

Revised Tennessee School and District Improvement Plan Template – 2015-16

The final plan should be no longer than **four** pages.

School:	Brown's Chapel Elementary	
District:	Rutherford County	
Analysis of last year's final results:	Areas of Greatest Progress:	Areas of Greatest Challenge:
	<p><u>Proficient/Advanced Growth Achievement: 2014-15</u> BCE Met all 4 Achievement goals with safe harbor. R/LA Goal in 2015 for grades 3-5 was 63.2 P/A. BCE missed this goal, scoring 59.0% P/A which was a 1.7% decrease from 2014 R/LA score of 60.7 MATH: 1.9% P/A gain in Grades 3-5.</p> <p>GAPS: BCE met 2 of the 4 gaps in 2015. MATH: BCE met the Math gap goal for ED vs. non ED (13.8%) and Ethnicities vs. All (12.5%).</p> <p>TVAAS: BCE showed growth in 4th grade Math with an NCE gain of 2.7; BCE showed growth in 5th grade R/LA with an NCE gain of 0.9; BCE showed growth in 5th grade Science with an NCE gain of 3.5; BCE showed significant evidence that our students showed more progress than Growth Standard in Math, RLA, Science, and Social Studies.</p>	<p><u>Proficient/Advanced Growth R/LA and Math Achievement:</u> Continue to increase BCE student growth. GAPS: BCE failed to meet 2 of 4 gaps for 2015, all in RLA R/LA: Decrease the gap between Ethnicities vs. All (22.8%) and ED vs. non-ED students (15.4%).</p> <p>SAT 10 revealed an overall 0.1 growth in Math and -0.6 growth in Language. These growths placed BCE as a Level 3 school.</p>
	Source of Progress:	Source of Challenge:
	<ol style="list-style-type: none"> 1. Effective PLC collaborations which meet weekly in grade level cohorts to plan, collaborate and analyze data for improved instruction. 2. Common Formative Assessments, with a focus on 	<ol style="list-style-type: none"> 1. Economically Disadvantaged student numbers are on the rise; BCE is in our initial year of the RTI program with new reading coach and teachers progressing toward meeting the needs of 43.5 % ED population without any

	<p>item analysis to design interventions for those not mastering R/LA and Math skills.</p> <ol style="list-style-type: none"> 3. RTI small groups daily at 1:35 with all teachers, SPED and Related Arts providing small group, computer lab individual instruction using Lexia and Enrichment for top performers who need challenging experiences. 4. Large and Small group Reading Instruction with a focus on Daily Five. 5. Webb's Depth of Knowledge questioning across curriculum and student activities displayed illustrating all levels of Webb's weekly as a grade level activity for every grade. 6. Cross Curriculum academic vocabulary in all areas. Related Arts teachers include pertinent vocabulary and integrate the scope and sequence into their lessons. 	<p>Title I funding or additional support for our demographic.</p> <ol style="list-style-type: none"> 2. Meeting the needs of our population with one Reading Coach and no Educational Assistant. A portion of the Coaches time is spent recording data and processing paperwork. These needs limit the time she has to work directly with students. 3. Reduction in the number of students eligible to take the MAAS test. 4. Two SpEd Teachers and one EA to meet the needs of a large student caseload and help them build the skills needed to achieve proficiency.
<p>Goals for this school year:</p>	<p>Overall Growth Goals:</p> <ol style="list-style-type: none"> 1. MATH: BCE will show moderate evidence that students in the school made more progress than the Growth Standard in 4th and 5th grades for 2015-2016 on BCE's Composite score. 2. R/LA: BCE will show moderate evidence that students in the school made more progress than the Growth Standard in 4th and 5th grades for 2015-2016 on BCE's Composite score. <p>Subgroup Goals: (List each subgroup individually)</p> <ol style="list-style-type: none"> 1. When comparing different subgroups (Ethnicities, SPED, ELL, and ED) from the 'super subgroup,' BCE will show some evidence of growth from the previous year. <p>Other Required Goal Areas:</p> <p>BCE will increase growth on the Sat10 test in the spring of 2016.</p>	
<p>Plan for this school year:</p>	<p>Key strategies to achieve goals:</p> <ol style="list-style-type: none"> 1. PLC's will meet formally each week. Second and Fourth week, with administration in grade levels to collaborate, plan and design interventions to meet student needs as indicated by assessment. First and third weeks, the Leadership Team will meet after school to discuss progress and identify needs. We will build action plans around these issues. 2. 90-100 minutes of R/LA instruction daily to support large group, small leveled groups and literacy stations in K-5. 	

3. Identified students receive Tier II additional instruction time from classroom teacher daily. Tier III students work with Reading Coach and SWD receive support from the Inclusion Team and Small group Instruction during daily Intervention.
4. **BOOST (Building our Outstanding Student Thinkers)** will assess an Essential Learning Skill each week. The students who do not master that learning objective will attend an additional intervention that week designed to for intensive skill-based learning. One teacher based on expertise in teaching the skill will administer that intervention. Each grade level displays a chart in their hallway to illustrate skill mastery for each Essential Learning Skill.
5. Homework focus on Reading and Math journals. This focus deepens students understanding of literacy, improves comprehension, fluency, and motivation. Students reflect on growth as the year progresses.
6. Mentor teacher, administrative and prescriptive in-service support of new and less experienced teachers.

Key strategies to achieve progress for students with the greatest need:

1. Professional Development for all teachers in Common Core Reading.
2. Math and Reading Common Core Parent Academies to teach parents how to facilitate Common Core learning in the home.
3. Intervention/Enrichment Daily from 1:35-2:15. Teachers use assessment data and develop interventions for small group instruction. Students work in small groups, on computer generated assignments, specifically designed for them or participate in close reads to develop comprehension and master of non-fiction text.
4. Additional Time for Math Instruction to allow for math center activities and rich task completion. Work posted in grade level hallways.
5. PLC's will identify needs through common assessments created in Riverside, analyze data, create small groups and target skill development in interventions. Administration will attend, support and assist development of PLC's regularly.
6. Additional EA support for 3rd grade intervention.
7. Grade level parent nights (2 per grade level) which focus on specific skills and methods to assist parents in supporting student learning.
8. Webb's Depth of Knowledge integrated throughout the curriculum with grade level activities completed and posted in the hallways weekly.
9. Collaborate with Sped department on selection of students taking the MAAS test.
10. Test data (formative and summative) for the Hispanic, African American and Economically Disadvantaged students will be collected & disaggregated to identify weaknesses & needs for intervention.

Projected costs and funding sources for key strategies:

1. 95% Materials for 3rd grade. \$445.00 for 6 teachers. Based on SAT Data, our current third grade students scored in the 48 percentile in Reading. We need a structured, strategic phonics program that can supplement our Reading Program.
2. Title II Funds will be requested to secure additional in-service on Common Core Reading this year.

	<p>3. PTO will cover cost of Time for Kids and National Geographic Kids which we will use for close reads in 2013-14</p> <p>4. School Technology Coach will support Teachers on Thinkgate to create, administer and compile reports to drive instruction at no cost to our school.</p>	
<p>Benchmarks for Progress</p>	<p>Benchmark:</p>	<p>Timeline:</p>
	<p>1. Essential Learning Formative Assessments, item analysis and score reporting for PLC and administration review. Scores will be reviewed by teams and administration. Student proficiency will be measured at 80%.</p> <p>2. BOOST (Building our Outstanding Student Thinkers. Weekly assessment on one essential and an additional prescriptive intervention taught by the teacher with the highest student performance of that skill.</p>	<p>Four EL Benchmark Assessments Sept, November, January, March</p> <p>Weekly Assessment</p>
	<p>3. Math and Reading Placement Tests for all grades twice each year with a proficiency level of 80%. These test provide data for creating small group instruction and indicate approaching, on-level and beyond level reading skills.</p>	<p>August and May</p>
	<p>4. County-generated Reading and Math Benchmark assessment. Data generated measures student and teacher growth.</p> <p>5. Kindergarten and 1st Grade will take the DIBEL Assessment.</p> <p>6. Wonders Series: Grades 1-5 administer the TCAP Format Weekly Assessment.</p> <p>7. Wonders Series: Grades 1-5 Give the TCAP Format Unit Test</p>	<p>1st, 2nd and 3rd grading periods for grades 2-5</p> <p>DIBEL Assessment three times. Fall/Winter/Spring</p> <p>Weekly</p> <p>End of Unit (appx. 5 weeks)</p>

