-05 and 43.4% in 2005-06. The African American population decreased from 45.3% in 2004-05 to 45% in 2005-06. The Asian population was 6.7% in 2004-05 and 6.8% in 2005-06 and the Hispanic population remained steady at 4.9% for the two year period from 2004-2006. Approximately 8.2% of the student population receives Special Education services, a decrease from 2004-05 (12.5%).

School Characteristics

Oliver Middle School offers a full curriculum for its students in Language Arts, Mathematics, Science, and Social Studies. Advanced classes in Reading, Language Arts, and Mathematics are offered to students in grades 5-6. Pre-Algebra is offered in grades 6-8 in preparation for Algebra I, as well as 6th and 7th grade Mathematics. In 2006-07, Geometry was added to the curriculum as a high school credit class for eighth grade students. The Master Schedule allows for Language! classes which are designed to improve student achievement in Reading. This program targets students in 5th grades who have a CRT score below 475 on the Reading/Language Arts portion of the TCAP test, 6th graders who score below 480, and 7th/8th graders who have a CRT score below 492. Spanish is offered to 7th graders as an elective and to 8th graders for high school credit. Algebra I, Physical Science, and Geometry are also offered to 8th graders for high school credit. A Related Arts program introduces students to Art

and Computers. Students may elect to take instrumental music in band. All students at Oliver Middle School participate in Physical Education.

The school day begins at 8:45 a.m. with a 15 minute homeroom period and six class periods. Lunch is served during third period for seventh and eighth graders and fourth period for fifth and sixth graders. The students are served during three main segments each period for thirty minutes each. It is traditional at Oliver Middle School to use a bell system to signal the beginning and ending of the school day and the changing of the class periods. The students have five minutes between classes and are dismissed at 3:45 p.m. each day.

The curriculum offered at Oliver Middle School encourages academic excellence and athletic achievement. Advanced classes in Language Arts and Mathematics are offered to students in grades 5-8. Advanced classes in Reading are offered to students in grades 5-6. Oliver Middle offers the District reading intervention program, Language!, to qualifying students. Algebra I, Geometry, Physical Science, and Spanish are offered for high school credit. The curriculum is in accordance with the objectives set by the state and aligned with District content standards. The School Resource officer provides training programs in G.R.E.A.T. (Gang Resistance Education and Training) and DARE (Drug Abuse Resistance Education) to fifth and sixth graders to increase awareness and resist pressures that influence them to experiment with drugs or get involved with gangs and violence. School counselors schedule monthly classroom lessons on topics such as bullying, careers, decision making, and character education.

The number of students receiving Special Education services has decreased from 12.5% in 2004-05 to 8.2% in 2005-06. Resource classes in Language Arts, Language!, and Math are offered at Oliver. At present, there are no MIP-Conduct, MIP-Fragile, or Life Skills classes offered at Oliver. Currently there is no English Language Learner program in the Oliver Middle School curriculum. Students in the Oliver Middle School zone who need ELL services attend school at McMurray Middle School. The program at McMurray Middle School serves all ELL students in the Overton High School Cluster and transportation is provided by the district.

Clubs and other organizations play an active role at Oliver Middle. Students may choose to participate in the following clubs and organizations: Fellowship of Christian Athletes, Yearbook Staff, Drama Club, Men of Distinction, and Women of Worth. Men of Distinction and Women of Worth are organizations for young men and women designed to develop them for a successful and productive future. Oliver Middle also enjoys an active Student Council. Students from each grade level homeroom are represented. The Student Council sponsors such activities as a canned food drive for Second Harvest Food Bank and Pennies for Patients to benefit the Leukemia Society.

At Oliver Middle School, academic assemblies are held each semester in which students are recognized for good citizenship, honor rolls, and perfect attendance. Students from OMS have participated in the National Junior Young Leaders Conference in Washington D. C., Metro Spelling Bee, and the Metro Social Studies Fair. Students have been recognized for their artistic abilities and during the 2005-06 school year, a student's art work was selected to be

placed on the Interstate Highway System National Poster. Students are also selected for participation in the Duke University Talent Search Program based on test scores and national stanines. Oliver Middle School is known for its award winning band program. These students participate in many competitions and receive superior ratings. The OMS Band received the Tennessee Bandmasters Sweepstakes Award for their outstanding performances during 2005-06. During the 2006-07 school year, the OMS Advanced Band performed for the opening general session of the National Middle School Association Conference at Opryland Hotel.

Oliver Middle School has a developing Athletic program. OMS has offered boys and girls basketball since its opening in 2004-05. Volleyball was added in 2005-06 and football, boys and girls soccer, and wrestling were added to athletic program in 2006-07. Female students in grades 7-8 may participate in Cheerleading for football and basketball. The mascot for Oliver Middle School is the Bulldog. This was chosen by nomination and vote of prospective students from Granbery Elementary School and Croft Middle School in the spring of 2004. Our school colors are purple, red, and white, chosen because of the color scheme of the new school building.

YMCA Fun Company provides before and after school care to our students. Wal-Mart has been a PENCIL partner of the school since 2005 and in 2006, OMS entered into a partnership with Publix located on Concord Road in southeast Davidson County.

Staff Characteristics

Forty-nine people are on staff at Oliver Middle School. 67.3% are certificated personnel consisting of 28 classroom teachers, two guidance counselors, one library media specialist, an Assistant Principal, and a Principal. Of the professional personnel, 33.4% hold Bachelor's degrees, 60.6% hold Master's degrees, 3% hold Education Specialists degrees, and 3% hold a doctoral degree.

Eighteen percent of the faculty have more than 21 years in the teaching profession, 27.3% have between 10 and 21 years, 42.4% have between 4 and 9 years, and 12.2% have less than three years in the profession. The teaching staff is predominately female with 84.8% female and 15.2% male. The faculty is 69.7% white, 27.3% black, and 3% Hispanic. The school is presently not accredited by Southern Association of Colleges and Schools.

Support personnel make up 32.7% of the staff. The support staff consists of two full time secretaries, a part time guidance clerk, a library clerk, one ISS monitor, two Campus Supervisors, the cafeteria manager and workers, and a five member custodial staff. Oliver Middle School has one School Resource Officer (SRO) provided by the Metropolitan Nashville Police Department.

Oliver Middle is fortunate to have the services of a Social Worker and an Attendance Officer provided by the district. Other itinerant personnel include a psychologist, a consulting special education teacher, a data support technician, a technology support technician, and a technology teacher resource manager.

Parent/Guardian Demographics

The students of Oliver Middle School are residents of a suburban area with a population of 19,393. The area enjoys a healthy employment rate of 97.7%, leaving only 2.3% unemployed. Household income in this area shows 58.9% of the residents have income levels above \$50,000 and 13.9% with a household income less than \$25,000. Statistics for this suburban community show only 25.2% of single parent households with children. The education level of residents 25 years of age and older shows 20.7% as high school graduates or less, 28.6% with some college, up to an associate's degree, and 50.7% of the residents have obtained higher than an associates degree. The percentage of students receiving free and reduced lunches decreased slightly from 48.6% in 2004-05 to 46.4% in 2005-06. Early data for 2006-07 shows 44.2% of the students receiving free and reduced lunches. Children aged 10-14 make up the student population.

Community Characteristics

W. H. Oliver Middle School is a suburban middle school located at 6211 Nolensville Road, in southeastern Davidson County on 27.73 acres of land. Oliver Middle School shares this property with May Werthan Shayne Elementary School. The students of Oliver Middle School are residents of an urban community of over 500,000.

Oliver Middle School is part of the Overton High School cluster. Students come to Oliver from Shayne and Granbery Elementary Schools. During the 2005-06 school year the school was designated for Open Enrollment to any student in the district and we received students from Antioch Middle School, Apollo Middle, and Margaret Allen Middle Schools.

Communication with parents is excellent, but still needs to improve in certain areas. The PTA is the official parent, teacher, and community organization and officers are elected and subcommittees established. The bylaws of the PTA are published and distributed at the beginning of each school year. The PTA is very active at Oliver Middle, providing meals each six weeks for the faculty, instructional supplies for classrooms, and athletic equipment. Parents are supportive of the effort of students toward excellence in both academics and extracurricular activities.

COMPONENT 2 – BELIEFS, MISSION, and VALUES

2.1 Collaborative Process

The Component 2 Subcommittee consisting of grade level representatives, parent representatives, and student representatives met to review the mission, vision, and belief statements of W. H. Oliver Middle School. The committee received input from non-committee parents and students who had the opportunity to read the statements and offer suggestions for revision. The final work of the committee was reviewed by the administrators, faculty, support staff, parents, and students for approval.

2.2 Clarity of Beliefs

The statements were reviewed at a meeting of the Component 2 committee in order to ensure the Belief Statements were clear and easily understood. Input from non-committee parents, students, and staff were reviewed. When the school opened in 2004, the small group of teachers, and parents who comprised the PTA Executive Board, were eager to establish fundamental beliefs and a mission statement that would be the guiding direction for our new school. Each year the belief statements are reviewed according to state rubrics and revised as necessary. It was the consensus of the committee that the Belief Statements were clearly stated and easily understood by all.

2.3 Comprehensive Belief Statements

At W. H. Oliver Middle School we believe:

- All children can learn;
- Parents plan an essential part in their child's education;
- All stakeholders should be involved in decision making and policy development for our school;
- We should provide a safe and secure learning environment to ensure student success;
- We should develop and maintain high academic standards for all students;
- There is a positive correlation between student learning and attendance in school;
- Continual assessments should be used to design instruction.

2.4 Clarity of Mission Statement/Focus on Student Success

MISSION STATEMENT:

It is the mission of the educators and parents of William Henry Oliver Middle School to instill good citizenship and provide a safe nurturing environment for all students in which they will acquire the knowledge and skills to meet or exceed proficiency on all appropriate state standards for their grade level.

2.5 Clarity of Vision/Focus on School Success

VISION STATEMENT:

It is the vision of William Henry Oliver Middle School to become the middle school of choice in the Overton Cluster by providing a rigorous curriculum to promote academic excellence.

MNPS Strategic Directives:

1. Maximize each and every student's learning and eliminate achievement disparities that exist among different student groups.
2. Provide a safe/secure and nurturing environment.
3. Manage fiscal and physical resources to get the most effective uses of the dollars available.
4. Strengthen parental/community ownership of the school system and their commitment to its success.
5. Value and respect the diversity in our schools and community.
6. Earn the trust and confidence of stakeholders through timely two-way channels of communication.
7. Govern and manage the school system by focusing on results.
8. Attract, train, and retain a highly qualified staff.

COMPONENT 3 – ACADEMIC AND NON ACADEMIC DATA ANALYSIS

3.1 Variety of Academic and Non-Academic Assessment Measures

Metropolitan Nashville Public Schools developed academic content standards to maximize instructional effectiveness and learning for every student. These content standards in Reading, Writing, Listening and Speaking, Language Arts, Mathematics, Science, Social Studies, Technology, Foreign Language, and Visual and Performing Arts are being used in our curriculum at Oliver Middle School. These standards form the basis for determination of areas of strength and need as outlined in the section of the School Improvement Plan.

In order to measure the academic and non-academic success of W.H. Oliver Middle School, administration and staff use a variety of assessment measures. Class work, class projects, homework, chapter tests, laboratory experiments are some examples of individual classroom assessments used by teachers along with the following sources of data. These include, but are not limited to:

- District School Profile Report
- State Report Card Data Disaggregation-NCLB
- ThinkLink Data Disaggregation
- Non-Academic Data-Attendance and Discipline
- Terra Nova Achievement test scores
- Terra Nova Writing test scores
- District Writing and Math Problem Solving Assessments
- End of Course Assessments (for high school credit):
 - Algebra I Gateway
 - Spanish I
 - Physical Science.
- District School Climate Surveys: Parents Surveys, Teacher Surveys, and Student Surveys

3.2 Data Collection and Analysis

This data collection is based on very limited sources of data as William Henry Oliver Middle School has only been in existence for two years since the fall of 2004. The principals and guidance counselors receive and review TCAP Achievement Performance Levels in grades 5-8 as well as District End-of Course assessments and District School Climate Surveys. They also review the District School Profile Report for W. H. Oliver. This report reviews the disaggregated data for school demographic information, community demographic information, and academic information. Non-academic information provided in this report shows the D and F letter grade distribution among students, percent of free and reduced lunch participants, the number of students in attendance 95% of the time as well as the overall school attendance rate. Data is also reviewed from a District school climate survey addressing school climate, safety and security, expectations of administration and teachers, and the learning environment.

The TCAP Achievement Test data is reviewed by the administration and shared with teachers during the first six weeks of school. Teachers use TCAP data to implement improvements in their

curriculum and teaching methods. Faculty meetings take place at least once a month to make improvements in teaching practices. Team grade level meetings take place once a week to communicate with the grade level team of teachers a variety of academic and non-academic concerns. ThinkLink tests are administered in all Language Arts and Reading classes a minimum of two times per year. This data is shared and discussed with all teachers at faculty meetings and grade level meetings. Teachers then share this data with individual students. Individual student TCAP data sheets are prepared by teachers for their homeroom students. This information shows the Reporting Category Performance Indicators (RCPI) for each subtest on the TCAP and is used to individualize instruction as needed. Student performance data is analyzed from all sources throughout the year to determine strengths and weaknesses of our instructional program and organization.

The District End-of-Course Assessment data was analyzed with positive results. The percentage of students proficient in Physical Science increased from 76% in 2004-2005 to 100% in 2005-2006 (24%). The percentage of students proficient in Spanish increased 6% from 94% in 2004-2005 to 100% in 2005-2006. The percentage of students proficient on the Algebra I Gateway Exam held steady at 97% in both 2004-2005 and 2005-2006. This data indicates that the students of W.H. Oliver Middle School were highly successful on the District End-of Course Assessments.

In reviewing the Academic Information for W.H. Oliver Middle School, the percentage of students promoted increased from 97.9% in 2004-2005 to 98.8% in 2005-2006 (0.9%) In analyzing the letter grade distribution, the number of D's decreased from 10.3% in 2004-2005 to 10.2 % in 2005-2006 (0.1%) and the number of F's decreased from 11.0% in 2004-2005 to 7.4% in 2005-2006 (03.6%).

The percentage of students in grades five and eight scoring competent on the TCAP Writing Assessment increased 6.9% from 82.9% in 2004-05 to 89.8% in 2005-06. The District provides a writing assessment to students in grades four and seven in preparation for the state assessment in grades five and eight. The seventh grade students scoring competent on the District Writing Assessment increase from 39.5% in 2004-05 to 44.9% in 2005-06, an increase of 5.4%.

In reviewing the non-academic data for W.H. Oliver Middle School, the percentage of school attendance increased from 95.6% in 2004-2005 to 96.4% in 2005-2006 (0.8%). The mobility rate (entries and exits after the second week in school as a percent of the enrollment) decreased 8.1% from 43.1% in 2004-05 to 35% in 2005-06.

A review of the discipline data for the past two years shows that the percent of students suspended out of school decreased 8.1% from 26.3% in 2004-05 to 18.2% in 2005-06. In 2004-05, there were 86 students suspended out of school, 56 males, 30 females, 60 Black, 25 White, and one student identified as other. The number of student suspended out of school during 2005-06 is 78, 57 males, 21 females, 56 black, 17 white, and 5 students listed as other.

The incidents of out of school suspensions per student decreased from 0.54 in 2004-05 to 0.34 in 2005-06. In 2004-05, there were 175 incidents with 120 male, 55 female, 132 black, 42

white, and one student identified as other. The incidents of out of school suspensions decreased from 175 to 147 in 2005-06. Of the 147 incidents, 117 involved males, 30 females, 109 black, 33 white, and 5 students listed as other.

In 2005-06, the Leadership team continued its review of the discipline data and revised a plan to be implemented school wide. A team of teachers participated in a No Bullying workshop during the summer of 2005 and a student pledge was written and recited daily to remind students to do their best to listen, learn, and not contribute to violence. Teachers are being trained in COMP (Classroom Organization and Management Program) through district professional development staff. Trainers from this program continue to follow up with teachers throughout the year.

In reviewing the 2005- 2006 data, several strengths were identified. W.H. Oliver students have met the targets in Reading and Language Arts (91%) and Mathematics (87%) for No Child Left Behind (NCLB). They also have a strong attendance (96.4%) and promotion rate (98.8%). The W.H. Oliver students have shown an increase in proficiency on the End-of-Course Assessments for Physical Science from 76% to 100%, Spanish proficiency increased from 94% to 100%, and Algebra I Gateway remained steady at 97% proficiency.

In reviewing the 2005-2006 data several needs should be addressed. The achievement gap must be monitored and lessened between students with disabilities and ethnic subgroups. Instructional strategies need to be developed and implement to address students scoring below proficient in all areas, with special attention to Science and Social Studies in grades 5-8.

3.3 Report Card Data Disaggregation

W.H. Oliver Middle School met the requirements for No Child Left Behind (NCLB) Adequate Yearly Progress (AYP) according to the 2005 Sate of Tennessee Davidson County Report Card.

It is important to note at this time that although students are placed in an ELL subgroup, these students have all achieved FEP (Fluent English Proficiency) status. There are no children at Oliver Middle who currently qualify for ELL services.

In Reading /Language Arts, W.H. Oliver Middle achieved 91.4% proficient for 2005-2006. This was an increase of 2.7% proficiency from the 2004-2005 school year. The 2005 Report Card data shows the proficiency rates among subgroups as follows: Female (94.7%), Male (88.2%), Asian (100%) , Black (84.5%), Hispanic (100%), White (96.2%) , FRL Participants (86.5%), Students with Disabilities (63.6%), and ELL (91.7%).

In analyzing the Academic Information from the District School Profile report for W.H. Oliver Middle , 89.8 % of students were competent on the TCAP Writing Assessment, a significant increase (6.9%) from 2004-05 and 44.9% competent on the District Writing Assessment, posting a gain of 5.4% from 2004-05.

READING/LANGUAGE ARTS

	% Prof/Adv 2006	% Prof/Adv 2006	Change (%)
All	88.7%	91.4%	+2.7%
Female	91%	94.7%	+3.7%
Male	86.5%	88.2%	+1.7%
Asian	100%	100%	n/c
Black	82.3%	84.5%	+2.2%
Hispanic	93.8%	100%	+6.2%
White	93%	96.2%	+3.2%
FRL	81.6%	86.5%	+4.9%
SWD	56.8%	63.6%	+6.8%
ELL	86.4%	91.7%	+5.3%

In comparing the Reading/Language data in the student population subgroups by gender Female students increased 3.7% from 91.0% proficient in 2004-2005 to 94.7% proficient in 2005-2006. Male students increased 1.7% from 86.5% proficient in 2004-2005 to 88.2% proficient in 2005-2006. In comparing the Reading/Language data in the student population by subgroups, Asian students received 100% proficient in both 2004-2005 and 2005-2006. Black students increased from 82.3% proficient in 2004-2005 to 84.5% proficient in 2005-2006 which is a 2.2% increase. Hispanic students had the largest increase of 6.2% from 93.8 % proficient in 2004-2005 to 100% proficient in 2005-2006. White students increased from 93.0% proficient in 2004-2005 to 96.2% proficient in 2005-2006, a 3.2% increase. FRL Participants increased 4.9% from 81.6% proficient in 2004-2005 to 86.5% proficient in 2005-2006. Students with disabilities increased 6.8% from 56.8% proficient in 2004-2005 to 63.6% proficient in 2005-2006. ELL students increased from 86.4% proficient in 2004-2005 to 91.7% proficient in 2005-2006, a 5.3% increase. It is significant to note that in Reading/ Language Arts all subgroups showed an increase in proficiency. In comparing the performance level of student groups by grade level in Reading/Language, the 5th grade students were 93% proficient (2% higher than the state). The 6th grade students were 90% proficient (2% higher than the state). The 7th grade students were 92% proficient (equal to the state). The 8th grade students were 92% proficient (3% higher than the state).

MATHEMATICS

	% Prof/Adv 2006	% Prof/Adv 2006	Change (%)
All	86.5%	87.0%	+0.5%
Female	87.8%	88.5%	+0.7%
Male	85.4%	85.5%	+0.1%
Asian	100%	96.7%	-3.3%
Black	78.9%	78.8%	-0.1%
Hispanic	100%	90.5%	-9.5%
White	90.8%	93.5%	+2.7%
FRL	76.6%	79.0%	+2.4%
SWD	48.6%	42.4%	-6.2%
ELL	95.5%	75.0%	-20.5%

In Mathematics, W.H. Oliver achieved 87.0% proficient for 2005-2006. This was an increase of 0.5% from the 2004-2005 school year. In disaggregating the Report Card data, the subgroups scored the following in mathematics: Female 88.5% proficient, Male 85.5% proficient, Asian 96.7% proficient, Black 78.8% proficient, Hispanic 90.5% proficient, White 93.5% proficient, FRL Participants 79.0% proficient, Students with disabilities 42.4% proficient, and ELL 75.0% proficient.

In comparing the Mathematics data in the student population subgroups by gender, Female students increased 0.7% from 87.8% proficient in 2004-2005 to 88.5% proficient in 2005-2006. Male students increased 0.1% from 85.4% proficient in 2004-2005 to 85.5% proficient in 2005-2006. There was not a significant difference in the gains made by male and female students. In comparing the Mathematics data in the student population by subgroup, Asian students decreased 3.3% from 100% proficient in 2004-2005 to 96.7% proficient in 2005-2006. Black students decreased 0.1% from 78.9% proficient in 2004-2005 to 78.8% proficient in 2005-2006. Hispanic students decreased 9.5% from 100% proficient in 2004-2005 to 90.5% proficient in 2005-2006. White students increased 2.7% from 90.8% proficient in 2004-2005 to 93.5% proficient in 2005-2006. FRL Participants increased from 76.6% proficient in 2004-2005 to 79.0% proficient in 2005-2006, which represents a 2.4% increase. Students with disabilities decreased from 48.6% proficient in 2004-2005 to 42.4% proficient in 2005-2006, a 6.2% decrease. ELL students decreased 20.5% from 95.5% proficient in 2004-2005 to 75.0% proficient in 2005-2006. Again, it is important to note that the students designated as ELL are fluent English speakers and do not qualify for ELL services.

In comparing the performance level of student groups by grade level in Mathematics, the 5th grade students were 94% proficient (1% higher than the state). The 6th grade students were 92% proficient (3% higher than the state). Seventh grade students were 78 % proficient (10% lower than the state and 8th grade students were 80% proficient (5% lower than the state). In analyzing these numbers, instructional strategies and supports need to be implemented to improve achievement in proficiency in Mathematics in grades 7-8.

In Science, W.H. Oliver achieved 71.9% proficient for 2005-2006. In disaggregating the TCAP data the subgroups scored the following in Science: Female 69.9% proficient, Male 73.8% proficient, Asian 87% proficient, Black 59.1% proficient, White 83% proficient, FRL Participants 55.1% proficient, Students with disabilities 29.7% proficient, and ELL 52.9% proficient. In comparing the performance level of student groups by grade level in Science, the 5th grade students were 82 % proficient (the same as the state). Students in the 6th grade were 78 % proficient (the same as the state). The 7th grade students were 56 % proficient (19% lower than the state) and the 8th grade students were 65 % proficient (10% lower than the state). In analyzing this achievement data, instructional supports need to be implemented in Science in all grade levels, especially in the 7th and 8th grade to improve academic success.

In Social Studies, W.H. Oliver achieved 73.8% proficient for 2005-2006. In disaggregating the TCAP data the subgroups scored the following in Reading/Language: Female 76.4% proficient, Male 71.4% proficient, Asian 91.3% proficient, Black 61.8% proficient, White 82.4% proficient, FRL Participants 60.2% proficient, Students with disabilities 18% proficient, and ELL 70.6% proficient. In comparing the performance level of student groups by grade

level in Social Studies, the 5th grade students were 82% proficient (the same as the state). The 6th grade students were 81% proficient (3% higher than the state). Seventh grade students were 65% proficient (5% lower than the state) and the 8th grade students were 62% proficient (8% lower than the state). Instructional strategies need to be developed and implemented in grades 5-8 to improve achievement levels in this area.

At Oliver Middle School, we will maintain or increase the percentage of students proficient in Reading/Language Arts (91.4%) and increase the percentage of students proficient in Math from 87% to 90% (3%). For Reading/Language Arts; maintain or increase the 96.2% proficiency rate of white students, increase the proficiency rate of black students 5.5% from 84.5% to 90%, maintain the 100% proficiency rate of Hispanic and Asian students, and increase the proficiency rate of FRL participants by 3.5% from 86.5% to 90%. For Mathematics; maintain or increase the 93.5% proficiency rate of white students, increase the proficiency rate of black students by 11.2% from 78.8% to 90%, maintain the 90.5% proficiency rate of Hispanic and maintain the 96.7% proficiency rate of Asian students, and increase the proficiency rate of FRL participants by 11% from 79% to 90%.

3.4 Narrative Synthesis of All Data

W. H. Oliver Middle School students showed exceptional academic growth in TCAP Reading/Language, TCAP Mathematics and the TCAP Writing Assessment. Overall, students increased their reading scores by 2.7% from the previous year, increased their mathematics scores 0.5% from the previous year, and increased their writing scores 6.9% from the previous year. These increases allowed W.H. Oliver Middle School to meet the requirements for No Child Left Behind, which can be verified by the State of Tennessee, Davidson County Report Card.

Although the requirements for No Child Left behind were met by W. H. Oliver Middle School, the TCAP data indicates that there is not a gap in achievement in gender at W.H. Oliver Middle School, but an achievement gap among particular subgroups. Each ethnic subgroup did record achievement gains in Reading/Language. However, in mathematics, the Asian, Black, Hispanic, Special Ed, and ELL populations decreased. The Asian subgroup decreased by 3.3% to 96.7% proficient. The Black subgroup decreased by 0.1% to 78.8%, which met the 79% proficiency target set by No Child Left Behind since the percentage fell within the confidence band, but fell 11.2% short of the 90% proficiency target set by Metro Nashville Public Schools. The Hispanic subgroup decreased by 9.5% to 90.5% proficient. The students with disabilities subgroup decreased by 6.2%, which did not meet the No Child Left Behind target of 79 percent proficiency or the Metro Nashville Public Schools target of 90% proficiency. The ELL subgroup decreased by 20.5% to 75% proficiency, which did not meet the No Child Left Behind target of 79% proficiency or the Metro Nashville Public Schools target of 90% proficiency. It is significant to note that the Students with Disabilities and ELL populations at Oliver Middle School are below the forty-five students required by NCLB to denote a subgroup.

The TCAP data also indicated that the socio-economic achievement gap exists, but has shown improvement. Students who qualify for Free/Reduced Lunch (FRL) were 86.5% proficient in Reading/Language, a 4.9% increase from 2004-05. Also, this subgroup posted a 79% proficiency rate in Mathematics, which was a 2.4% increase.

The TCAP data for Science and Social Studies yielded very different results from the TCAP data for Reading/Language and Mathematics. In Science, W.H. Oliver Middle School recorded only 71.9% proficiency. This failed to meet the Metro Nashville Public Schools Target of 90%. There is a slight gender achievement gap in Science, with females 69% proficient and males 73.8% proficient. Achievement gaps among ethnic subgroups exist with the Asians 87% proficient, African-American 59.1% proficient, White, including Middle Eastern students, 83% proficient, Free/Reduced Lunch (FRL) 55.1% proficient, Special Ed students at 29.7% proficient, and the ELL students 52.9% proficient.

In Social Studies, W.H. Oliver Middle School recorded only 73.8% proficiency rate. There is a slight gender achievement gap in Social Studies, with 76.4% of females proficient and 71.4% of males proficient. Each of the ethnic subgroups show achievement gaps with the Asian subgroup 91.3% proficient, black students 61.8% proficient, White students 82.4% proficient, Free/Reduced Lunch (FRL) participants 60.2% proficient, Special Ed students 18% proficient, and the ELL students 70.6% proficient.

The TCAP data has yielded results that indicate that W.H. Oliver Middle School continues to show overall success in Reading/Language and Mathematics. However, it is evident that instructional strategies must be implemented and assessments must be developed to close the achievement gaps among the subgroups. Also, measures must be taken to ensure overall success in Science and Social Studies for the 2006-2007 school year.

3.5 Prioritized List of Goal Targets

1. Provide every student the opportunity to participate in any program offered by the school each year, such as Advanced classes in Reading, Language Arts and Math in grades 5-8 and High School Credit courses in grade 8. Also, increase the number of Special Ed students participating in the Regular Ed courses.
2. Develop instructional strategies and assessments to reduce the achievement gap among ethnic and other subgroups.
3. Adjust the administrative schedule of the principal to allow for more formal and informal classroom visits as reported in the School Climate Survey.
4. At Oliver Middle School, we will maintain or increase the percentage of students proficient in Reading/Language Arts (91.4%) and increase the percentage of students proficient in Math from 87% to 90% (3%). For Reading/Language Arts; maintain or increase the 96.2% proficiency rate of white students, increase the proficiency rate of black students 5.5% from 84.5% to 90%, maintain the 100%

proficiency rate of Hispanic and Asian students, and increase the proficiency rate of FRL participants by 3.5% from 86.5% to 90%. For Mathematics; maintain or increase the 93.5% proficiency rate of white students, increase the proficiency rate of black students by 11.2% from 78.8% to 90%, maintain the 90.5% proficiency rate of Hispanic and maintain the 96.7% proficiency rate of Asian students, and increase the proficiency rate of FRL participants by 11% from 79% to 90%.

5. Increase the current proficiency rate from 89.8% to 90% by 2007 on the TCAP Writing Assessment.
6. Maintain or increase the current proficiency rate (91%) in Reading and Language Arts. Maintain or increase the current proficiency rate (87%) in Mathematics. Maintain or increase the current attendance rate of 96.4%.
7. Increase the attendance rate (96.4%) in grades 5-8 at Oliver Middle School by 1.6% to meet the 98% target by 2007.

COMPONENT 4 – CURRICULAR, INSTRUCTIONAL, ASSESSMENT AND ORGANIZATIONAL EFFECTIVENESS

This section of the School Improvement Plan presents an overview of the analysis of our Organizational and Instructional effectiveness. The school organizational structure is set up to ensure continual improvement. Critical information regarding academic expectations, assessments, scheduling classes, and district feeder patterns determine the strengths and limitations of the school as it relates to curriculum opportunities for students at Oliver Middle School. More data needs to be compiled to address strengths and weaknesses of the organizational and instructional structure at Oliver Middle. Feedback from teachers, parents, and students drive the course offerings at Oliver in the Related Arts Program. Oliver Middle participated in a district climate survey which provided information regarding the strengths and weaknesses of our organization. From this feedback the faculty, staff, and administration will work toward implementation of strategies to build on our strengths and improve areas of weakness.

4.1 Collaboration

The Instructional and Organizational Effectiveness of Oliver Middle School was analyzed through the use of survey materials to determine its effectiveness. A school climate survey of stakeholders that included administrators, teachers and support staff, was conducted in the Spring of 2006. A summarization of the findings is listed in this report. The data identified strengths of the school and limitations that currently exist. The leadership committee at Oliver Middle school is comprised of representatives such as grade level chairpersons, school guidance counselor, Related Arts teacher, Library media specialist, the secretary/bookkeeper, the principal, and assistant principal. The mission of the leadership team is to meet weekly throughout the school year to develop and design a blueprint for the organization and instructional needs of the school. The team meets to disaggregate data, make instructional decisions based upon the findings and disseminate data to the teachers. Meetings with teachers and other stakeholders are held before school, after school, and during planning times to discuss achievement data from sources such as TCAP and ThinkLink. This information is used to continuously improve the organizational and instructional effectiveness of Oliver Middle School.

Faculty Meetings, Planning and Inservice Days, grade level and departmental meetings focus on improving instruction and student achievement at Oliver Middle. Teachers in each grade level do not all share common planning times, but do have regular meetings to monitor student progress and collaborate on instruction. Support team meetings and parent conferences are held as need to assist students who may be struggling academically or behaviorally. Faculty meetings are held once monthly and weekly Administrative Announcements are sent electronically to facilitate the working relationship between the administration, faculty and staff. In addition to these meetings, the PTA Executive Board which consists of parents, teachers, and administrators, meets once monthly to discuss such topics as instructional materials, communication between parents and school personnel, community events, and athletics.

Regular Education and Special Education teachers work together to meet the needs of special education students. There is one Resource teacher for grades 5-6 and one for grades 7-8. Inclusion classes in Science and Social Studies at the fifth and sixth grade level provide an opportunity for collaboration.

Progress reports are issued every three weeks to notify parents of their child's progress or requested by the parent. Student agendas are also used as a means of communication between the school and parents. Each parent and student is given a copy of the Code of Conduct from the Metropolitan Nashville Public Schools as well as a Parent and Student Handbook for William Henry Oliver Middle School. A new school website is currently under construction to provide parents and students current school wide event information and homework assignments for each teacher. MNPS has a new call out system which notifies parents when a child is absent from school as well as reminding them of upcoming events.

Oliver Middle School enjoys tremendous parental involvement. A newsletter is issued once monthly by the PTA to remind students and parents of upcoming events, birthdays, and to recognize outstanding student achievement.

4.2 Evaluation of the Decision Making Process

District Office officials are involved with the decision making process of curriculum, instruction, assessment, and organizational effectiveness. The Chief Instructional Officer and Learning Support Services provide leadership for the academic content areas. The Master Schedule for the school must be approved by the Chief Instructional Officer before the beginning of the school year. Faculty and staff allocations are based on a projected enrollment and finalized after the twentieth day of school. Student achievement determines District curriculum initiatives such as the Middle School Reading Initiative and the K-12 Vocabulary Initiative. The District offers a rich professional development program that centers on curriculum, instruction, and assessment. District assessments are monitored through Edusoft both by Learning Support Services and the local school administrator. Through surveys posted on the District website, a Customer Service Center, and informal meetings, stakeholders are allowed to provide input on various topics such as school calendar and uniform dress code.

At Oliver Middle School, the principal serves as the model for continual learning as well as being the person responsible for the day to day business of the school. The principal sets the benchmark for teachers to strive towards along with the overall planning for future directions at Oliver Middle based on federal, state and local district policy. Along with the executive principal, Oliver Middle is fortunate to have the addition of an assistant administrator during the 2006-2007 school year. The extra position allows for delegation of administrative duties and provides the head principal the opportunity to focus on more specific improvements for the school.

Leadership roles are disseminated among the grade levels with representatives from all grade levels and subject areas as well as members of the guidance staff and media center personnel. The leadership team meets weekly to receive information from the administration and participates in the decision making process that affects the faculty, staff and student body. After

meeting, the leadership team members convene with their respective grade levels or departments to circulate information garnered from the weekly leadership team meetings.

The faculty meets monthly to discuss ideas and provide information to enhance the curriculum and instruction at Oliver Middle School. These meetings also provide the opportunity to discuss the day to day operation of the school. This time allows for the streamlining of procedures as well as providing the forum in which to freely express opinions.

The Oliver Middle School PTO plays an active role in academic success of students as well as the professional success of the faculty and staff. The PTO provides incentive programs for students as well as fundraising opportunities for the school. Through their efforts, the PTO has provided supplies and technology for the teachers as well as sponsoring the staff's professional development trip to the National Middle School Association Conference this year.

In 2005-06 a School Climate Survey was conducted by the District. The successes of Oliver Middle include the active involvement of PTO as well as various modes of communication, i.e. email, integrated phone system, (call home system), faculty/team leader meetings, and school website. From this survey, certain limitations that can be addressed include increased opportunities for collaboration among colleagues. Added opportunities for planning with enhance curriculum development and instructional methods as well as incorporation of best practices in aligning the curriculum to state standards and NCLB targets. Teachers also indicated a need for individual meetings to discuss academic progress of their students. Student work should be evaluated as part of the evaluation process for teachers, and more frequent informal visits to the classrooms should be made. Also, while Oliver Middle has strong parent involvement through the PTO, added opportunities for parents to be involved in the decision making process will provide parents a greater feeling of ownership of the school community.

4.3 Resource Allocation

Oliver Middle School benefits from a variety of resources from Metropolitan Nashville Public School System, the federal, state, and local governments. Most of our resources are human resources. The principal is the instructional leader that supports "Best Practices" in developing a professional learning community. To create a positive school climate, the principal utilizes human resources to ensure that the needs of the students are met. Oliver Middle School has two guidance counselors who work with students, teachers, and parents to provide a nurturing environment for learning. The counselors work collaboratively with all stakeholders to ensure the highest levels of social, emotional, behavioral, and academic development. A school psychologist works with the administration, counselors, and teachers to identify learning and behavioral disabilities. The office is staffed with a secretary/bookkeeper, a secretary clerk, and a guidance clerk to assist with student records, payroll, attendance procedures, and parent volunteers. A five person custodial staff maintains a safe and clean building in which our students can learn. A school nurse assigned to our school provides medical information to teachers, monitors medication of students, and maintains shot records.

Oliver Middle School has the assistance of the District Special Education office by providing a Consulting Special Education Teacher to work with teachers and parents of students with disabilities. Individual Education Plans are developed with the help of the CSET to address individual student needs and are updated annually. Special education students in the 5th and 6th grades benefit from inclusion classes in Science and Social Studies. The ENCORE program provides additional instruction to gifted and talented students at Oliver Middle once a week. A Hearing and Vision teacher and Speech and Language teachers serves our school as needed from the District office.

The school has several corporate sponsors. The Wal-Mart and Publix Corporation assist the school in many ways to assure the success of the school. Wal-Mart provides an array of services to the school such as food for faculty luncheons, school supplies for students, and classroom supplies for teachers. Wal-Mart has also donated gardening materials and plants for the beautification of our school grounds. Publix works in conjunction with the Parent/Teacher organization to provide food and school supplies as needed. Oliver Middle School participates in Publix Partners for Education Program. These programs provide opportunities for community involvement.

The Oliver Middle School PTA works tirelessly to raise monies for instructional equipment, supplies, and conference fees for teachers. They also provide funding for athletic uniforms and equipment for our football, soccer, track, and volleyball teams. Certificates, medals, and trophies are also provided by the PTA as incentives to students who excel in academics and athletics.

The school also works in collaboration with several advocacy programs to contemporary relevant programs and opportunities to meet the unique needs of students at the middle school level. The Men of Distinction program is an advocacy program for the males to enhance academics, behavior and character. The Women of Worth program is an advocacy program dedicated to serving girls in grades 5-8 in a supportive and nurturing environment to build character, confidence and academic skills to become competent contributors to society. Both programs provide tutorial support to students as well as interpersonal skills development training.

Oliver Middle School also works in collaboration with the YMCA Fun Company to provide an after school program that provides tutorial services as well as life skills services. The school Resource officer facilitates the Dare Program (Drug Awareness Resistance Education, and the Great program (Gang Resistance Education and Training program). In addition to the DARE and GREAT program, the Resource Officer is available to assist the administration, teachers and students on a daily basis.

Oliver Middle School utilizes various types of technology into the instructional design of the school. The Chancery Student Information System was implemented in 2004-05. MNPS provides a Data Technician to assist with the collection of student attendance, demographic, and academic data. A technology resource teacher is provided as a resource for teachers who wish to implement technology in the classroom. Oliver Middle is working to increase the number of computers in individual classrooms for instructional use. The seventh and eighth

grade students utilize the DANA wireless computer lab to enhance instruction. There is a computer lab, now in use regularly by a classroom teacher, to assist students with research and other class projects. PowerPoint software is used by teachers and students to enhance student presentations. Kidspiration is another software tool available to teachers. All classrooms are internet ready. United Streaming and STAR Reading are examples of software programs in use by the teachers at Oliver Middle. Every classroom at OMS is equipped with a television (cable is provided) and a VCR/DVD player to be used along with textbooks and other resource materials.

4.4 Curriculum Analysis and Support

The curriculum at Oliver Middle School is designed to offer clear, effective direction for students that ensure achievement to their full potential and maximize teacher effectiveness. All subject areas are taught in alignment with the Tennessee State Standards and the Metropolitan Nashville Public Schools. Teachers turn in weekly lesson plans, including correlated standards that are kept in a location in the main office. Textbooks and other related teaching materials are selected and aligned with the curriculum to meet student needs as well as state and local standards. As needed, the curriculum is adapted to meet the needs of individual students in accordance with their IEP (Individual Education Plan). General education and special education teachers work collaboratively to identify students at risk, and make modifications as needed. Adapted textbooks are used with resource students when appropriate.

Continual use and desegregation of data offers teachers an opportunity to evaluate and modify classroom lessons to meet the needs of individual students and the class as a whole. TCAP, CRT scores, and ThinkLink (3 times per year) are used for this purpose. When sub skills are identified as areas of need, lessons can be attuned to address those areas. The principal provides pertinent data and works closely with the teachers to train them to utilize it effectively. Staff has had expensive training with Mr. Dave Moore, to efficiently utilize the State and local Standards for curriculum mapping prior to TCAP testing. Teachers use a variety of assessment to ensure continued student success such as rubrics, rating scales and mapping.

A strength in the area of curriculum and instruction at Oliver Middle is an increased number of advanced classes that must continue to be offered as more students move from proficient to advanced status. The number of students in advanced classes rose from 36.1% in 2004-2005 to 47.1% in 2005-2006. Oliver Middle offers advanced classes in Reading, Language Arts and Math in grades 5-8. Spanish, Geometry and Physical Science are offered to qualifying 8th graders for high school credit. Beginning Spanish is offered for 7th grade students who scored at the advanced level in Reading. The Related Arts program offers students the opportunity for band, art, computer, and Physical Education. These classes rotate each twelve weeks. Organizations such as Yearbook staff, Drama Club, Student Council, FCA (Fellowship of Christian Athletes), Men of Distinction, and Women of Worth, all allow students an opportunity to explore areas of interest that enhance the academics.

Challenges that face the faculty and staff at Oliver Middle School involve providing instruction to meet the needs of a diverse student population. A variety of teaching strategies are used to meet these needs. These include, but are not limited to, cooperative learning, using limited

technology resources, graphic organizers, literature circles, tutoring, and hands on learning in Math and Science. Lang ! classes are offered for students scoring at the below proficient level in Reading. Inclusion classes were added in Social Studies and Science in fifth and sixth grades during the 2005-06 school year to meet the needs of special education and regular education students with the use of team teaching.

The administration meets weekly with the grade level leadership team. Focus is placed on analysis of curriculum. Monthly assessments of individual student RCPI data and Student Performance Indicators address specific learning needs of students. Support-Team meetings are scheduled when needed as follow-up. Ongoing monitoring and adjustments of processes and programs will be monitored in weekly Leadership Team discussions.

ThinkLink is a program that utilizes research and evaluation summary reports aligned with state assessment standards. The ThinkLink program has been positively implemented and accepted by the faculty at Oliver Middle. During the implementation year, professional development was offered to train teachers how to read, analyze, and use ThinkLink data. Using this data, teachers are able to determine individual student academic growth as well as class academic growth. After each test is administered, data is provided to teachers to determine proficiency in Reading/Language Arts and Mathematics. Teachers can adjust instruction for the class as a whole or for individual students in order to meet the No Child Left Behind requirements.

The Overton principals meet monthly to discuss issues directly related to curriculum alignment, needs for advanced classes, Lang ! classes and other areas of relevance from each of the School Improvement Plans. Each year the fourth grade students from each of the elementary schools visit the middle school for orientation and registration. Ninth grade counselors from the high school will visit the eighth grade students at each middle school to register them for high school. A parent information night is also held at the high school. Information is then shared with teachers, other administrators, parents and staff to create a cohesive cluster team.

The administration monitors classrooms on a daily basis to observe that best teaching practices are being used. Standards, instructional practices, and objectives are noted and documented. Teachers are given feedback in a timely manner in regard to instructional practices by means of verbal and written communication from formal and informal observations and evaluations.

4.5 Instructional Analysis and Support

A positive learning environment is essential to student success. This vision is shared by all stakeholders. The W. H. Oliver Middle School Pledge is stated each morning along with the Pledge of Allegiance and our observance of a moment of silence to open the school day. The Oliver Pledge states the expectation that children will come to school prepared to learn and not participate in any violence. Learning standards as outlined by the District are clearly defined. Teachers are incorporating these standards into their daily lesson plans. More effort to display these standards should be addressed by administration and classroom teachers as shown in a District School Climate Survey. Curriculum is consistent across grade levels through the use of curriculum mapping.

According to the 2006 No Child Left Behind AYP Data, there are many areas of success. Students at every grade level posted record levels of achievement in Reading/Language Arts and Math. In the 5th grade, 93% proficient in Reading/Language Arts, 94% proficient in Math, 6th grade students achieved 90% proficient in Reading/Language Arts and 92% proficient in Mathematics, 7th grade students showed 92% proficiency in Reading/Language Arts, 88% proficiency in Mathematics, and 92% of the 8th grade students were proficient in Reading/Language Arts, and 80% were proficient in Mathematics. Although these are viewed as successes, the faculty and administration continue to implement research based instructional strategies and participate in professional development to acquire more effective techniques to enhance student learning.

Through the evaluation and analysis of the data, several areas were noted as weak and in need of attention to maintain current good standing for NCLB. The African-American students and the students with disabilities achieve at lower levels in all areas than other student populations. Although there was a 5% increase in the students with disabilities (Mathematics) from 40% proficiency in 2005 to 45% proficiency in 2006, there is still much room for improvement. Using 2005 TCAP Criterion Reference Data in Reading/Language Arts, 96.2% of regular education students in fifth grade score proficient or above, and 50% of special education students score proficient. Fifth grade scores in Mathematics show regular education students at 97% proficiency as compared to 50% proficiency for Special Education students. Social Studies scores show a 13% difference in the achievement of Special Ed (70%) and Regular Ed (83%) students. The largest gap in achievement in the 5th grade is in Social Studies with only 20% of the Special Ed students achieving proficiency as compared to 89% of the regular education students. In the 5th grade, African-American students are 80% proficient in Reading, Language Arts, and Math as compared the 100% of the White and Asian populations.

Sixth grade scores in Reading/Language Arts show regular education students considerably higher at 92% proficiency and special education students at 67% proficient. In Mathematics, 93% of the regular education students are proficient and 75% of the special education students are proficient. Science and Social Studies show similar results with only 81% and 83%, respectively, of the regular education population scoring proficient as opposed to 38% and 44%, respectively, of the special education students. At the sixth grade level there is not a significant gap in the achievement between ethnic subgroups except in the area of Social Studies with 71% of black students achieving proficiency as compared to 86% white and 92% Asian students.

Seventh and eighth grade scores show similar results as fifth and sixth grades. For the seventh grade in Reading/Language Arts, regular education students post a 94% proficiency rate with only 67% of special education students scoring proficient. In Mathematics, there is a significant difference in achievement between regular education students (83%) and special education students (40%). In Reading, Language Arts, and Mathematics in the seventh grade, there is not a significant achievement gap between For Science, seventh grade special education students score significantly below (10% are proficient) regular education students where 63% are proficient. The achievement gap between black students and white students is 22%. In Social Studies, similar results exist with 72% of regular education students scoring proficient and only 10% of the special

education population. The gap in achievement between black and white students is much less at only 7%.

The eighth grade shows the biggest disparity in achievement between special and regular education students as well as the largest gap in achievement between black students and white students. In Reading/Language Arts, regular education students have a proficiency rate of 93% with special education at only 78%. In Mathematics, the gap widens with 86% of regular education students scoring proficient and only 10% of the special education population. In Science and Social Studies there are no special education students scoring at the proficient level. As far as the achievement gap between ethnic groups, there is a significant gap that must be addressed in all areas: Reading/Language Arts 12%, Mathematics 31%, Science 40%, and Social Studies 34%. Teachers and administrators are working collaboratively to address these areas. Professional development on differentiating instruction and modification of instruction and assignments is currently being utilized. The Consulting Special Education Teacher (CSET) will work with teachers to better serve the needs of our special education students. Ruby Payne's Framework for Understanding and Working with Children of Poverty will also be utilized to address achievement gaps between other student populations.

At OMS, we are developing a system for monitoring and adjusting the instruction and support.. We will continue to study data from sources such as TCAP, ThinkLink, and Edusoft to make needed adjustments to meet the needs of individual students and student groups. As a committee, we will meet three times a year to examine our organizational and instructional effectiveness. Grade level teams will also continue to meet to review the findings of the committee. The entire plan will be monitored by the School Leadership Team on a monthly basis.

COMPONENT 5 – ACTION PLAN DEVELOPMENT

Strategic Action/Results Plan

Introduction

Metropolitan Nashville Public Schools has developed a comprehensive Strategic Plan for the years 2002-2007. Each year this plan is reviewed based on the latest school and District data to determine District needs. The plan is then revised to meet these needs. The District Strategic Plan **includes strategic directives with specific measurable targets**. Each school must develop a School Strategic Plan aligned to the District Strategic Plan using a collaborative process that involves all key stakeholders. This means that each School Plan must include District established Strategic Directives and Targets as the basis for writing site goals, action steps, timelines, persons responsible, evaluation methods, needed staff development, and **parent/community involvement**. The rationale for doing this is to provide a Districtwide focus for maximizing our efforts in improving student achievement.

Teachers may attend staff development workshops to understand varied learning styles of students, maintain a positive learning environment, review new Special Education procedures, implement technology in the classroom as a teaching tool, and to learn new teaching strategies. All staff members including secretaries and Campus Supervisors participate in workshops to continue to improve the school climate. All staff members, several students, and parents have been included in developing this action plan.

STRATEGIC PLAN

Strategic Directive 1: Maximize each and every student’s learning and eliminate achievement disparities that exist among different student groups.

2007 Target 1.1: Meet the NCLB targets for 2007 as identified by the TN Department of Education.

Goal: Maintain or increase the current proficiency rate (91%) in Reading and Language Arts. Maintain or increase the current proficiency rate (87%) in Mathematics. Maintain or increase the current attendance rate of 96.4%				
How This Goal Will Be Evaluated: Using TCAP scores and NCLB data				
Action Steps:	Person(s) responsible:	Timelines (When)	Budget:	Monitoring Strategy
<u>Reading, Language Arts, and Math</u> Teachers will use ThinkLink and Edusoft to assess student progress throughout the year.	Principal, Counselors, Classroom Teachers	Oct 2006 Feb 2007 Each 6 weeks	\$8.75 per student for ThinkLink	Review reports through Edusoft and ThinkLink
Students will participate in ThinkLink testing three times per year to assess student progress.	All Students in grades 5-8 Classroom Teachers, Principal	Sept., Dec., Feb. August-May	\$8.75 per student for ThinkLink MNPS Funds	Benchmark testing results
Teachers will use District Reading and Math assessments to determine student progress in Reading and Math.	Principal, Dave Moore	August	MNPS Funds	Discuss results of assessments with teachers
Administration will train staff to utilize Metro Nashville Curriculum Standards to map the curriculum prior to TCAP testing.	Principals and LSS Staff	Aug-Sept	MNPS Funds	Participation in staff development
Teachers will align instructional plans to state and District Content Standards to ensure students	All Teachers	Weekly	\$0	Monitor Lesson Plans
Administration will monitor cross curricular instruction through classroom walkabouts	Principals	Weekly	\$0	Review by Principals

Students will participate in District Assessments in Math Problem Solving twice per year.	All Students in grades 5-8	Fall 2006 and Spring 2007	MNPS Funds	Review benchmark testing results and adjust instruction.
Students will participate in a District Writing Assessment.	Students in Grade 7	Spring 2007	MNPS Funds	Review score and adjust instruction in preparation for 8 th grade TCAP Writing Test
<u>95% of students tested:</u> Maintain a 95% testing rate for all applicable subgroups of students.	Counselors	April 2007	\$0	Review Attendance data
Provide incentives for students taking all TCAP tests. Students have suggested having a dance when TCAP is over.	Principal, Student Council Sponsors, Classroom Teachers	April 2007	\$500 from previous year fundraiser	Review attendance data during TCAP
<u>Attendance:</u> Students will attend school at or above the current attendance rate.	Students	Daily	\$0	Review Daily Attendance
Teachers will recognize students who have achieved Perfect Attendance at the end of each six week grading period.	Teachers	Each six weeks	\$1 per certificate	Review attendance for each 6 weeks
The automated call-out system will notify parents/guardians when a student is absent from school.	Secretary and teachers	Daily	MNPS Funds	Daily review of call out system log

Planned Professional Development to Meet Annual Goal

Train teachers to effectively use ThinkLink and Edusoft data to make instructional decisions

Meet with Language Arts and Math teachers for standards alignment and vertical teaming

Parent and Community Involvement

Utilize Community volunteers through PENCIL for Math tutoring.

Provide information through PTA newsletter updating them on NCLB.

Hold parent informational meetings to help them understand what the standards for each grade level and how to interpret test results they receive.

STRATEGIC PLAN

Strategic Directive 1: Maximize each and every student’s learning and eliminate achievement disparities that exist among different student groups.

2007 Target 1.2: Increase the percentage of students achieving proficiency on the TCAP Writing Assessment to 90%.

Goal: Increase the current proficiency rate from 89.8% to 90% by 2007 (0.2%)				
How This Goal Will Be Evaluated: 2007 TCAP Writing Assessments results for grades 5 & 8				
Action Steps:	Person(s) responsible:	Timelines	Budget:	Monitoring Strategy:
Teachers will collect data on 8 th grade students on the TCAP Writing Assessment.	Principal, Counselors, Classroom Teachers	Spring 2007	\$0	Review by Principals & Guidance
School Organization will provide process writing model and rubrics that are aligned with the standards and provide model papers for 5 th and 8 th grade students.	Language Arts Teachers	Fall 2006	MNPS Funds	Review by Principal, Classroom Observation
Students will engage in a major writing assignment each 6 weeks that models the TCAP Writing Assessment (narrative for grade 5 and expository for grade 8)	Language Arts Teachers	Each 6 weeks	MNPS Funds	Papers reviewed by Principals and other Language Arts Teachers
Students will participate in the 7 th grade District Writing Assessment. Teachers will Disaggregate and analyze results and distribute to teachers to determine appropriate instructional strategies to ensure improvement in scores from Fall 2006 to Spring 2007.	7/8 th grade Language Arts Teachers	Fall 2006 & Spring 2007	MNPS Funds	Teachers across the District will score these papers
Teachers and Administrators Disaggregate data and analyze results on TCAP writing assessment given to 5 th grade students now zoned to Oliver to determine which students were successful	Principals, Guidance, Classroom Teachers	Aug-May	\$0	Review by Principal & Guidance Counselor

<p>and which were not and revise instructional strategies as necessary based on effective schools research.</p>				
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Planned Professional Development to Meet Annual Goal

Train Language Arts Teachers to score papers using the rubric aligned with the State Writing Standards.

Have vertical team meetings with all Language Arts teachers to review the State Department of Education web site information on rubrics and anchor papers from the 2006 TCAP Writing Assessment. Also have them utilize the writing prompts available on this web site for practice with their students.

Parent and Community Involvement

Share TCAP Writing Objectives with parents at PTA meetings. Also share anchor papers with them so they will know what is expected of their student.

Showcase student writing in the PTA monthly newsletter.

STRATEGIC PLAN

Strategic Directive 1: Maximize each and every student’s learning and eliminate achievement disparities that exist among different student groups.

2007 Target 1.3: Increase the percentage of students and all subgroups reaching District benchmarks to 90% or higher.

<p>Goal: Maintain or increase the percentage of students proficient in Reading/Language Arts (91.4%) and increase the percentage of students proficient in Math from 87% to 90% (3%). For Reading/Language Arts; maintain or increase the 96.2% proficiency rate of white students, increase the proficiency rate of black students 5.5% from 84.5% to 90%, maintain the 100% proficiency rate of Hispanic and Asian students, and increase the proficiency rate of FRL participants by 3.5% from 86.5% to 90%. For Mathematics; maintain or increase the 93.5% proficiency rate of white students, increase the proficiency rate of black students by 11.2% from 78.8% to 90%, maintain the 90.5% proficiency rate of Hispanic and maintain the 96.7% proficiency rate of Asian students, and increase the proficiency rate of FRL participants by 11% from 79% to 90%.</p>				
<p>How This Goal Will Be Evaluated: Percentage of students and all subgroups reaching District assessment targets on TCAP and Edusoft Assessments.</p>				
<p>Action Steps:</p>	<p>Person(s) responsible:</p>	<p>Timelines</p>	<p>Budget:</p>	<p>Monitoring Strategy:</p>
<p>Teachers will implement District Standards in Reading, Writing, Math, Science, Listening and Speaking, and Social Studies and collect data to ensure upward progress.</p>	<p>Classroom Teachers</p>	<p>2006-07, Annually</p>	<p>MNPS Funds</p>	<p>Classroom Observation by Principal</p>
<p>Teachers will develop assessments to check progress of students toward TCAP objectives and make use of Edusoft assessment software.</p>	<p>Classroom Teachers</p>	<p>6 Weeks, Weekly</p>	<p>MNPS Funds</p>	<p>Review by Principal and reports from Edusoft.</p>
<p>Teachers will provide test taking strategies for students.</p>	<p>Counselors, Classroom Teachers</p>	<p>Monthly through Guidance Lessons</p>	<p>\$0</p>	<p>Improved test scores on formative and summative assessments</p>
<p>Administrators and teachers will have departmental or grade level meetings to review objectives and</p>	<p>Principal, Classroom Teachers</p>	<p>Monthly and/or Planning</p>	<p>\$0</p>	<p>Review by Principal & Classroom</p>

<p>brainstorm strategies to meet the needs of our student population.</p> <p>Teachers will review and assess Individual student RCPI data and the SPI's to address specific learning needs of students and how to best meet these needs during monthly grade level meetings.</p> <p>Students will practice test taking strategies through formative classroom assessments such as ThinkLink and other teacher generated tests,</p>	<p>Principal, Counselors, Classroom Teachers</p> <p>Students in grades 5-8</p>	<p>Days</p> <p>Monthly Meetings</p>	<p>\$0</p> <p>\$5 per student for copy paper and \$8.75 per student for Think Link</p>	<p>Teachers</p> <p>TCAP and Edusoft data. Use of TN Blueprint for Learning for SPI and TPI information.</p> <p>Review of test results from each assessment.</p>
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Planned Professional Development to Meet Annual Goal

Have departmental meetings on Planning Days to develop grade level assessments in Reading, Writing, Math, Science, and Spanish.

Provide training for teachers to use Edusoft and other assessment data to make instructional decisions.

Parent and Community Involvement

Share formative assessment data and Student RCPI information with Students and Parents at PTA and/or Parent Informational Meetings.

STRATEGIC PLAN

Strategic Directive 1: Maximize each and every student’s learning and eliminate achievement disparities that exist among different student groups.

2007 Target 1.4 Redesignate all Fluent English Speaking (FES) English Language Learners (ELL) to Fluent English Proficient (FEP) within 2 years of attainment of FES status.

<p>Goal: Not applicable for the Student Population at W. H. Oliver Middle School for 2005-06. Our goals will include continued attention to increasing academic achievement for students attending Oliver Middle School who have attained FEP status.</p>				
<p>How This Goal Will Be Evaluated:</p>				
Action Steps:	Person(s) responsible:	Timelines	Budget:	Monitoring Strategy:
School organization will utilize volunteers with bilingual skills to tutor, intervene, and provide guidance to incoming students and their parents.	Principal, Faculty, Staff	As needed through the school year		
School organization will use all available resources to translate written information for bilingual families.	MNPS ELL Department, Faculty, Volunteers	As needed		
Administration and Teachers will disaggregate achievement data to analyze performance of bilingual students, and use this information to design instruction to increase academic performance of bilingual students.	Principal and teachers	Aug-May		

Planned Professional Development to Meet Annual Goal
Parent and Community Involvement

STRATEGIC PLAN

Strategic Directive 1: Maximize each and every student’s learning and eliminate achievement disparities that exist among different student groups.

2007 Target 1.6 Align assessment, curriculum and instruction to the District Academic Standards.

Goal: Implement District Academic Standards in all areas and begin to align assessments, curriculum, and instructions to standards and collect data.				
How This Goal Will Be Evaluated: Lesson Plans will correlate to the standards. Assessments will reflect objectives assessed on TCAP, ThinkLink Data, Writing Assessment.				
Action Steps:	Person(s) responsible:	Timelines	Budget:	Monitoring Strategy:
<p>Teachers will implement District Academic Content Standards in:</p> <ul style="list-style-type: none"> ▪ Reading and Writing ▪ Mathematics and Science ▪ Social Science, Listening and Speaking ▪ Visual and Performing Arts ▪ Technology 	Principals, Classroom Teachers	<p>Aug-May</p> <p>2006-07 2006-07 2006-07</p> <p>2006-07 2006-07</p>	MNPS Funds	Classroom Observation
Teachers will use ThinkLink and Edusoft standards based assessment to assess student performance	Classroom Teachers	December February	\$7.00 per student	ThinkLink and Edusoft student reports
Teachers will communicate student progress or needs through the use of Student Planners.	Classroom Teachers, Principals, Social Worker, Counselors	Weekly or as needed for individual students	Yearbook Company provides these	Parent Conference logs
<p>Teachers will utilize adopted textbooks, materials, Standards and implement instructional timelines.</p> <ul style="list-style-type: none"> ▪ 5-8 Language Arts and Reading ▪ 5-8 Mathematics and Science ▪ 5-8 Social Sciences and Listening/Speaking Skills ▪ 5-8 Visual and Performing Arts 	Classroom Teachers	<p>2006-07 2006-07 2006-07</p>	MNPS Funds	Review implementation through lesson plans

<ul style="list-style-type: none"> ▪ Technology <p>School organization will implement and improve Language! (Reading Intervention) in Master Schedule for 5th grade students scoring below 475, 6th grade students scoring below 480 and 7th and 8th grade students scoring below 492 on the TCAP Achievement Test.</p>	<p>Principals and Guidance</p>	<p>2006-07 2006-07</p> <p>Aug 2006- May 2007</p>	<p>MNPS Funds</p>	<p>TCAP and ThinkLink Data</p>
<p style="text-align: center;">Planned Professional Development to Meet Annual Goal</p> <p>Provide staff development for teachers to review and “unwrap” standards for use in instructional planning.</p> <p>Provide each teacher with a copy of the TN Blueprint for Learning to use in addition to the District Academic Standards to familiarize themselves with student performance indicators.</p>				
<p style="text-align: center;">Parent and Community Involvement</p> <p>Have Parent Informational Meetings to ensure that parents know and understand the student performance indicators for their child.</p>				

STRATEGIC PLAN

Strategic Directive 1: Maximize each and every student’s learning and eliminate achievement disparities that exist among different student groups.

2007 Target 1.8 Increase the achievement of MNPS students identified as students with disabilities in order to reduce the discrepancy between students with disabilities and non-disabled students.

Goal: Increase the percentage of SWD students scoring proficient or advanced on the K-8 TCAP Reading tests by 28% and math tests by 33%.				
How This Goal Will Be Evaluated: Evaluate using TCAP data and Special Ed census report. At present 45% SWD students score proficient in Math and 61% in Reading.				
Action Steps:	Person(s) responsible:	Timelines	Budget:	Monitoring Strategy:
Teachers will provide interventions that enhance students performance by at least 38% in Math to bring them in line with the achievement levels (87%) of other student populations	Special Ed and Classroom Teachers	Daily	\$5 per student For materials and manipulatives	Student performance reviewed by Classroom teachers and principal
Teachers will determine prior knowledge and conduct formative assessments to measure student progress. Use District Reading and Math assessments to determine progress.	Classroom Teachers	Aug-Sept	MNPS Funds	Test results reviewed by teachers, psychologist and IEP team
School organization will provide staff development to train teachers how to effectively intervene with students who are low achieving and/or have behavioral problems so they are not placed in special education classes incorrectly.	Principals, ISET	Fall 2006	MNPS Funds	S-Team Notes and Discipline reviewed by Principal and Special Ed Teachers
Administration and Guidance will identify students who did not achieve mastery of objectives in Math and Language Arts/Reading	Principals, Counselors, Special Ed	Oct 2006, Dec 2006, Feb 2007	\$0	Edusoft, ThinkLink and classroom assessments
Teachers will use individual TCAP data sheets to record RCPI information for each student. This data can then be used to determine specific areas of weakness for individual students.	Classroom Teachers	Aug-Sept	\$15 for copy paper	Principals and teachers will monitor student progress by

				using ThinkLink, and other teacher generated evaluation tools.
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Planned Professional Development to Meet Annual Goal

ISSET for Overton Cluster will meet with teachers to ensure they know how to properly review and implement goals of each IEP. Special Ed Teachers will also assist the Regular Ed teachers with implementation and modifications.

Provide training for Regular Ed Teachers in implementing IEP goals and making modifications

Parent and Community Involvement

Publish in PTA monthly newsletter any workshops for parents of students with special needs.

Have parent informational meetings to address the needs of students with disabilities and how the parents can help their children succeed.

STRATEGIC PLAN

Strategic Directive 2: Provide a safe, secure and nurturing environment.

2007 Target 2.1: Increase attendance rates in grades K-12 to 98%.

Goal: Increase the attendance rate (96.4%) in grades 5-8 at Oliver Middle School by 1.6% to meet the 98% target by 2007.				
How This Goal Will Be Evaluated: Attendance Data provided by Chancery SMS				
Action Steps:	Person(s) responsible:	Timelines	Budget:	Monitoring Strategy:
School organization will gather, disaggregate, and analyze current attendance data.	Principals, Secretary	End of each marking period.	\$0	Review Chancery SMS Attendance Data
Teachers and PTA will provide incentives for children who attend regularly: <ul style="list-style-type: none"> ▪ Monthly awards such as a free cookie coupon at lunch, extra credit coupon. ▪ Give certificates for perfect attendance each 6 weeks in a school wide assembly ▪ Enter students with perfect attendance each 6 weeks in a drawing for an item donated by PTA or other organization 	Principals, Classroom Teachers PTA	Each 6 weeks	\$2 per child (Funds are provided by PTA)	Review Attendance reports
Teachers will submit names of students who have missed 5 or more days to the attendance workers.	Classroom Teachers	Each 6 Weeks		Review daily attendance
	Classroom Teachers, Principals, Secretary	Weekly or as determined by student attendance	\$0	Review classes in Chancery that have no attendance data submitted
School organization will improve collection data, especially when	Classroom Teachers	August to May	MNPS Funds	Monitor attendance

substitutes are present, so attendance data is more accurate.				submitted by substitutes each day
School organization will promote good health especially during cold and flu seasons through writing and visual art.	Classroom Teachers, Secretary	Oct-Mar	\$0	Review number of early dismissals due to illness and attendance data for absences due to illness
Inform parents when students absent, especially if they return from an absence without a note	Classroom teacher, Secretary	As needed	MNPS Funds	Review of daily attendance data by teachers
Recognize students who have perfect attendance each 6 weeks at an awards assembly at the end of each semester. At the end of the year, give medal of perfect attendance to students who have perfect attendance.	Classroom Teachers	Each 6 Weeks	\$600 per year for both awards assemblies	Monitor daily attendance with the ConnectEd call out system.
Contact parents when students are absent 3 consecutive days and report to attendance worker when students accumulate 5 absences.	Classroom Teachers and Office Staff	Sept-May	MNPS Funds	Secretary monitors daily attendance as she prints attendance sheet for teachers.

Planned Professional Development to Meet Annual Goal

Planned assemblies each semester for students to celebrate successes in attendance and academic achievement. (Mrs. Waters, Ms. Ellen)

Parent and Community Involvement

Inform parents of attendance procedures to reduce early dismissals and interruption of instructional time through the Parent and Student Handbook.

STRATEGIC PLAN

Strategic Directive 5: Value and respect the diversity in our school.

2007 Target 5.1: Achieve equitable enrollment in educational programs so that they resemble the diversity in the school.

Goal: Provide every student the opportunity to participate in any program offered by the school each year, such as Advanced classes in Reading, Language Arts and Math in grades 5-8 and High School Credit courses in grade 8. Also, increase the number of Special Ed students participating in the Regular Ed courses.				
How This Goal Will Be Evaluated: Classroom surveys by Ms. Percy, counselor, will provide information about the interests of all children.				
Action Steps:	Person(s) responsible:	Timelines	Budget:	Monitoring Strategy:
Administrators will disaggregate data and utilize this information in scheduling students into classes. Follow policy and procedure for inclusion and focus on moving these students to higher level classes.	Principals, Guidance Counselors	Annually or as needed for new students	\$0	TCAP, ThinkLink, IEP and S-Team Paperwork
Teachers will provide intense tutoring for preparation for TCAP testing prior to the test.	Classroom Teachers	Spring 2007	MNPS Funds	Classroom observations Formative assessments
Teachers and students will utilize daily planners and mid 6 weeks progress reports to communicate with parents to ensure student success in each class.	Classroom Teachers	Daily or weekly	MNPS Funds & Planners provided by Yearbook company	Review of student progress by classroom teachers
Teachers will develop pacing guides based on student performance indicators aligned with standards and which will focus instruction in targeted areas of need.	Classroom Teachers	Aug-May	MNPS Funds	Review schoolwide and individual student RCPI data.
Teachers will provide appropriate instructional materials such as videos, audio books, assessment materials to increase student achievement.	Principals, Classroom Teachers	Aug-may	\$7.50 per student for	Teacher & Librarian surveys on instructional

Teachers and Parents will have S-Team meetings with appropriate recommendations for success.	Classroom Teachers, Guidance Counselors	As needed	Library allocation \$0	needs Review by Classroom Teachers and Guidance
Students will participate in programs such as GREAT, DARE, and Guidance Lessons which promote acceptance and cultural awareness.	SRO, Guidance Counselors,	Aug-May	MNPD Funds	Classroom Teachers
School Organization will promote cultural awareness through activities such as Brotherhood/ Sisterhood month or Cultural Awareness month.	Classroom Teachers, Principals, Guidance Counselors	Spring 2007	\$500	Review by Principal, Guidance, Classroom Teachers

Planned Professional Development to Meet Annual Goal

Provide planning time for teachers to meet to disaggregate data, share instructional strategies and to brainstorm ways to promote success in all students at Oliver Middle School.

Have grade level and vertical team meetings to discuss strategies and ways to motivate students to participate in higher level courses.

Parent and Community Involvement

Utilize parent and stakeholder surveys to obtain information and ideas on achieving equitable enrollment of all subgroups in the OMS student population in all programs offered by the school.

Provide information about educational requirements for participation in higher level classes to parents and students through Parent Informational Meetings.

COMPONENT 6 – THE SCHOOL IMPROVEMENT PLAN AND PROCESS EVALUATION

The administration and instructional staff at Oliver Middle consider the student population, demographics, school and community characteristics at the beginning of the school year. The mission statement, vision statement, and beliefs are revisited each year by the Leadership Team and aligned as necessary. Academic and non-academic data is analyzed each year to determine focal points for instructional planning. Cumulative records are reviewed by guidance and administration to identify specific needs of individual students.

This in-depth analysis of the organizational and instructional effectiveness of Oliver Middle School serves as an ongoing process to identify areas of strength and weakness in supporting student's achievement of the desired results for learning. This plan is a working document that serves to build on our strengths and improve areas of weakness to maximize student achievement.

6.1 Formative Assessment

Formative assessment tools used for evaluation purposes include TCAP scores from 2004-2006, ThinkLink, District Writing Assessments, informal classroom assessments, end of semester tests.

ThinkLink is administered three times per year, in September, December, and March. The three tests are used as a measure to evaluate student progress throughout the year.

TCAP tests are given in the spring with the data being utilized to update instruction. District Writing Assessments are given to 5th and 7th grade students to examine progress made in writing skills. Informal classroom assessments are administered on a regular basis to allow teachers to monitor student achievement. Math problem solving assessments are given twice per year to assure student progress in math problem solving skills as well as critical thinking skills.

Several procedures are used to analyze the formative assessment data. The administration meets with the grade level team leaders weekly to examine data, identify at risk students and plan instruction to meet the needs of all students. Team leaders then share appropriate information received with their grade level. The principal frequently shares TCAP and other assessment data during faculty and grade level meetings. ThinkLink results are used by individual teachers to assess individual student as well as whole class progress. The administration, guidance counselors and teachers disaggregate and analyze TCAP writing assessment data to revise instructional strategies as necessary based on effective schools research. In April, SIP committee chairs will meet to examine Component 5 (Action Plan) and make note of any needed adjustments or recommendations as they relate to formative assessment. Any such recommendations will be communicated to all stakeholders.

Intervention strategies utilized for remediation and enrichment for the needs revealed by the data analysis include math tutoring provided by Math Partners. Lang! classes are offered for students scoring in the deficient level in reading. Encore program for academically advanced

students. Reading and Math specialists work with subject area teachers to provide assistance to advance student achievement.

Long term comparisons of formative assessments are used to measure student growth over the school year as well as establishing trends. Data for TCAP State Assessments are reviewed each year, District Math and Writing Assessments are monitored twice yearly, and ThinkLink data is reviewed three times per school year. Informal classroom assessments comparisons occur daily, weekly, every three weeks and at the end of each six weeks grading period. These comparisons of data analysis are use for instructional planning.

Also, increasing formal and informal classroom observations will be addressed and monitored by documentation kept on file in the office in individual teacher's files throughout the year. Adjusting the administrative schedule which includes parent conferences, IEP meetings, Support Team meetings, and disciplinary referrals will allow for more classroom visits. The 2006-07 data will be compared to the 2006 District School Climate Survey.

6.2 Summative Assessment

Summative assessment instruments currently used at Oliver Middle School are ThinkLink, TCAP Writing and Achievement tests, District Writing Assessments, District Math Problem Solving Assessments, and End of Course tests for high school credit in Algebra I, Geometry, Physical Science and Spanish.

ThinkLink is a assessment tool designed to provide information about the merit of instructional strategies, interventions, and supports to determine whether they should be retained, altered, or eliminated. TCAP Writing Assessment is given in February of each year and TCAP Achievement testing takes place each April to provide conclusive data about the worth of instructional strategies, supports, interventions, programs to determine whether they should be retained, altered, or eliminated. District Math Problem Solving Assessments provide an evaluation method of the instructional strategies used in this content area. End of Course testing in Physical Science, Spanish, Algebra I, and Geometry provide data regarding the success of those programs and whether they should be retained, altered, or eliminated. The IEP (Individual Education Plan) for a student may also provide information regarding the worth or merit of a strategy, intervention, or program.

The administration and counselors disaggregate and analyze data to formulate strategies to meet the needs of current students. This information is shared with teachers and the School Improvement Leadership Team through weekly grade level meetings.

The District Research and Evaluation Department provides long-term comparison data each year. This data usually provides a four year comparison of all achievement data, student demographics, and parent and community information.

The School Improvement team will share progress toward school goals and district targets with all stakeholders through monthly PTA newsletters, PTA meetings, faculty and inservice

meetings. A Parent Conference Day is held once a year to discuss individual student achievement with parents and students.

6.3 Evaluation of the SIP Process

The School Improvement Plan will be provided to the faculty, staff, PTA Executive Board by the end of the first semester for review and discussion. Newsletters, memos, email, grade level, and whole group meetings will be held to keep all stakeholders informed of revisions to the current plan. Student Council members will also be given a copy of the SIP to review and provide input. Also, the rubric on which the plan is scored will be distributed and explained to all stakeholders. Other means of communication also include Orientation Days for students at the beginning of the year, Leadership Team meetings, Administrative Announcements (weekly), and a yearly school events calendar kept in the office. A new communication tool to be implemented during 2006-07 will be an updated teacher and school website.

The feedback process for Oliver Middle School will include a District Climate Survey administered in the spring each year, parent conferences, PTA Board meetings. Grade level team meetings will be held monthly to gather information regarding the implementation of the action steps outlined in Component 5 of this plan.

Implementation of this plan includes gathering recommendations and comments from all stakeholders. These are presented to the SIP Leadership Team each year for review and consideration. Each subcommittee will meet to review the data and recommendations for their component and discuss what action steps went well and which need to be adjusted to meet the goals.

Debriefing and monitoring of the plan will take place when the data is received and analyzed at the beginning of each school year. Also, data from other assessments will be shared throughout the year as it becomes available. Faculty meetings, grade level meetings, and parent conferences will be used to share this information and discuss changes to the current plan to promote growth and academic achievement. This School Improvement Plan is a working document and must be adjusted to meet the needs of the current student population.

School Budget for 2006-2007

$508 \times \$35.00^* = \$17,780$

Requirements for spending funds:

- \$15.00 per student for library books if the school has fewer than 12 books per student; \$7.50 per student for library books if the school has 12 or more books per student.
- \$20.00 per student for instructional supplies, copy paper, administrative supplies, and discretionary funds. The principal in collaboration with the faculty should decide how to spend these funds to meet the needs of the school.

**Clinic supplies and art supply monies are included in this \$35.00. No supply funds will be sent to participatory leadership schools. Principals/teachers should not request additional funds for science equipment, art equipment, etc. from central office as all monies were pooled to give the \$35.00 per student to schools)*

Below is a description of how W. H. Oliver Middle School will spend the \$35.00 per student to meet the needs of our school as outlined in our site strategic plan. The specific targets and action steps are referenced for these expenditures

Items to be Purchased	Purpose	Budget
Library Books and Materials	To increase reading comprehension	$\$7.50 \times 508 = \$3,810$
Copy Paper, Office Supplies, Clinic Supplies	To assist the office staff in performing routine duties and be as efficient as possible.	$\$10 \times 508 = \$5,080$
Laminating Film, Art Supplies, Science Equipment, Computer software,	To keep teacher workroom and supply center adequately stocked to provide necessary materials for instruction	$\$8.75 \times 508 = \$4,445$
ThinkLink Assessments	To provide additional achievement data to improve instruction.	$\$8.75 \times 508 = \$4,445$