

2014-15 Tennessee School Improvement Planning Template

School	Roy Waldron Elementary																												
District	Rutherford County																												
	Areas of Greatest Progress:	Areas of Greatest Challenge:																											
	<p align="center"><u>School wide TVAAS Gains 2-8 Grades:</u></p> <p>2nd Grade Reading 4.9 2nd Grade Language 6.4 2nd Grade Math 3.2 3rd Grade ELA 3.1 3rd Grade Math 10.5 3rd Grade Science 10.9 3rd Grade Social Studies 5.6 4th Grade Math 1.9 4th Grade ELA 0.5 5th Grade Math 1.9</p> <p align="center"><u>AMO</u> 2014 Growth</p> <p>3rd – 8th Math 57.9 (4.4) Met 3rd RLA 36.7 (-2.4) Met w/SH 3rd Math 59.5 (0.1) Met w/SH</p> <p align="center">Teacher Needs Assessment (1) Ranked by Importance: Common Planning, Common Assessments, PLC’s, Use of Educational Assistants, Tier 3 Math, Common Core Trainings</p>	<p align="center"><u>TVAAS</u></p> <p>4th Grade SS. -5.5 4th Grade Science -6.8 5th Grade ELA -0.8 5th Grade SS. -0.9 5th Grade Science -1.5</p> <p align="center"><u>AMO</u></p> <p>3rd-8th RLA 40.5 (-2.0) Miss</p> <p align="center">Gap Closures for 2015</p> <table border="1"> <thead> <tr> <th></th> <th>Reduction</th> <th>Target</th> </tr> </thead> <tbody> <tr> <td>Math Ethnicity vs. All</td> <td>0.5</td> <td>7.2</td> </tr> <tr> <td>Reading Ethnicity vs. All</td> <td>0.3</td> <td>4.7</td> </tr> <tr> <td>Math ED vs. Non-ED</td> <td>0.7</td> <td>10.3</td> </tr> <tr> <td>Reading ED vs. Non-ED</td> <td>0.7</td> <td>10.6</td> </tr> <tr> <td>Math LEP vs. Non LEP</td> <td>1.8</td> <td>27.7</td> </tr> <tr> <td>Reading LEP vs. Non</td> <td>2</td> <td>31.4</td> </tr> <tr> <td>Math SWD vs. Non</td> <td>2</td> <td>29.4</td> </tr> <tr> <td>Reading SWD vs. Non</td> <td>1.3</td> <td>18.9</td> </tr> </tbody> </table> <p align="center">Parent Survey Fall 2014 (6) Parents interested in attending trainings: 22 Common Core 41 Math Strategies 25 TCAP 28 Strategies for High Achieving Students 9 Constructive Response 19 Grade Level Transitions 41 Reading Strategies 34 How to help a struggling Students 66 Best time to attend training is evening</p>		Reduction	Target	Math Ethnicity vs. All	0.5	7.2	Reading Ethnicity vs. All	0.3	4.7	Math ED vs. Non-ED	0.7	10.3	Reading ED vs. Non-ED	0.7	10.6	Math LEP vs. Non LEP	1.8	27.7	Reading LEP vs. Non	2	31.4	Math SWD vs. Non	2	29.4	Reading SWD vs. Non	1.3	18.9
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	Underlying Reasons for Progress:	Underlying Reasons for Challenge:																											
	<ul style="list-style-type: none"> • PLC Meetings/Data Analysis(8) • Promethean Boards • Daily Mental Math Practice • Common Planning Time • 120 min. RLA • 90 min. Math • RTI Interventions- Double Dose Period (8) • 95% Group, DIBELS, SRA • Before/After School Tutoring • Technology Programs-Ipad Basics • Singapore Math: 8 Step Model • Increase in “Professional” (seasoned) teachers • School-wide discipline plan • School-wide writing plan • Essential Learning • Progress Reports • ESL included in Pull Out Interventions • IMAGINE Learning • Vocabulary Strategies/Intervention Book • Moby Max • 5th Grade Transition Day to La Vergne Middle. • 2nd Grade Transaction Day from LPS to RWS (7) 	<ul style="list-style-type: none"> • Our K & 1st graders are in another school • High transient rate 120 in/out first 4 weeks • High poverty 85% 2014-2015 • High ELL and Minority Population- Many times these students are included in more than one subgroup which greatly impacts our scores. • Low Social Studies and Science scores due to our focus on Math and Reading/LA. We have a large number of Hispanic students and Special Education students taking the test who still do not comprehend well, and therefore, do poorly on the TCAP test. • Replacement of two seasoned ESL teachers with one novice teacher and one experienced but “new to our school” teacher. • Scheduling is not ideal due to all the pull outs and large number of classes per grade level. • Not all grade level teachers can meet at one time during the week due to the large number of teachers. • The parent needs assessment will help plan our parental involvement events this year. The school will provide trainings 6-8 times per year to help parents with resources for helping their children at home. • Behavior issues due to inclusion, needs, lack of consequences 																											

<p>Goals for 2014-2015 school year:</p>	<p>Overall Achievement Goals: (Aligned to First to the Top Goals)</p> <p>Goal 1: Students will improve their use of age-appropriate reading/language arts skills, such as communication and media, logic, informational text, and vocabulary that will be displayed in the series of formative and summative assessment tests given throughout the year including the TCAP Achievement and Benchmark reading/language arts scores. By the end of the TSIP cycle, scores on formative assessments and summative TCAP Achievement criterion-referenced test will meet or exceed the AMO goal of 44.2% proficient or advanced.(2)</p> <p>Goal 2: Students will improve their use of age-appropriate mathematics skills in the area of algebra, numbers and operations, data analysis, statistics and probability and mathematical processes. By the end of the TSIP cycle, scores on formative assessments and summative TCAP Achievement criterion-referenced test will meet or exceed the AMO goal of 60.5% proficient or advanced.(2)</p> <p>Subgroup Goals (List each subgroup individually)</p> <p>Goal 1: ELL students will improve their use of age-appropriate reading/language arts skills, writing skills, and math skills on formative assessments, CRA's and TCAP achievement. This subgroup will meet the gap closure standard of 20.6% on the 2015 Reading/Language Arts achievement. This subgroup will also raise their level of proficiency in Math TCAP to meet the gap closure standard of 54.4% proficient or advanced.</p> <p>Goal 2: SPED students will improve their use of age-appropriate reading/language arts skills, writing skills, and math skills on formative assessments, CRA's and TCAP achievement. This subgroup will meet the gap closure standard of 27.9% on the 2015 Reading/Language Arts achievement. This subgroup will also raise their level of proficiency in Math TCAP to meet the gap closure standard of 35% proficient or advanced.</p> <p>Goal 3: Ethnic/Racial minority students will improve their use of age-appropriate reading/language arts skills, writing skills, and math skills on formative assessments, CRA's and TCAP achievement. This subgroup will meet the gap closure standard of 43.8% on the 2015 Reading/Language Arts achievement. This subgroup will also raise their level of proficiency in Math TCAP to meet the gap closure standard of 54.4% proficient or advanced.</p> <p>Goal 4: Economically Disadvantaged students will improve their use of age-appropriate reading/language arts skills, writing skills, and math skills on formative assessments, CRA's and TCAP achievement. This subgroup will meet the gap closure standard of 37.7% on the 2015 Reading/Language Arts achievement. This subgroup will also raise their level of proficiency in Math TCAP to meet the gap closure standard of 58.2% proficient or advanced.</p> <p>Other Required Goal Areas:</p> <p>Goal 1: Our School must continue to show gains in Science . Teachers are using science and social studies based articles and stories to implement during their Balanced Literacy Block.</p> <p>Goal 2: Our School will continue to meet or exceed the attendance of 95%.</p> <p>Goal 3: Our School will address the Parental Standards daily.</p>
<p>Plan for this school year:</p>	<p>Key strategies to achieve goals:</p> <ol style="list-style-type: none"> 1. Continue with above-mentioned strategies used previous year. 2. Increase Math instruction to 90 min. and RLA to 120 min. in grades 3-5. (2) 3. Two Instructional Coaches for teacher and student support, lesson modeling, monitoring of Tier 1 and Tier 2 instruction. 4. Regularly scheduled RTI² and team meetings to discuss student progress/interventions. Reading Interventions for Both Tier 2 and Tier 3 will consist of the use of 95% Group Materials and Wonderworks. Students will be given diagnostic screener and will be placed in groups based need. Groups will cover phonics, fluency, vocabulary and comprehension. Math Tier 2 Interventions will consist of Moby Max Computer Intervention Program. Students will be given a diagnostic assessment and will be monitored on their progress. Math Tier 3 will include Do the Math Intervention program, a direct instruction manipulative based program. Students will be progress monitored every 3 weeks based on the intervention they are receiving. (9) 5. ESL students will be in inclusion classes. ESL Interventionists will pull out for intervention time. (9) 6. SpEd students will be in inclusion classes. SpEd Teachers will work collaboratively with regular education teachers. Students go to SpEd for 1 hour intervention. (9) 7. Include more cross-curricular instruction to improve informational text comprehension in science and social studies. Teachers are using science and social studies based articles and stories to implement during their Balanced Literacy Block. 8. Balanced Literacy Program being utilized Schoolwide. Teachers have implemented a Balanced Literacy Program to meet the needs of each child at their own instructional level while building vocabulary, fluency, and comprehension. (2) 9. Parental Involvement- The school will provide trainings 6-8 times per year to help parents with resources for helping their children at home. These trainings will reflect a variety of times as to accommodate as many parents as possible. Parent lending library will be available during all parent teacher conferences to match activities with students needs. 10. We will utilize early release days to continue the development of our PLC's. Allows teachers to discuss the needs of students and plan lessons to meet the needs of each child at each grade level. (8) 11. 100 seats-Imagine Learning will be utilized by our ELL students both in the morning and throughout the day, maximizing the number of students who are able to have access. (2) 12. Attract and hire highly qualified teachers by participating in Recruitment Fair, Teacher mentoring, hosting student teachers, and quality professional development. (5) 13. All teachers are highly qualified and all EA's meet qualifications (3) 14. Poverty Simulation (4) 15. Math Strategies w/Marrie Lasater (4)

	<p>16. Orton Gillingham Training (4)</p> <p>Key strategies to achieve progress for students with the greatest need:</p> <ol style="list-style-type: none"> 1. Before and after school tutoring for ESL, Imagine Learning (9) 2. Assessments and analysis with planned interventions (8) 3. RTI Interventions during double dosing time:95%, Wonderworks, Moby Max, Do the Math, Orton Gillingham (9) 4. Place ESL and SpEd students with teachers who have special needs/Inclusion training – SIOP 5. Balanced Literacy- Teachers will assess students reading levels using LRA’s. Students will be grouped according to their reading level. Students will be taught on both an instructional level (guided reading) and grade level (shared reading). Students will also be taught word study and will work in independent literacy stations. (2) 6. Provide PD for teachers working with students effectively in small groups. Teachers will be trained on 95% group materials, Do the Math, PLC training, and RTI² Training. (4) <p>Projected costs and funding sources for key strategies.</p> <p>Title 1 funding provides money for trainings, PD, 95% group materials, Do the Math Materials, site licenses for Computer Programs, Title I teachers and EA’s. Total Schoolwide allocation- \$540,000. Title I funds 1 instructional coach, 4 academic interventionists, and 3 EA’s The state and local funding provides EA’s, ESL teachers and EA’s, SPED teachers, GP Coaches and EAs. All of our other strategies do not require additional funding. We are using the resources available to us in the school provided through county funding. (10)</p>	
Key benchmarks for progress on strategies:	Benchmark:	Timeline:
	Common Assessment Date Analysis (8 times per year) and retesting of objectives not mastered after interventions	Sept. 05, Sept. 26, Oct. 24, Nov. 14, Dec. 12, January 23, Feb. 13, Mar 6
	Common Assessment Analysis (PLC’S)	Sept. 11, Oct. 2, Oct. 30, Nov. 20, Jan. 29, Feb. 19, March
	RTI ² Team Meetings to discuss student progress and make decisions on movement through RTI Tiers (9 times per year)	Aug. 28, Sept. 25, Oct. 30, Dec. 4, Jan. 29, Feb. 26, Mar. 26, Apr. 30, May 21
	TCAP	April 27-May 1
	SAT 10 2 nd Grade	May 4-8
	District Benchmark (1x Per Year)	January
	ELA Benchmark	January 20
	TCAP Writing Assessment	Feb. 2, Feb. 9, Feb. 16
	DIBELS Benchmarks and progress monitoring /at risk	Sept. 6, Dec. 9-10, May 12-13
	Weekly PLC meetings (throughout the year)	Thursdays and Last Monday @2:45
Track Improvement of students in Tier 2 & 3	Use common assessment data, writing assessment data, CRA data, conferring notebook data throughout the year.	

Schoolwide Appendix		
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Parent Involvement Nights and Parent Trainings provided by Title 1 (6)

Thursday, August 14, 6-7pm	Annual Fall Meeting
Monday, October 20	RTI ² Training
Thursday, November 6	Imagine Learning
Thursday, December 4 6:00-8:00	Winterfest
Thursday, January 15	2 nd Grade Math Night
January 28 th 7:30-9 AM	Muffins for Moms Donuts for Dads
Tuesday, February 24	Family Game Night
March	Spring Planning
May 22	Show of Success

Teacher In-Service and Trainings provided by Title 1 (4)

DATE/TIME	STAFF DEVELOPMENT ACTIVITY	EDUCATIONAL PURPOSE
August 7 12:00-2:30	Poverty Training	All faculty will participate in a poverty simulation training in order to educate the faculty on how poverty impacts our students and their families.
August 8	AIMSweb Team Training	The RTI Team will receive training on how to use the AIMSweb program to assist with student testing and progress monitoring.
September 3-4	Task Arcs w/ Marrie Lasater	All teachers will attend a Marrie Lasater Math Common Core Training. This will include Ms. Lasater modeling Math lessons around the Task Arcs in all grade levels.
September 4	Promethean Board Training for New Teachers	New faculty/staff will receive training on how to use Prometheans boards and the related software.
September 11, October 22, and November 4	95% Training	District will provide new teacher, EA, and RTI Coach training on teaching 95% lesson.
September 18	Strategies for SPED Inclusion w/ Kurstin Hollenbeck	All teacher will meet with Ms. Hollenbeck from Central Office during their PLC times on Sept. 18th to learn about strategies to use in their class to better serve our special education students.
November 4	In Service Day	TBA
February 5-8	National Title I Conference	Instructional Coaches will attend conference sessions focusd on closing the achievement gap for various subgroups and improving parent engagement. In addition, they will be presenting a session titled, "Balanced Literacy: A Framework for Closing the Reading Gap."
March 9	Writing	Ms.Keglar from Central Office will meet with all grade level teachers and train them on writing strategies to use across the subject areas to help students become better writers.
TBD	iPad Basics	
TBD	RTI Differentiation and Interventions	