

Revised Tennessee School and District Improvement Plan Template

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

School:	Smyrna Elementary School (SES)	
District:	Rutherford County School District	
Analysis of last year's final results:	Areas of Greatest Progress:	Areas of Greatest Challenge:
	<p>Proficient/ Advanced Improvements</p> <p>3rd Math- Surpassed goal of 61.2% by 15.2% for a total proficiency rate of 76.4%.</p> <p>3rd-5th Math-Surpassed goal of 68% by .4% for a total proficiency rate of 68.4%</p> <p>3rd ELA- Surpassed goal of 45.1% by 2.4% for a total proficiency rate of 47.5%.</p> <p>Subgroups:</p> <p>Racial/Ethnic vs. All Math- Closed the gap (-0.4%)</p> <p>Racial/Ethnic vs. All ELA- surpassed gap reduction goal of 5.1% by 0.7% for a total of 4.4%</p> <p>ED vs. Non-ED Math- met the gap reduction goal of 17.3% with a total of 17.3%</p> <p>ED vs. Non-ED ELA- surpassed gap reduction goal of 32.1% by 1.4% for a total of 30.7%</p> <p>ELL vs. Non-ELL Math- surpassed gap reduction goal of 11.1% by 8.8% for a total of 2.3%</p> <p>ELL vs. Non-ELL ELA- surpassed gap reduction goal of 32.3% by 10.1% for a total of 22.2%</p> <p>SWD vs. Non-SWD ELA surpassed gap reduction goal of 16.4% by 3.3% for a total of 13.1%</p> <p>Value Added Improvements</p> <p>3rd ELA- 5.0% gain</p> <p>3rd Math- 18.9% gain</p> <p>4th ELA- 1.9% gain</p> <p>4th Math- 4.2% gain</p> <p>5th Math- 2.3% gain</p>	<p>Proficient/Advanced Setbacks</p> <p>3rd-5th ELA – missed goal of 49.6% by 4.3% for a total proficiency rate of 45.3%.</p> <p>Subgroups:</p> <p>SWD vs. Non-SWD Math missed gap reduction goal of 20.8% by 4.4% for a total of 25.2%</p> <p>Value Added Setbacks</p> <p>5th ELA- 4.1% loss</p>
	Source of Progress:	Source of Challenge:
<p>Students at SES have made gains in ELA and Mathematics. Gains for these students may be attributed to the following:</p> <ol style="list-style-type: none"> 1.) Teachers, Faculty, and Administrators review data from the previous year's TCAP to determine plans and placements for each student. 2.) A Scope and Sequence for Mathematics and ELA is developed by each grade level team in order to ensure that every standard is covered in the most effective sequence before state testing is administered. 3.) All teachers have common planning time and meet weekly to discuss lesson plans for the upcoming week. During this time they share strategies and resources for teaching each skill in both ELA and Mathematics. 		<p>Challenges at SES are greatest with ELA achievement for 3rd-5th, Value Added for 5th grade ELA and with the SWD subgroup in Math. This subgroup's gap was not closed as we had expected. Challenges in these areas may be attributed to the following:</p>

	<p>4.) Full PLC's (with Administration, Coaches and Interventionists, ESL teachers and Special Education teachers) meet the 2nd, 4th, and 5th Thursday of each month. This allows Grade Level Teams to meet the 1st and 3rd Thursday of each month for grade level planning and assessment data review.</p> <p>5.) Essential Learning goals (EL) in both ELA and Mathematics have been selected by each grade level. These EL goals correlate to the TN ELA and Mathematics standards for those grade levels and are aligned to TCAP.</p> <p>6.) Intervention Groups and Ability based small groups, are used to reteach, strengthen, and challenge students from where they are. These groups are formed from formative assessment data, TCAP data, Benchmark data and classroom performance.</p> <p>7.) Collaboration between ESL teachers, classroom teachers, and administration.</p> <p>8.) Common time for 1st-5th grades for Tier II intervention.</p> <p>9.) Two teachers attended SIOP Training.</p> <p>10.) The Imagine Learning program was used at SES and targeted SWD and LEP students.</p>	<p>1.) Overcrowding of ESL classrooms which did not allow for fully effective small group ESL instruction.</p> <p>2.) Lack of necessary background knowledge for ED and LEP students.</p> <p>3.) Lack of time for collaboration within grade levels for strengthening Tier I instruction.</p> <p>5.) Lack of a math intervention program</p>
<p>Goals for this school year:</p>	<p>Overall Achievement Goals: (Aligned to First to the Top Goals)</p> <p>1. SES student reading achievement scores on the TCAP test for 3rd to 5th grade (All) will increase from 45.3% in 2013-2014 to 49.1% in 2014-2015.</p> <p>2. SES student mathematics achievement scores on the TCAP test for 3rd to 5th grade (All) will increase from 68.4% in 2013-2014 to 70.7% in 2014-2015.</p> <p>3. SES student reading achievement scores on the TCAP test for 3rd grade will increase from 47.5% in 2013-2014 to 51.2% in 2014-2015.</p> <p>4. SES student mathematics achievement scores on the TCAP test for 3rd grade will increase from 76.4% in 2013-2014 to 79.8% in 2014-2015.</p> <p>Subgroup Goals: (List each subgroup individually)</p> <p>1. SES student reading achievement gap on the TCAP test for Racial/Ethnic Subgroup vs. All will decrease from 4.4% in 2013-2014 to 4.1% in 2014-2015.</p> <p>2. SES student math achievement gap on the TCAP test for ED vs. Non-ED will decrease from 17.3% in 2013-2014 to 16.2% in 2014-2015.</p> <p>3. SES student reading achievement gap on the TCAP test for ED vs. Non-ED will decrease from 30.7% in 2013-2014 to 28.8% in 2014-2015.</p> <p>4. SES student math achievement gap on the TCAP test for ELL vs. Non-ELL will decrease from 2.3% in 2013-2014 to 2.2% in 2014-2015.</p> <p>5. SES student reading achievement gap on the TCAP test for ELL vs. Non-ELL will decrease from 22.2% in 2013-2014 to 20.8% in 2014-2015.</p> <p>6. SES student math achievement gap on the TCAP test for SWD vs. Non-SWD will decrease from 25.2% in 2013-2014 to 23.6% in 2014-2015.</p> <p>7. SES student reading achievement gap on the TCAP test for SWD vs. Non-SWD will decrease from 13.1% in 2013-2014 to 12.3% in 2014-2015.</p> <p>Other Required Goal Areas:</p> <p>SES will continue to meet or exceed the attendance of 95%.</p> <p>SES will continue to hire and retain 100% Highly Qualified teachers.</p> <p>SES will continue to host student teachers and participate in the RCS job fair to attract Highly Qualified teachers.</p> <p>SES will continue to provide transition materials to new students completing Kindergarten registration and schedule phase-in days at the beginning of the school year.</p> <p>SES will continue to dedicate funds for parent trainings to be held each semester.</p>	
<p>Plan for this school year:</p>	<p>Key strategies to achieve goals:</p> <p>1.) Schedules of classified staff adjusted to allow for further support in 3rd grade classrooms during both Reading and Math instruction.</p> <p>2.) A detailed mentoring/talent sharing program, based on teacher evaluation for both areas of</p>	

	<p>reinforcement and refinement, will continue with the purpose of promoting collaboration and support for all teachers.</p> <p>3.) An intensive New Teacher/Mentor program for new teachers will be implemented.</p> <p>4.) Lesson plans will be submitted from each teacher in the building with differentiated small group plans included.</p> <p>5.) Interventions with consistent ELA and Math focus during Walk To Learn time for 3rd- 5th grade as deemed necessary by common formative assessments.</p> <p>6.) PD with Instructional Coaches on Common Core Math, ELA, Social Studies, and RTI².</p> <p>7.) PLC Teams developed Common Formative Assessments- Teachers had to identify the rigor that each Essential Skill would be assessed by.</p> <p>8.) 28% of SES teachers attended summer training in Common Core Math, ELA, SS, and/or Intervention.</p> <p>9.) Four members of the faculty are Common Core State Trainers.</p> <p>10.) Job assignments for Title I funded staff have been realigned to meet the RTI² guidelines.</p> <p>11.) 2 Extended contracts for Breakfast Club- (1 for Phonics Multi-syllables and 1 for Remediation)</p> <p>12.) Every grade level will present a make and take parent night in ELA.</p> <p>13.) Reading A-Z licenses have been purchased for every classroom teacher.</p> <p>14.) 20 teachers have signed up to attend a <u>Number Talks</u> book study with one RTI² coach and one interventionist.</p> <p>15.) Four teachers will be sent to the Ron Clark Academy for training.</p> <p>16.) Marrie Lasater will work with 2nd and 4th grades on implementing Common Core Math strategies.</p> <p>17.) Each grade level will be provided with subs and participate in a full day planning meeting to unpack the standards and develop strategies for teaching what is on their scope.</p>
LEP:	<p>Key strategies to achieve progress for students with the greatest need:</p> <p>18.) ESL teachers will “push-in” to classrooms in every grade level during their daily 90 min. Reading block to provide additional support to ESL students outside of their daily required ESL time.</p> <p>19.) Daily intervention using the Imagine Learning program for students in grades 2-5.</p> <p>20.) Imagine Learning will increase by 30 licenses</p> <p>21.) 4 extended contracts for Imagine Learning before school groups</p> <p>22.) ESL teacher have substitutes to take their place and continue instruction when they are absent.</p> <p>23.) 23 Teachers have signed up to attend a SIOP book study.</p> <p>24.) ESL will conduct a school-wide in-service on Newcomers in the classroom.</p> <p>25.) ESL will conduct an in-service on Karen heritage and culture.</p> <p>26.) All grade levels have ESL push-in during their 90 minute Reading and Math block.</p>
SWD:	<p>27.) Marrie Lasater will conduct a Common Core Math Parent trainings and two full day PD trainings.</p> <p>28.) A math intervention program, <i>Do the Math</i>, has been purchased and will be implemented.</p> <p>29.) SpEd PLC team developed SMART goals regarding math gap closure.</p> <p>30.) Based on need, some SpEd students will be on Imagine Learning 5 times per week.</p> <p>31.) All SpEd students receive uninterrupted 90 minute Reading and 60/75/90 minute Math in the general Education classroom.</p> <p>32.) SpEd teachers will continue to serve SpEd students primarily through inclusion rather than pull-out.</p> <p>33.) Inclusion Teachers will be trained and begin using the <i>95% Group</i> program for reading intervention.</p> <p>34.) Inclusion Teachers will be trained and begin using the <i>Do the Math</i> program for math intervention.</p> <p>35.) Lacey Childress (Speech) will conduct an in-service, November 4th on strategies to help students with language difficulties.</p>
ED:	<p>36.) All PLC teams devoted at least 1 SMART goal to increasing growth.</p> <p>37.) 3rd, 4th, and 5th grade will continue using 95% group phonics instruction every day.</p> <p>38.) Principal, GP Instructional Coach, and Reading Interventionist will attend 95% Group Conference in November 2014.</p> <p>39.) Tier III intervention for students in grades K-5 will be administered solely by Reading and Math Interventionists as per RTI².</p> <p>40.) Walk to Learn intervention will be used following formative classroom assessment in 2nd-5th.</p> <p>41.) Students who fall into multiple subgroups are micro-targeted and given priority when forming instruction intervention groups such as Imagine Learning.</p> <p>42.) Reading and Math instructional materials will be purchased to use for intervention with our Tier II</p>

	and Tier III students.	
	Projected costs and funding sources for key strategies:	
	Strategies 1-10, 18, 22, 24-26, 29, 31-37, and 39-41 will not require additional funding. These strategies all use existing personnel and/or resources that were previously purchased. 22. Substitutes for ESL teachers are paid through the ESL department. The compensation for the substitute is \$88 per whole day or \$50 per half day. One RTI ² Coach and four Interventionists are funded through Title I funds. Additionally, Title I Funds will be used to fund the following: \$3,600 for 6 Extended Contracts \$19,952 for substitutes \$24,350 for instructional supplies (Including 90 licenses for Imagine Learning) \$20,200 for Parent Trainings and Contracted Services for Parent Engagement \$20,640 for Staff Development including conferences, trainings, and outside consultants.	
Benchmarks for Progress	Benchmark:	Timeline:
	1. School wide- Essential Learning goals are determined by each grade level and assessed throughout the year. The data from these Essential Learning assessments (first a formative assessment and then a summative assessment) is then submitted to administration following the assessment.	The number of assessments and dates they will be given are set by the grade level team based on the number of Essential Learning goals and the time need for instruction. These plans are then submitted to and approved by administration.
	2. All PLC teams will submit the following documentation for their teams: team assignments, team norms, grade-level smart goals, Reading and Math scope and sequence, sample formative and summative assessments, completed assessment spreadsheets and completed analyzing assessment forms.	PLC documents are due to be submitted by August 29, 2014. Completed analyzing forms are due upon completion.
	3. All grade levels meet weekly to cooperatively prepare lesson plans, plan instruction, and assess data. These grade levels also have ½ a day 4 times a year dedicated for planning and collaboration. These dates are set by the Rutherford County school calendar.	All grade levels meet on Thursdays during planning time. The four ½ days are set for Thursday, September 11 th , Tuesday, October 28 th , Wednesday, January 28 th , and Thursday, March 19 th .
	4. District Assessments- AIMS web benchmark screeners given to students in grades Kindergarten through 5 th grade 3 times per year.	Fall, Winter, Spring
	5. Surveys are sent out to Staff and Parents to receive feedback on educational strategies, technology, and other school wide purchases such as parent trainings and family events. These surveys are designed to involve parents and teachers in the decision making process. These surveys also include information on EL classes and GED programs for our parents. In coordination with ESL, Title II, and local programs; these surveys allow the opportunity to assess the needs and interests of parents in other services that we can connect them with such as information on violence prevention, nutrition, and job training.	Fall Needs and Interest- Oct. 2014 Mid-Winter Survey- Dec. 2014 Needs Assessment- Feb. 2015