

School Planning Team

**Rutherford County (750) Public District - FY 2017 - Brown's Chapel Elementary School (750-0039) Public School - School Plan - Rev 0**

**Please identify all planning team members, including team members' titles. The plan shall be developed in consultation with teachers, principals, administrators (including administrators of Title programs), and other appropriate school personnel, and with parents of students.**

Kellye Goostree – Principal

Dr. Matthew Dodd – Assistant Principal

Kelly Jones – RTI Coach

Amy Perry – Technology Coach

Shelly Brown – Special Education Team Lead

Chelsea Buxton – Kindergarten Team Lead

Brittany Oliver – 1<sup>st</sup> Grade Team Lead

Christina Silmon – 2<sup>nd</sup> Grade Team Lead

Julie Gray – 3<sup>rd</sup> Grade Team Lead

Carie Batcheler – 4<sup>th</sup> Grade Team Lead

Megan Maguigan – 5<sup>th</sup> Grade Team Lead

Jennifer Batey - Parent

Barbi Hoard - Parent

**Describe how parents are engaged and continuously involved in the planning process.**

Parents are included in the planning process as we solicit feedback from them through specific inquiry regarding a program, communication, understanding of outlined student success criteria and needs assessments for our overall learning community. Parents are

invited to grade level meetings and workshops to discuss the academic disciplines and teaching methods we utilize. Frequent and transparent communication is offered and welcomed as we continue to build a rigorous, high quality and comprehensive structure.

CHECK HERE IF NOT APPLICABLE (HIGH SCHOOLS)

**Elementary/Middle School Subjects**

3-8 Reading/Language Arts - Data Tables

3-8 Reading/Language Arts – % Proficient / Advanced	2013-14	Improvement	2014-15	Improvement	2015-16
<b>All Students</b>	<b>60.7</b>		<b>59</b>		
- Asian	<b>50</b>		<b>50</b>		
- Black or African American	<b>43.2</b>		<b>35.9</b>		
- Hispanic or Latino	<b>42.9</b>		<b>33.3</b>		
- Native American / Alaskan Native			*		
- Native Hawaiian / Pacific Islander					
- White	<b>66.5</b>		<b>64.3</b>		
- Black/African American, Hispanic, Native American	<b>43.1</b>		<b>36.2</b>		
<b>Economically Disadvantaged</b>	<b>53.5</b>		<b>49.7</b>		
<b>Students with Disabilities</b>	<b>30.6</b>		<b>23.1</b>		
<b>English Learners</b>			<b>16.7</b>		

After analyzing data for all students, provide a summary of the progress and challenges, identify underlying causes for each. Cite specific examples and address racial/ethnic subgroups where relevant. (Include all local data analyzed as part of the comprehensive needs assessment.)

2015 – 2016 AIMS web data:

- o 3<sup>rd</sup> Grade – All students showed a +0.822 %tile growth in MAZE (Comprehension).
  - o Tier 2 students showed a +4.777 %tile growth.
  - o Tier 3 students showed a +6.590 %tile growth.

- o African American students (n=14) had an average %tile growth of +35.0%.
  - o American Indian or Alaskan Native students (n=2) had an average %tile growth of +35.0%.
  - o Asian student (n=1) had a %tile growth of +85.0%.
- 4<sup>th</sup> Grade – All students had a +0.078 %tile growth in MAZE (Comprehension).
    - o Tier 2 students showed a -2.488 %tile growth.
    - o Tier 3 students showed a +14.625 %tile growth.
    - o African American students (n=11) had an average %tile growth of 44.0%.
    - o Asian students (n=8) had an average %tile growth of +50.0%.
- 5<sup>th</sup> Grade (students in 6<sup>th</sup> grade this year) – All students had a -4.538 %tile growth in MAZE (Comprehension).
    - o Tier 2 students showed a +8.750 %tile growth.
    - o Tier 3 students showed a +3.560 %tile growth.

Fall 2016 easyCBM Data:

- 3<sup>rd</sup> Grade – Comprehension
  - o 70% (n=79) are low risk (26<sup>th</sup> to 99<sup>th</sup> %tile)
  - o 27% (n=31) are some risk (11<sup>th</sup> to 25<sup>th</sup> %tile)
  - o 3% (n=3) are high risk (0<sup>th</sup> to 10<sup>th</sup> %tile)
- 4<sup>th</sup> Grade – Comprehension
  - o 82% (n=83) are low risk (26<sup>th</sup> to 99<sup>th</sup> %tile)
  - o 13% (n=13) are some risk (11<sup>th</sup> to 25<sup>th</sup> %tile)
  - o 5% (n=5) are high risk (0<sup>th</sup> to 10<sup>th</sup> %tile)
- 5<sup>th</sup> Grade – Comprehension
  - o 88% (n=123) are low risk (26<sup>th</sup> to 99<sup>th</sup> %tile)
  - o 8% (n=11) are some risk (11<sup>th</sup> to 25<sup>th</sup> %tile)

4% (n=5) are high risk (0<sup>th</sup> to 10<sup>th</sup> %tile)

**Progress:**

- For 3<sup>rd</sup> grade in the 2015 – 2016 academic year, all tiers (Tier 1 – 3) and all subgroups (African American, American Indian/Alaskan Native, and Asian students) all had a positive %tile growth.
- For 4<sup>th</sup> grade in the 2015 – 2016 academic year, two tier groups (Tier 1 and Tier 3) and all subgroups (African American and Asian students) had a positive %tile growth.
- For 5<sup>th</sup> grade in the 2015 – 2016 academic year, two tiers (Tier 2 and Tier 3) had a positive %tile growth.
- For the 2016 – 2017 academic year, the clear majority of our students have scored in the low risk category (26<sup>th</sup> to 99<sup>th</sup> %tile) on easyCBM.

**Challenges:**

- 4<sup>th</sup> grade Tier 2 students had a negative %tile growth for the 2015 – 2016 academic year.
- Even though BCE's lower tier groups showed a positive %tile growth, once Tier 1 students were factored in, the %tile growth was -4.538.

**Rationale:**

- Tier 2 students are sometimes in the 2<sup>nd</sup> quintile group, which is the group that does not qualify for the most intrinsic help (Tier 3) but really could use more direct teacher help.
- The push to help lower performing students to achieve grade-level work before they leave elementary school can compromise Tier 1 students.

Discuss the progress and challenges of students who are economically disadvantaged, students with disabilities, and English Learners. Cite specific examples and include local data analyzed as part of the comprehensive needs assessment.

2015 – 2016 AIMS web data for Economically Disadvantaged:

- 3<sup>rd</sup> Grade – All students showed a +0.822 %tile growth in MAZE (Comprehension).
  - o Economically Disadvantaged (n=36) showed a +42.22 %tile growth.

- 4<sup>th</sup> Grade – All students had a +0.078 %tile growth in MAZE (Comprehension).
  - o Economically Disadvantaged (n=44) showed a +48.41 %tile growth.
- 5<sup>th</sup> Grade (students in 6<sup>th</sup> grade this year) – All students had a -4.538 %tile growth in MAZE (Comprehension).

2015 – 2016 AIMS web data for Students with Disabilities:

- 3<sup>rd</sup> Grade – All students showed a +0.822 %tile growth in MAZE (Comprehension).
  - o Students with Disabilities (n=11) showed a +31.36 %tile growth.
- 4<sup>th</sup> Grade – All students had a +0.078 %tile growth in MAZE (Comprehension).
  - o Students with Disabilities (n=9) showed a +52.78 %tile growth.
- 5<sup>th</sup> Grade (students in 6<sup>th</sup> grade this year) – All students had a -4.538 %tile growth in MAZE (Comprehension).

2015 – 2016 AIMS web data for English Language Learners:

- 3<sup>rd</sup> Grade – All students showed a +0.822 %tile growth in MAZE (Comprehension).
  - o English Learners (n=2) showed a +75.00 %tile growth.
- 4<sup>th</sup> Grade – All students had a +0.078 %tile growth in MAZE (Comprehension).
  - o English Learners (n=2) showed a +80.00 %tile growth.
- 5<sup>th</sup> Grade (students in 6<sup>th</sup> grade this year) – All students had a -4.538 %tile growth in MAZE (Comprehension).

Fall 2016 easyCBM Data for Economically Disadvantaged:

- 3<sup>rd</sup> Grade – Comprehension
  - o 19.17% (n=23) are low risk (26<sup>th</sup> to 99<sup>th</sup> %tile)
  - o 5.83% (n=7) are some risk (11<sup>th</sup> to 25<sup>th</sup> %tile)

- o 1.67% (n=2) are high risk (0<sup>th</sup> to 10<sup>th</sup> %tile)
- 4<sup>th</sup> Grade – Comprehension
  - o 20.39% (n=21) are low risk (26<sup>th</sup> to 99<sup>th</sup> %tile)
  - o 3.88% (n=4) are some risk (11<sup>th</sup> to 25<sup>th</sup> %tile)
  - o 2.91% (n=3) are high risk (0<sup>th</sup> to 10<sup>th</sup> %tile)
- 5<sup>th</sup> Grade – Comprehension
  - o 25.71% (n=36) are low risk (26<sup>th</sup> to 99<sup>th</sup> %tile)
  - o 3.57% (n=5) are some risk (11<sup>th</sup> to 25<sup>th</sup> %tile)
  - o 1.43% (n=2) are high risk (0<sup>th</sup> to 10<sup>th</sup> %tile)

Fall 2016 easyCBM Data for Students with Disabilities:

- 3<sup>rd</sup> Grade – Comprehension
  - o 0.83% (n=1) are low risk (26<sup>th</sup> to 99<sup>th</sup> %tile)
  - o 2.50% (n=3) are some risk (11<sup>th</sup> to 25<sup>th</sup> %tile)
  - o 0.00% (n=0) are high risk (0<sup>th</sup> to 10<sup>th</sup> %tile)
- 4<sup>th</sup> Grade – Comprehension
  - o 7.77% (n=8) are low risk (26<sup>th</sup> to 99<sup>th</sup> %tile)
  - o 2.91% (n=3) are some risk (11<sup>th</sup> to 25<sup>th</sup> %tile)
  - o 1.94% (n=2) are high risk (0<sup>th</sup> to 10<sup>th</sup> %tile)
- 5<sup>th</sup> Grade – Comprehension
  - o 5.00% (n=7) are low risk (26<sup>th</sup> to 99<sup>th</sup> %tile)
  - o 0.71% (n=1) are some risk (11<sup>th</sup> to 25<sup>th</sup> %tile)
  - o 2.14% (n=3) are high risk (0<sup>th</sup> to 10<sup>th</sup> %tile)

**Fall 2016 easyCBM Data for English Language Learners:**

- 3<sup>rd</sup> Grade – Comprehension
  - o 0.83% (n=1) are low risk (26<sup>th</sup> to 99<sup>th</sup> %tile)
  - o 2.50% (n=3) are some risk (11<sup>th</sup> to 25<sup>th</sup> %tile)
  - o 0.83% (n=1) are high risk (0<sup>th</sup> to 10<sup>th</sup> %tile)
  
- 4<sup>th</sup> Grade – Comprehension
  - o 0.97% (n=1) are low risk (26<sup>th</sup> to 99<sup>th</sup> %tile)
  - o 0.00% (n=0) are some risk (11<sup>th</sup> to 25<sup>th</sup> %tile)
  - o 0.00% (n=0) are high risk (0<sup>th</sup> to 10<sup>th</sup> %tile)
  
- 5<sup>th</sup> Grade – Comprehension
  - o 0.00% (n=0) are low risk (26<sup>th</sup> to 99<sup>th</sup> %tile)
  - o 0.00% (n=0) are some risk (11<sup>th</sup> to 25<sup>th</sup> %tile)
  - o 0.00% (n=0) are high risk (0<sup>th</sup> to 10<sup>th</sup> %tile)

**Progress:**

- All students in 3<sup>rd</sup> and 4<sup>th</sup> grade who were Economically Disadvantaged, those with Disabilities, or were English Learners had a tremendous %tile growth in the 2015 – 2016 academic year.
- On the fall 2016 easyCBM benchmark, the vast majority of Economically Disadvantaged were in the low risk category (26<sup>th</sup> to 99<sup>th</sup> %tile).
- A majority of 4<sup>th</sup> and 5<sup>th</sup> grade students with Disabilities were in the low risk category (26<sup>th</sup> to 99<sup>th</sup> %tile).
- The only 4<sup>th</sup> grade student who is an English Language Learner scored in the low risk category (26<sup>th</sup> to 99<sup>th</sup> %tile).

**Challenges:**

- BCE currently has only 1 student with Disabilities in 3<sup>rd</sup> grade who is in the low risk group (26<sup>th</sup> to 99<sup>th</sup> %tile) out of 4.
- BCE currently has only 1 English Language Learner in 3<sup>rd</sup> grade in the low risk group (26<sup>th</sup> to 99<sup>th</sup> %tile) out of 5.



**Rationale:**

With such low numbers of students with Disabilities in 3<sup>rd</sup> grade (n = 4) and English Learners in 3<sup>rd</sup> grade (n = 5), it is difficult to provide any true rationale for these low scores. However, all parties involved are on guard for any patterns in the future.

3-8 Mathematics - Data Tables

3-8 Mathematics – % Proficient / Advanced	2013-14	Improvement	2014-15	Improvement	2015-16
<b>All Students</b>	<b>75.7</b>	<b>1.9</b>	<b>77.6</b>		
- Asian	<b>71.5</b>		<b>64.3</b>		
- Black or African American	<b>54.9</b>		<b>61.6</b>		
- Hispanic or Latino	<b>76.2</b>		<b>66.7</b>		
- Native American / Alaskan Native			*		
- Native Hawaiian / Pacific Islander					
- White	<b>80</b>		<b>81.2</b>		
- Black/African American, Hispanic, Native American	<b>61.1</b>		<b>63.8</b>		
<b>Economically Disadvantaged</b>	<b>68.2</b>	<b>1.9</b>	<b>70.1</b>		
<b>Students with Disabilities</b>	<b>44.5</b>		<b>23.1</b>		
<b>English Learners</b>			<b>33.3</b>		

After analyzing data for all students, provide a summary of the progress and challenges, identify underlying causes for each. Cite specific examples and address racial/ethnic subgroups where relevant. (Include all local data analyzed as part of the comprehensive needs assessment.)

2015 – 2016 AIMS web data:

- 3<sup>rd</sup> Grade – All students showed a +4.356 %tile growth in MCAP (Math Application).
  - o Tier 2 students showed a +3.750 %tile growth.
  - o Tier 3 students showed a +42.100 %tile growth.
  - o African American students (n=14) had an average %tile growth of +33.0%.

- o American Indian or Alaskan Native students (n=2) had an average %tile growth of +35.0%.
- o Asian student (n=1) had a %tile growth of +55.0%.
- 4<sup>th</sup> Grade – All students had a -6.167 %tile growth in MCAP (Math Application).
  - o Tier 2 students showed a +24.000 %tile growth.
  - o Tier 3 students showed a +23.000 %tile growth.
  - o African American students (n=11) had an average %tile growth of +30.0%.
  - o Asian students (n=8) had an average %tile growth of +30.0%.
- 5<sup>th</sup> Grade (students in 6<sup>th</sup> grade this year) – All students had a -10.019 %tile growth in MCAP (Math Application).
  - o Tier 2 students showed a +10.670 %tile growth.
  - o Tier 3 students showed a +13.200 %tile growth.

Fall 2016 easyCBM Data:

- 3<sup>rd</sup> Grade – CCSS Math
  - o 75% (n=85) are low risk (26<sup>th</sup> to 99<sup>th</sup> %tile)
  - o 19% (n=21) are some risk (11<sup>th</sup> to 25<sup>th</sup> %tile)
  - o 6% (n=7) are high risk (0<sup>th</sup> to 10<sup>th</sup> %tile)
- 4<sup>th</sup> Grade – CCSS Math
  - o 76% (n=78) are low risk (26<sup>th</sup> to 99<sup>th</sup> %tile)
  - o 20% (n=20) are some risk (11<sup>th</sup> to 25<sup>th</sup> %tile)
  - o 4% (n=4) are high risk (0<sup>th</sup> to 10<sup>th</sup> %tile)
- 5<sup>th</sup> Grade – CCSS Math
  - o 82% (n=114) are low risk (26<sup>th</sup> to 99<sup>th</sup> %tile)
  - o 16% (n=22) are some risk (11<sup>th</sup> to 25<sup>th</sup> %tile)
  - o 2% (n=3) are high risk (0<sup>th</sup> to 10<sup>th</sup> %tile)

**Progress:**

- For 3<sup>rd</sup> grade in the 2015 – 2016 academic year, all tiers (Tier 1 – 3) and all subgroups (African American, American Indian/Alaskan Native, and Asian students) all had a positive %tile growth.
- For 4<sup>th</sup> grade in the 2015 – 2016 academic year, all tiers (Tier 1 – 3) and all subgroups (African American and Asian students) had a positive %tile growth.
- For 5<sup>th</sup> grade in the 2015 – 2016 academic year, two tiers (Tier 2 and Tier 3) had a positive %tile growth.
- For the 2016 – 2017 academic year, the clear majority of our students have scored in the low risk category (26<sup>th</sup> to 99<sup>th</sup> %tile) on easyCBM.

**Challenges:**

- Even though BCE's 5<sup>th</sup> grade's lower tier groups showed a positive %tile growth, once Tier 1 students were factored in, the %tile growth was -10.019.

**Rationale:**

- The push to help lower performing students to achieve grade-level work before they leave elementary school can compromise Tier 1 students. Tier 1 students need just as much help and guidance as those below grade level or have not achieved mastery of a certain skill.

Discuss the progress and challenges of students who are economically disadvantaged, students with disabilities, and English Learners. Cite specific examples and include local data analyzed as part of the comprehensive needs assessment.

**2015 – 2016 AIMS web data for Economically Disadvantaged:**

- 3<sup>rd</sup> Grade – All students showed a +4.356 %tile growth in MCAP (Math Application).
  - o Economically Disadvantaged (n=36) showed a +41.80 %tile growth.
- 4<sup>th</sup> Grade – All students had a -6.167 %tile growth in MCAP (Math Application).
  - o Economically Disadvantaged (n=43) showed a +42.91 %tile growth.
- 5<sup>th</sup> Grade (students in 6<sup>th</sup> grade this year) – All students had a -10.019 %tile growth in MCAP (Math Application).

2015 – 2016 AIMS web data for Students with Disabilities:

- 3<sup>rd</sup> Grade – All students showed a +4.356 %tile growth in MCAP (Math Application).
  - o Students with Disabilities (n=11) showed a +24.09 %tile growth.
- 4<sup>th</sup> Grade – All students had a -6.167 %tile growth in MCAP (Math Application).
  - o Students with Disabilities (n=9) showed a +50.56 %tile growth.
- 5<sup>th</sup> Grade (students in 6<sup>th</sup> grade this year) – All students had a -10.019 %tile growth in MCAP (Math Application).

2015 – 2016 AIMS web data for English Language Learners:

- 3<sup>rd</sup> Grade – All students showed a +4.356 %tile growth in MCAP (Math Application).
  - o English Learners (n=2) showed a +65.00 %tile growth.
- 4<sup>th</sup> Grade – All students had a -6.167 %tile growth in MCAP (Math Application).
  - o English Learners (n=2) showed a +45.00 %tile growth.
- 5<sup>th</sup> Grade (students in 6<sup>th</sup> grade this year) – All students had a -10.019 %tile growth in MCAP (Math Application).

Fall 2016 easyCBM Data for Economically Disadvantaged:

- 3<sup>rd</sup> Grade – CCSS Math
  - o 20.83% (n=25) are low risk (26<sup>th</sup> to 99<sup>th</sup> %tile)
  - o 5.00% (n=6) are some risk (11<sup>th</sup> to 25<sup>th</sup> %tile)
  - o 1.67% (n=2) are high risk (0<sup>th</sup> to 10<sup>th</sup> %tile)
- 4<sup>th</sup> Grade – CCSS Math
  - o 21.36% (n=22) are low risk (26<sup>th</sup> to 99<sup>th</sup> %tile)
  - o 4.85% (n=5) are some risk (11<sup>th</sup> to 25<sup>th</sup> %tile)
  - o 2.91% (n=3) are high risk (0<sup>th</sup> to 10<sup>th</sup> %tile)

- 5<sup>th</sup> Grade – CCSS Math
  - o 23.57% (n=33) are low risk (26<sup>th</sup> to 99<sup>th</sup> %tile)
  - o 5.71% (n=8) are some risk (11<sup>th</sup> to 25<sup>th</sup> %tile)
  - o 0.00% (n=0) are high risk (0<sup>th</sup> to 10<sup>th</sup> %tile)

Fall 2016 easyCBM Data for Students with Disabilities:

- 3<sup>rd</sup> Grade – CCSS Math
  - o 0.83% (n=1) are low risk (26<sup>th</sup> to 99<sup>th</sup> %tile)
  - o 1.67% (n=2) are some risk (11<sup>th</sup> to 25<sup>th</sup> %tile)
  - o 0.83% (n=1) are high risk (0<sup>th</sup> to 10<sup>th</sup> %tile)
- 4<sup>th</sup> Grade – CCSS Math
  - o 2.91% (n=3) are low risk (26<sup>th</sup> to 99<sup>th</sup> %tile)
  - o 5.83% (n=6) are some risk (11<sup>th</sup> to 25<sup>th</sup> %tile)
  - o 2.91% (n=3) are high risk (0<sup>th</sup> to 10<sup>th</sup> %tile)
- 5<sup>th</sup> Grade – CCSS Math
  - o 4.29% (n=6) are low risk (26<sup>th</sup> to 99<sup>th</sup> %tile)
  - o 2.14% (n=3) are some risk (11<sup>th</sup> to 25<sup>th</sup> %tile)
  - o 1.43% (n=2) are high risk (0<sup>th</sup> to 10<sup>th</sup> %tile)

Fall 2016 easyCBM Data for English Language Learners:

- 3<sup>rd</sup> Grade – CCSS Math
  - o 3.33% (n=4) are low risk (26<sup>th</sup> to 99<sup>th</sup> %tile)
  - o 0.83% (n=1) are some risk (11<sup>th</sup> to 25<sup>th</sup> %tile)
  - o 0.00% (n=0) are high risk (0<sup>th</sup> to 10<sup>th</sup> %tile)

- 4<sup>th</sup> Grade – CCSS Math
  - o 0.00% (n=0) are low risk (26<sup>th</sup> to 99<sup>th</sup> %tile)
  - o 0.97% (n=1) are some risk (11<sup>th</sup> to 25<sup>th</sup> %tile)
  - o 0.00% (n=0) are high risk (0<sup>th</sup> to 10<sup>th</sup> %tile)
  
- 5<sup>th</sup> Grade – CCSS Math
  - o 0.00% (n=0) are low risk (26<sup>th</sup> to 99<sup>th</sup> %tile)
  - o 0.00% (n=0) are some risk (11<sup>th</sup> to 25<sup>th</sup> %tile)
  - o 0.00% (n=0) are high risk (0<sup>th</sup> to 10<sup>th</sup> %tile)

**Progress:**

- All students in 3<sup>rd</sup> and 4<sup>th</sup> grade who were Economically Disadvantaged, those with Disabilities, or were English Learners had a tremendous %tile growth in the 2015 – 2016 academic year.
- On the fall 2016 easyCBM benchmark, the vast majority of Economically Disadvantaged students were in the low risk category (26<sup>th</sup> to 99<sup>th</sup> %tile).
- The majority of 5<sup>th</sup> grade students with Disabilities are in the low risk group (26<sup>th</sup> to 99<sup>th</sup> %tile).
- The clear majority of 3<sup>rd</sup> grade English Language Learners scored in the low risk category (26<sup>th</sup> to 99<sup>th</sup> %tile).

**Challenges:**

- Students with Disabilities in 3<sup>rd</sup> and 4<sup>th</sup> grades are spread out exactly to the bell curve with some students with no risk (26<sup>th</sup> to 99<sup>th</sup> %tile), most with some risk (11<sup>th</sup> to 25<sup>th</sup> %tile) and some with high risk (0<sup>th</sup> to 10<sup>th</sup> %tile).
- Almost half of 5<sup>th</sup> grade students with Disabilities are either at some risk (11<sup>th</sup> to 25<sup>th</sup> %tile) or high risk (0<sup>th</sup> to 10<sup>th</sup> %tile).
- BCE has only one 4<sup>th</sup> grade English Language Learner and they scored in some risk group (11<sup>th</sup> to 25<sup>th</sup> %tile).

**Rationale:**

- With such low numbers of students with Disabilities in 3<sup>rd</sup> grade (n = 4) and English Learners in 4<sup>th</sup> grade (n = 1), it is difficult to provide any true rationale for these low scores. However, all parties involved are on guard for any patterns in the future.
- By changing vendors for the 2016 – 2017 benchmarks, students are unfamiliar with the style of the test, which could cause

a drop in scores from the previous year.

3-8 Science - Data Tables

3-8 Science – % Proficient / Advanced	2013-14	Improvement	2014-15	Improvement	2015-16
<b>All Students</b>	<b>75.4</b>		<b>81.4</b>		
- Asian	<b>71.4</b>	<b>7.2</b>	<b>78.6</b>		
- Black or African American	<b>54.9</b>		<b>59</b>		
- Hispanic or Latino	<b>66.6</b>		<b>72.3</b>		
- Native American / Alaskan Native			<b>*</b>		
- Native Hawaiian / Pacific Islander					
- White	<b>80.3</b>	<b>4.9</b>	<b>85.2</b>		
- Black/African American, Hispanic, Native American	<b>58.4</b>		<b>63.7</b>		
<b>Economically Disadvantaged</b>	<b>67.5</b>		<b>75.2</b>		
<b>Students with Disabilities</b>	<b>27.8</b>		<b>19.2</b>		
<b>English Learners</b>			<b>58.3</b>		

After analyzing data for all students, provide a summary of the progress and challenges, identify underlying causes for each. Cite specific examples and address racial/ethnic subgroups where relevant. (Include all local data analyzed as part of the comprehensive needs assessment.)

2014-2015 TVAAS Science data:

- 3<sup>rd</sup> grade (5<sup>th</sup> grade students now) had a +11.9 Growth Measure, which was in the 88<sup>th</sup> Growth Measure %tile.

**Progress:**

- BCE had a 3-year average of +17.17 growth in Science. There was significant evidence that students in the school made more progress than the Growth Standard, which was a level 5 versus the state average.

**Challenges:**

- Although our 3-year average is +17.17, our Growth Measure has dropped from +21.0 (2013) to +18.6 (2014) to +11.9 (2015). BCE's trend is dropping in our Growth Measure.

**Rationale:**

- With the push for more time focused on ELA, Reading and Mathematics, Science, along with Social Studies, is becoming a forgotten subject in elementary school. BCE needs to increase the Science focus across Reading and Mathematics. Clear, measurable assessments are not readily available to show improvement or regression during the academic year.

Discuss the progress and challenges of students who are economically disadvantaged, students with disabilities, and English Learners. Cite specific examples and include local data analyzed as part of the comprehensive needs assessment.

2014-2015 TVAAS Science data for Economically Disadvantaged:

- This subgroup was not reported on the TVAAS website.

2014-2015 TVAAS Science data for Students with Disabilities:

- BCE had 7 students who qualified in this subgroup for the 2014 – 2015 academic year.
- Five (5) students were in the lowest quintile group and had a +13.1 Growth Measure in previous years, but no Growth Measure for 2015.
- The other 2 students were in the 2<sup>nd</sup> quintile and 4<sup>th</sup> quintile, respectively. The lack of multiple students caused these two quintiles to not have a Growth Measure in previous years.

2014-2015 TVAAS Science data for English Learners:

- BCE had 2 students for the 2014 -2015 academic year. The lack of multiple students caused these two quintiles to not have a Growth Measure in previous years.

**Progress:**

- BCE had a +13.1 Growth Measure in past years on 3<sup>rd</sup> Grade Science TCAP for Students with Disabilities. There was



significant evidence that students in the school made more progress than the Growth Standard, which was a level 5 versus the state average.

- Economically Disadvantaged and English Learners cannot be compared due to low population numbers.

**Challenges/Rationale:**

- With the low population numbers and a whole year's worth of data missing from the failed online testing, BCE cannot fully analyze our progress on TCAP Science now.

Other K-8 Data – (K-2 Assessments, benchmark data, etc.) – Analyze any additional data and provide a summary of progress and challenges, identifying underlying reasons for each. Cite specific examples where possible. You may insert other data points as needed.

Ø **SAT 10 – K-2 Assessment:**

- **Math:**

- o Starting with the 2014 – 2015, Rutherford County only did the SAT 10 test for 2<sup>nd</sup> grade, therefore we do not have any Growth Measure.
- o The last academic year that TVAAS reports a Growth Measure is 2013 – 2014, which is four years old.

- **Language:**

- o Starting with the 2014 – 2015, Rutherford County only did the SAT 10 test for 2<sup>nd</sup> grade, therefore we do not have any Growth Measure.
- o The last academic year that TVAAS reports a Growth Measure is 2013 – 2014, which is four years old.

- **Reading:**

- o Starting with the 2014 – 2015, Rutherford County only did the SAT 10 test for 2<sup>nd</sup> grade, therefore we do not have any Growth Measure.
- o The last academic year that TVAAS reports a Growth Measure is 2013 – 2014, which is four years old.

**Progress:**

- From past test data, BCE showed growth in the 3<sup>rd</sup> and 4<sup>th</sup> quintile groups of students in **Math**. The 1<sup>st</sup>, 2<sup>nd</sup>, and 5<sup>th</sup> quintiles had negative growth, but within one Standard Deviation of the 0 Growth line.
  - o From previous years
- From past test data, BCE showed growth in the 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> quintile groups of students in **Language**. The 1<sup>st</sup> quintile had negative growth, but within two Standard Deviations of the 0 Growth line.
- From past test data, BCE showed growth in the 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, and 4<sup>th</sup> quintile groups of students in **Reading**. The 5<sup>th</sup> quintile had negative growth, but within one Standard Deviation of the 0 Growth line.

**Challenges:**

- BCE cannot fully analyze our SAT 10 performance due to no Growth Measure available until more data is obtained for yearly testing.
- **Math:**
  - o In past academic years, African American students had a -10.9 Growth Measure, however that value is within one Standard Deviation of 0. All other racial/ethnicities did not have enough population to be analyzed.
- **Language:**
  - o All racial/ethnicities did not have enough population to be analyzed.
- **Reading:**
  - o All racial/ethnicities did not have enough population to be analyzed.

**Rationale:**

- With the absence of year to year data, it is extremely treacherous to make any discernment on the state of BCE's SAT 10 scores.
- One known focus needs to be on the improvement of African American students in Math during their 2<sup>nd</sup> grade year.

**Ø Reading/Language Arts:**

- 2015 – 2016 AIMS web data:

- Kindergarten – All students showed an +8.723 %tile growth in Letter Naming.
  - o Tier 2 students had a +4.187
  - o Tier 3 (n=1) had an -9.004 %tile growth.
  - o African American students (n=7) had an average %tile growth of 56.0%.
  - o Asian students (n=2) had an average %tile growth of 25.0%.
- 1<sup>st</sup> Grade – All students showed a +1.240 %tile growth in Oral Reading (Reading Fluency).
  - o Tier 2 students showed a +1.980 %tile growth.
  - o Tier 3 students showed a -0.500 %tile growth.
  - o African American (n=9) students showed an average %tile growth of +5.0%.
  - o Asian students (n=2) showed an average %tile growth of -3.5%.
- 2<sup>nd</sup> Grade – All students showed a +0.135 %tile growth in Oral Reading (Reading Fluency).
  - o Tier 2 students showed a +2.000 %tile growth.

- o Tier 3 students had a +1.910 %tile growth.
- o African American (n=14) students had an average %tile growth of +31.0%.
- o Native Hawaiian or Other Pacific Islander (n=1) student had a %tile growth of +85.0%.
- o Asian students (n=5) had an average %tile growth of +71.0%.

Fall 2016 easyCBM Data:

- Kindergarten – Letter Naming
  - o 64% (n=62) are low risk (26<sup>th</sup> to 99<sup>th</sup> %tile)
  - o 11% (n=11) are some risk (11<sup>th</sup> to 25<sup>th</sup> %tile)
  - o 25% (n=24) are high risk (0<sup>th</sup> to 10<sup>th</sup> %tile)
- 1<sup>st</sup> Grade – Word Reading Fluency
  - o 77% (n=77) are low risk (26<sup>th</sup> to 99<sup>th</sup> %tile)
  - o 14% (n=14) are some risk (11<sup>th</sup> to 25<sup>th</sup> %tile)
  - o 9% (n=9) are high risk (0<sup>th</sup> to 10<sup>th</sup> %tile)
- 2<sup>nd</sup> Grade – Comprehension
  - o 66% (n=70) are low risk (26<sup>th</sup> to 99<sup>th</sup> %tile)
  - o 24% (n=25) are some risk (11<sup>th</sup> to 25<sup>th</sup> %tile)
  - o 10% (n=11) are high risk (0<sup>th</sup> to 10<sup>th</sup> %tile)

**Progress:**

- Tier 1 and Tier 2 students, African American students, and Asian students in Kindergarten for the 2015 – 2016 academic year had positive %tile growth.
- Tier 1 and Tier 2 students and African American students in 1<sup>st</sup> grade for the 2015 -2016 academic year had positive %tile growth.
- All 2<sup>nd</sup> grade tier students and African American, Native Hawaiian/Other Pacific Islander, and Asian students had positive %tile growth for the 2015 – 2016 academic year.
- The vast majority of students scored in the low risk category (26<sup>th</sup> to 99<sup>th</sup> %tile) on the fall 2016 easyCBM benchmark.

**Challenges:**

- Kindergarten's Tier 3 student have a negative %tile growth for the 2015 – 2016 academic year.
- 1<sup>st</sup> grade's Tier 3 students and Asian students showed a negative %tile growth for the 2015 – 2016.

**Rationale:**

- When there is a limited number of students in a certain subgroup, it is difficult to determine a true rationale for any underlying causes.

**Ø Mathematics:**

2015 – 2016 AIMS web data:

- 1<sup>st</sup> Grade – All students showed a +2.180 %tile growth in MCOMP (Math Facts Fluency)
  - o Tier 2 students showed a +2.378 %tile growth.
  - o Tier 3 students showed a +6.286 %tile growth.
  - o African American (n=9) students showed an average %tile growth of +8.0%.
  - o Asian students (n=2) showed an average %tile growth of -24.5%.
- 2<sup>nd</sup> Grade – All students showed a +2.845 %tile growth in MCAP (Math Application)
  - o Tier 2 students showed a +18.750 %tile growth.
  - o Tier 3 students had a +3.600 %tile growth.
  - o African American (n=14) students had an average %tile growth of +50.0%.
  - o Native Hawaiian or Other Pacific Islander (n=1) student had a %tile growth of +65.0%.
  - o Asian students (n=5) had an average %tile growth of +53.0%.

Fall 2016 easyCBM Data:

- 1<sup>st</sup> Grade – Common Core State Standards (CCSS) Math
  - o 78% (n=79) are low risk (26<sup>th</sup> to 99<sup>th</sup> %tile)
  - o 16% (n=16) are some risk (11<sup>th</sup> to 25<sup>th</sup> %tile)
  - o 6% (n=6) are high risk (0<sup>th</sup> to 10<sup>th</sup> %tile)
- 2<sup>nd</sup> Grade – CCSS Math

- o 80% (n=84) are low risk (26<sup>th</sup> to 99<sup>th</sup> %tile)
- o 9% (n=10) are some risk (11<sup>th</sup> to 25<sup>th</sup> %tile)
- o 11% (n=12) are high risk (0<sup>th</sup> to 10<sup>th</sup> %tile)

**Progress:**

- Those students in Tier 1 – 3 and those in the African American sub group all had positive %tile growth in the 2015 – 2016 academic year.
- All 2<sup>nd</sup> grade tiers and subgroups (African American, Native Hawaiian/Other Pacific Islander, and Asian students) had positive %tile growth for the 2015 – 2016 academic year.
- The vast majority of 1<sup>st</sup> and 2<sup>nd</sup> graders are in the low risk (26<sup>th</sup> to 99<sup>th</sup> %tile) according to the Fall 2016 easyCBM benchmark.

**Challenges:**

- The 1<sup>st</sup> grade Asian students had a negative %tile growth for the 2015 – 2016 academic year.

**Rationale:**

- When there is a limited number of students in 1<sup>st</sup> grade Asian subgroup (n = 2), it is difficult to determine a true rationale for any underlying causes.

**Ø 2013-2014 TVAAS Social Studies data:**

- 3<sup>rd</sup> grade (6<sup>th</sup> grade students now) had a +7.8 Growth Measure, which was in the 94<sup>th</sup> Growth Measure %tile.

**Progress:**

- There was significant evidence that students in the school made more progress than the Growth Standard, which was a level 5 versus the state average.

**Challenges:**

- The main challenge with this data, is that it is the only Social Studies data that the school has access to, but it is over three years old. The previous year's Social Studies Growth Measure was +10.2, which shows a slight decline.

**Rationale:**

- With the push for more time focused on ELA, Reading and Mathematics, Social Studies, along with Science, is becoming a forgotten subject in elementary school. BCE needs to increase the Social Studies focus across Reading and Mathematics. Also, clear, measurable assessments are not readily available to show improvement or regression during

the academic year.

Ø **Reading/Language Arts:**

2015 – 2016 AIMS web data for Economically Disadvantaged:

- Kindergarten – All students showed an +8.723 %tile growth in Letter Naming.
  - o Economically Disadvantaged (n=29) showed a +60.50 %tile growth.
- 1<sup>st</sup> Grade – All students showed a +1.240 %tile growth in Oral Reading (Reading Fluency).
  - o Economically Disadvantaged (n=33) showed a +2.45 %tile growth.
- 2<sup>nd</sup> Grade – All students showed a +0.135 %tile growth in Oral Reading (Reading Fluency).
  - o Economically Disadvantaged (n=34) showed a +38.23 %tile growth.

2015 – 2016 AIMS web data for Students with Disabilities:

- Kindergarten – All students showed an +8.723 %tile growth in Letter Naming.
  - o Students with Disabilities (n=2) showed a +30.00 %tile growth.
- 1<sup>st</sup> Grade – All students showed a +1.240 %tile growth in Oral Reading (Reading Fluency).
  - o Students with Disabilities (n=4) showed a +4.25 %tile growth.
- 2<sup>nd</sup> Grade – All students showed a +0.135 %tile growth in Oral Reading (Reading Fluency).
  - o Students with Disabilities (n=5) showed a +33.00 %tile growth.

2015 – 2016 AIMS web data for English Language Learners:

- Kindergarten – All students showed an +8.723 %tile growth in Letter Naming.
  - o English Learners (n=3) showed a +31.67 %tile growth.
- 1<sup>st</sup> Grade – All students showed a +1.240 %tile growth in Oral Reading (Reading Fluency).
  - o English Learners (n=2) showed a +6.50 %tile growth.
- 2<sup>nd</sup> Grade – All students showed a +0.135 %tile growth in Oral Reading (Reading Fluency).

- o English Learners (n=3) showed a +61.67 %tile growth.

Fall 2016 easyCBM Data for Economically Disadvantaged:

- Kindergarten – Letter Naming
  - o 19.23% (n=20) are low risk (26<sup>th</sup> to 99<sup>th</sup> %tile)
  - o 4.81% (n=5) are some risk (11<sup>th</sup> to 25<sup>th</sup> %tile)
  - o 12.50% (n=13) are high risk (0<sup>th</sup> to 10<sup>th</sup> %tile)
- 1<sup>st</sup> Grade – Word Reading Fluency
  - o 18.81% (n=19) are low risk (26<sup>th</sup> to 99<sup>th</sup> %tile)
  - o 5.94% (n=6) are some risk (11<sup>th</sup> to 25<sup>th</sup> %tile)
  - o 4.95% (n=5) are high risk (0<sup>th</sup> to 10<sup>th</sup> %tile)
- 2<sup>nd</sup> Grade – Comprehension
  - o 19.44% (n=21) are low risk (26<sup>th</sup> to 99<sup>th</sup> %tile)
  - o 7.41% (n=8) are some risk (11<sup>th</sup> to 25<sup>th</sup> %tile)
  - o 2.78% (n=3) are high risk (0<sup>th</sup> to 10<sup>th</sup> %tile)

Fall 2016 easyCBM Data for Students with Disabilities:

- Kindergarten – Letter Naming
  - o 0.00% (n=0) are low risk (26<sup>th</sup> to 99<sup>th</sup> %tile)
  - o 0.96% (n=1) are some risk (11<sup>th</sup> to 25<sup>th</sup> %tile)
  - o 0.96% (n=1) are high risk (0<sup>th</sup> to 10<sup>th</sup> %tile)
- 1<sup>st</sup> Grade – Word Reading Fluency
  - o 1.98% (n=2) are low risk (26<sup>th</sup> to 99<sup>th</sup> %tile)
  - o 0.0% (n=0) are some risk (11<sup>th</sup> to 25<sup>th</sup> %tile)
  - o 0.0% (n=0) are high risk (0<sup>th</sup> to 10<sup>th</sup> %tile)
- 2<sup>nd</sup> Grade – Comprehension

- o 1.85% (n=2) are low risk (26<sup>th</sup> to 99<sup>th</sup> %tile)
- o 1.85% (n=2) are some risk (11<sup>th</sup> to 25<sup>th</sup> %tile)
- o 0.93% (n=1) are high risk (0<sup>th</sup> to 10<sup>th</sup> %tile)

Fall 2016 easyCBM Data for English Language Learners:

- Kindergarten – Letter Naming
  - o 1.92% (n=2) are low risk (26<sup>th</sup> to 99<sup>th</sup> %tile)
  - o 0.00% (n=0) are some risk (11<sup>th</sup> to 25<sup>th</sup> %tile)
  - o 3.85% (n=4) are high risk (0<sup>th</sup> to 10<sup>th</sup> %tile)
- 1<sup>st</sup> Grade – Word Reading Fluency
  - o 0.99% (n=1) are low risk (26<sup>th</sup> to 99<sup>th</sup> %tile)
  - o 3.96% (n=4) are some risk (11<sup>th</sup> to 25<sup>th</sup> %tile)
  - o 0.99% (n=1) are high risk (0<sup>th</sup> to 10<sup>th</sup> %tile)
- 2<sup>nd</sup> Grade – Comprehension
  - o 2.78% (n=3) are low risk (26<sup>th</sup> to 99<sup>th</sup> %tile)
  - o 0.93% (n=1) are some risk (11<sup>th</sup> to 25<sup>th</sup> %tile)
  - o 0.00% (n=0) are high risk (0<sup>th</sup> to 10<sup>th</sup> %tile)

**Progress:**

- Economically Disadvantaged, Students with Disabilities, and English Language Learners all had positive %tile growth for the 2015 – 2016 academic year.
- The majority of Economically Disadvantaged students in grades Kindergarten – 2<sup>nd</sup> scored in the low risk category (26<sup>th</sup> to 99<sup>th</sup> %tile) on the Fall 2016 easyCBM benchmark.
- All 1<sup>st</sup> grade students with Disabilities scored in the low risk category (26<sup>th</sup> to 99<sup>th</sup> %tile) on the Fall 2016 easyCBM benchmark.
- Three out of the four 2<sup>nd</sup> grade English Language Learners scored in the low risk category (26<sup>th</sup> to 99<sup>th</sup> %tile) on the Fall 2016 easyCBM benchmark.

**Challenges:**



- One Kindergarten student with disabilities scored in some risk category (11<sup>th</sup> to 25<sup>th</sup> %tile) and one student with disabilities scored in the high-risk category (0<sup>th</sup> to 10<sup>th</sup> %tile) on the Fall 2016 easyCBM benchmark.
- Over half of the 2<sup>nd</sup> grade students with disabilities were either at some risk (11<sup>th</sup> to 25<sup>th</sup> %tile) or high risk (0<sup>th</sup> to 10<sup>th</sup> %tile) on the Fall 2016 easyCBM benchmark.
- The majority of English Language Learners in Kindergarten and 1<sup>st</sup> grade is either at some risk (11<sup>th</sup> to 25<sup>th</sup> %tile) or high risk (0<sup>th</sup> to 10<sup>th</sup> %tile) on the Fall 2016 easyCBM benchmark.

**Rationale:**

- When there is a limited number of students in a certain subgroup, it is difficult to determine a true rationale for any underlying causes.

**Ø Mathematics:**

2015 – 2016 AIMS web data for Economically Disadvantaged:

- 1<sup>st</sup> Grade – All students showed a +2.180 %tile growth in MCOMP (Math Facts Fluency)
  - o Economically Disadvantaged (n=33) showed a -5.15 %tile growth.
- 2<sup>nd</sup> Grade – All students showed a +2.845 %tile growth in MCAP (Math Application)
  - o Economically Disadvantaged (n=35) showed a +46.57 %tile growth.

2015 – 2016 AIMS web data for Students with Disabilities:

- 1<sup>st</sup> Grade – All students showed a +2.180 %tile growth in MCOMP (Math Facts Fluency)
  - o Students with Disabilities (n=4) showed a +1.50 %tile growth.
- 2<sup>nd</sup> Grade – All students showed a +2.845 %tile growth in MCAP (Math Application)
  - o Students with Disabilities (n=5) showed a +29.00 %tile growth.

2015 – 2016 AIMS web data for English Learners:

- 1<sup>st</sup> Grade – All students showed a +2.180 %tile growth in MCOMP (Math Facts Fluency)
  - o English Learners (n=2) showed a -9.50 %tile growth.

- 2<sup>nd</sup> Grade – All students showed a +2.845 %tile growth in MCAP (Math Application)
  - o English Learners (n=3) showed a +71.67 %tile growth.

Fall 2016 easyCBM Data for Economically Disadvantaged:

- 1<sup>st</sup> Grade – Common Core State Standards (CCSS) Math
  - o 20.79% (n=21) are low risk (26<sup>th</sup> to 99<sup>th</sup> %tile)
  - o 6.93% (n=7) are some risk (11<sup>th</sup> to 25<sup>th</sup> %tile)
  - o 0.99% (n=1) are high risk (0<sup>th</sup> to 10<sup>th</sup> %tile)
- 2<sup>nd</sup> Grade – CCSS Math
  - o 24.07% (n=26) are low risk (26<sup>th</sup> to 99<sup>th</sup> %tile)
  - o 2.78% (n=3) are some risk (11<sup>th</sup> to 25<sup>th</sup> %tile)
  - o 4.63% (n=5) are high risk (0<sup>th</sup> to 10<sup>th</sup> %tile)

Fall 2016 easyCBM Data for Students with Disabilities:

- 1<sup>st</sup> Grade – Common Core State Standards (CCSS) Math
  - o 0.99% (n=1) are low risk (26<sup>th</sup> to 99<sup>th</sup> %tile)
  - o 0.0% (n=0) are some risk (11<sup>th</sup> to 25<sup>th</sup> %tile)
  - o 0.99% (n=1) are high risk (0<sup>th</sup> to 10<sup>th</sup> %tile)
- 2<sup>nd</sup> Grade – CCSS Math
  - o 3.70% (n=4) are low risk (26<sup>th</sup> to 99<sup>th</sup> %tile)
  - o 0.00% (n=0) are some risk (11<sup>th</sup> to 25<sup>th</sup> %tile)
  - o 0.93% (n=1) are high risk (0<sup>th</sup> to 10<sup>th</sup> %tile)

Fall 2016 easyCBM Data for English Language Learners:

- 1<sup>st</sup> Grade – Word Reading Fluency

- o 2.97% (n=3) are low risk (26<sup>th</sup> to 99<sup>th</sup> %tile)
- o 2.97% (n=3) are some risk (11<sup>th</sup> to 25<sup>th</sup> %tile)
- o 0.00% (n=0) are high risk (0<sup>th</sup> to 10<sup>th</sup> %tile)

· 2<sup>nd</sup> Grade – CCSS Math

- o 2.78% (n=3) are low risk (26<sup>th</sup> to 99<sup>th</sup> %tile)
- o 0.00% (n=0) are some risk (11<sup>th</sup> to 25<sup>th</sup> %tile)
- o 0.93% (n=1) are high risk (0<sup>th</sup> to 10<sup>th</sup> %tile)

**Progress:**

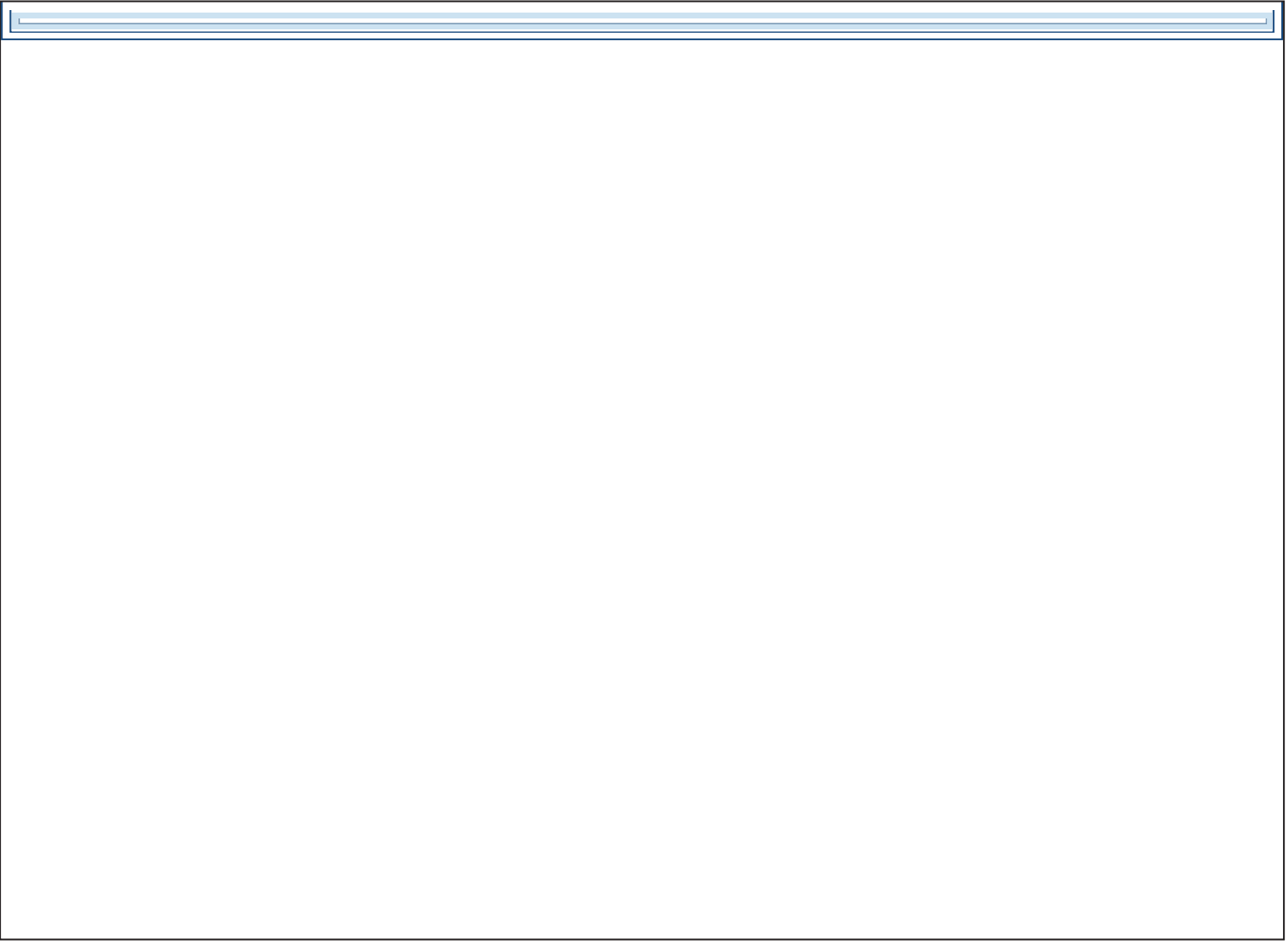
- 2<sup>nd</sup> grade students with Disabilities had a positive %tile growth for the 2015 – 2016 academic year.
- All students with Disabilities in 1<sup>st</sup> and 2<sup>nd</sup> had a positive %tile growth for the 2015 – 2016 academic year.
- All 2<sup>nd</sup> grade English Language Learners had a positive %tile growth for the 2015 – 2016 academic year.
- Economically Disadvantaged students (1<sup>st</sup> and 2<sup>nd</sup> grade), 2<sup>nd</sup> grade Students with Disabilities and 2<sup>nd</sup> grade English Language Learners all scored in the low risk (26<sup>th</sup> to 99<sup>th</sup> %tile) category on the Fall 2016 easyCBM benchmark.

**Challenges:**

- 1<sup>st</sup> grade Economically Disadvantaged students (n = 33) had a negative %tile growth for the 2015 – 2016 academic year.
- 1<sup>st</sup> grade English Language Learners had a negative %tile growth for the 2015 – 2016 academic year.
- 1<sup>st</sup> grade Student with Disabilities were equally split between low risk (26<sup>th</sup> to 99<sup>th</sup> %tile), n = 1, and high risk (0<sup>th</sup> to 10<sup>th</sup> %tile), n = 1, on the Fall 2016 easyCBM benchmark.
- English Language Learners in 1<sup>st</sup> grade were equally split (n = 3 each) between low risk (26<sup>th</sup> to 99<sup>th</sup> %tile) and some risk (11<sup>th</sup> to 25<sup>th</sup> %tile) on the Fall 2016 easyCBM benchmark.

**Rationale:**

- Economically Disadvantaged students showed a negative %tile growth in 1<sup>st</sup> grade on the 2015 – 2016 AimsWeb benchmark which showed that they did not have the necessary support to fully achieve in the classroom.
- When there is a limited number of students in a certain subgroup, it is difficult to determine a true rationale for any underlying causes.



CHECK HERE IF NOT APPLICABLE (ELEMENTARY AND MIDDLE SCHOOLS)

**High School Subjects**

English I - Data Tables

English I – % Proficient / Advanced	2013-14	Improvement	2014-15	Improvement	2015-16
<b>All Students</b>					
- Asian					
- Black or African American					
- Hispanic or Latino					
- Native American / Alaskan Native					
- Native Hawaiian / Pacific Islander					
- White					
- Black/African American, Hispanic, Native American					
<b>Economically Disadvantaged</b>					
<b>Students with Disabilities</b>					
<b>English Learners</b>					

After analyzing data for all students, provide a summary of the progress and challenges, identify underlying causes for each. Cite specific examples and address racial/ethnic subgroups where relevant. (Include all local data analyzed as part of the comprehensive needs assessment.)

Discuss the progress and challenges of students who are economically disadvantaged, students with disabilities, and English Learners. Cite specific examples and include local data analyzed as part of the comprehensive needs assessment.

English II - Data Tables

English II – % Proficient / Advanced	2013-14	Improvement	2014-15	Improvement	2015-16
<b>All Students</b>					
- Asian					
- Black or African American					
- Hispanic or Latino					
- Native American / Alaskan Native					
- Native Hawaiian / Pacific Islander					
- White					
- Black/African American, Hispanic, Native American					
<b>Economically Disadvantaged</b>					
<b>Students with Disabilities</b>					
<b>English Learners</b>					

After analyzing data for all students, provide a summary of the progress and challenges, identify underlying causes for each. Cite specific examples and address racial/ethnic subgroups where relevant. (Include all local data analyzed as part of the comprehensive needs assessment.)

Discuss the progress and challenges of students who are economically disadvantaged, students with disabilities, and English Learners. Cite specific examples and include local data analyzed as part of the comprehensive needs assessment.

English III - Data Tables

English III – % Proficient / Advanced	2013-14	Improvement	2014-15	Improvement	2015-16
---------------------------------------	---------	-------------	---------	-------------	---------

<b>All Students</b>					
- Asian					
- Black or African American					
- Hispanic or Latino					
- Native American / Alaskan Native					
- Native Hawaiian / Pacific Islander					
- White					
- Black/African American, Hispanic, Native American					
<b>Economically Disadvantaged</b>					
<b>Students with Disabilities</b>					
<b>English Learners</b>					

After analyzing data for all students, provide a summary of the progress and challenges, identify underlying causes for each. Cite specific examples and address racial/ethnic subgroups where relevant. (Include all local data analyzed as part of the comprehensive needs assessment.)

Discuss the progress and challenges of students who are economically disadvantaged, students with disabilities, and English Learners. Cite specific examples and include local data analyzed as part of the comprehensive needs assessment.

Algebra I - Data Tables

<b>Algebra I – % Proficient / Advanced</b>	<b>2013-14</b>	<b>Improvement</b>	<b>2014-15</b>	<b>Improvement</b>	<b>2015-16</b>
<b>All Students</b>					
- Asian					
- Black or African American					
- Hispanic or Latino					

- Native American / Alaskan Native					
- Native Hawaiian / Pacific Islander					
- White					
- Black/African American, Hispanic, Native American					
<b>Economically Disadvantaged</b>					
<b>Students with Disabilities</b>					
<b>English Learners</b>					

After analyzing data for all students, provide a summary of the progress and challenges, identify underlying causes for each. Cite specific examples and address racial/ethnic subgroups where relevant. (Include all local data analyzed as part of the comprehensive needs assessment.)

Discuss the progress and challenges of students who are economically disadvantaged, students with disabilities, and English Learners. Cite specific examples and include local data analyzed as part of the comprehensive needs assessment.

Algebra II - Data Tables

<b>Algebra II – % Proficient / Advanced</b>	<b>2013-14</b>	<b>Improvement</b>	<b>2014-15</b>	<b>Improvement</b>	<b>2015-16</b>
<b>All Students</b>					
- Asian					
- Black or African American					
- Hispanic or Latino					
- Native American / Alaskan Native					
- Native Hawaiian / Pacific Islander					



- White					
- Black/African American, Hispanic, Native American					
<b>Economically Disadvantaged</b>					
<b>Students with Disabilities</b>					
<b>English Learners</b>					

After analyzing data for all students, provide a summary of the progress and challenges, identify underlying causes for each. Cite specific examples and address racial/ethnic subgroups where relevant. (Include all local data analyzed as part of the comprehensive needs assessment.)

Discuss the progress and challenges of students who are economically disadvantaged, students with disabilities, and English Learners. Cite specific examples and include local data analyzed as part of the comprehensive needs assessment.

Biology I - Data Tables

<b>Biology I – % Proficient / Advanced</b>	<b>2013-14</b>	<b>Improvement</b>	<b>2014-15</b>	<b>Improvement</b>	<b>2015-16</b>
<b>All Students</b>					
- Asian					
- Black or African American					
- Hispanic or Latino					
- Native American / Alaskan Native					
- Native Hawaiian / Pacific Islander					
- White					
- Black/African American, Hispanic, Native American					

<b>Economically Disadvantaged</b>					
<b>Students with Disabilities</b>					
<b>English Learners</b>					

After analyzing data for all students, provide a summary of the progress and challenges, identify underlying causes for each. Cite specific examples and address racial/ethnic subgroups where relevant. (Include all local data analyzed as part of the comprehensive needs assessment.)

Discuss the progress and challenges of students who are economically disadvantaged, students with disabilities, and English Learners. Cite specific examples and include local data analyzed as part of the comprehensive needs assessment.

Other HS Data – Analyze any additional data and provide a summary of progress and challenges, identifying underlying reasons for each. Cite specific examples where possible. You may insert other data points as needed.

Rutherford County (750) Public District - FY 2017 - Brown's Chapel Elementary School (750-0039) Public School - School Plan - Rev 0

N/A

ACT - Data Tables

ACT Scores	Report as	2013-14	2014-15	2015-16
Composite	(Score)			
English	(Score)			
Math	(Score)			
Reading	(Score)			
Science	(Score)			

Explore/Plan/ACT – Analyze your data and provide a summary of progress and challenges, identifying underlying reasons for each.

Graduation Rate - Data Tables

Graduation Rate	2013-14	Improvement	2014-15	Improvement	2015-16
All Students					
- Asian					
- Black or African American					
- Hispanic or Latino					
- Native American / Alaskan Native					
- Native Hawaiian / Pacific Islander					
- White					
- Black/African American, Hispanic, Native American					

Economically Disadvantaged					
Students with Disabilities					
English Learners					

**Graduation Rate – Analyze the data and provide a summary of progress and challenges, identifying underlying reasons for each.**

**Other College/Career Readiness Data – (AP, dual enrollment, dual credit, etc.). Analyze the data and provide a summary of progress and challenges, identifying underlying reasons for each.**

Rutherford County (750) Public District - FY 2017 - Brown's Chapel Elementary School (750-0039) Public School - School Plan - Rev 0

Student Enrollment - (represents student enrollment on October 1)

	2013-14		2014-15		2015-16	
	#	%	#	%	#	%
<b>All Students</b>	724		695			
- Asian	25	3.5	21	3		
- Black or African American	95	13.1	83	11.9		
- Hispanic or Latino	40	5.5	38	5.5		
- Native American / Alaskan Native	2		1	0.1		
- Native Hawaiian / Pacific Islander			3	0.4		
- White	562	77.6	549	79		
- Black / African American, Hispanic, Native American						
<b>Economically Disadvantaged</b>	301	41.6	256	36.8		
<b>Students with Disabilities</b>	82	11.3	78	11.2		
<b>English Learners</b>	21	2.9	25	3.6		

Student Attendance

Student Attendance - Elementary and Middle Grades

	2013-14		2014-15		2015-16	
	#	%	#	%	#	%
<b>All Students</b>				96		
- Asian				95.5		
- Black or African American				96.6		

- Hispanic or Latino				97.7		
- Native American / Alaskan Native				94.2		
- Native Hawaiian / Pacific Islander				97.5		
- White				95.9		
- Black / African American, Hispanic, Native American						
<b>Economically Disadvantaged</b>				95.8		
<b>Students with Disabilities</b>				95.3		
<b>English Learners</b>				94.4		

**Student Attendance - High School**

	2013-14		2014-15		2015-16	
	#	%	#	%	#	%
<b>All Students</b>						
- Asian						
- Black or African American						
- Hispanic or Latino						
- Native American / Alaskan Native						
- Native Hawaiian / Pacific Islander						
- White						
- Black / African American, Hispanic, Native American						
<b>Economically Disadvantaged</b>						
<b>Students with Disabilities</b>						
<b>English Learners</b>						

**Chronic Absenteeism - Data Tables**

**Students Who Were Chronically Absent (by subgroup)**

	2013-14				2014-15				2015-16			
	10% or More		20% or More		10% or More		20% or More		10% or More		20% or More	
	#	%	#	%	#	%	#	%	#	%	#	%
<b>All Students</b>		5.1		0.4		16.5		3.7		6.1		1.2
- Asians												
- Black or African American												
- Hispanic or Latino												
- Native American / Alaskan Native												
- Native Hawaiian / Pacific Islander												
- White												
- Black / African American, Hispanic, Native American												
<b>Economically Disadvantaged</b>												
<b>Students with Disabilities</b>												
<b>English Learners</b>												

**Students Who Were Chronically Absent (by grade level)**

	2013-14				2014-15				2015-16			
	10% or More		20% or More		10% or More		20% or More		10% or More		20% or More	
	#	%	#	%	#	%	#	%	#	%	#	%
<b>All Students</b>		5.1		0.4		16.5		3.7		6.1		1.2
<b>Kindergarten</b>		5.3		0		18.2		7.1		8.3		3.7
<b>Grade 1</b>		9.5		0.9		18.6		8.5		7.8		1
<b>Grade 2</b>		5		0.7		15.8		3		4.9		0.8

Grade 3		3.5		0		15.9		2.2		1.9		1.9
Grade 4		4.3		0		16.2		1.7		10.3		0
Grade 5		4.1		0.8		18.8		1.7		3.5		0.9
Grade 6												
Grade 7												
Grade 8												
Grade 9												
Grade 10												
Grade 11												
Grade 12												

**Student Discipline - Suspensions (by subgroup) - Percentages are calculated using all students enrolled at any point during the school year as the denominator and will differ from the report card percentages.**

	2013-14		2014-15		2015-16	
	#	%	#	%	#	%
<b>All Students (students suspended; not incidents)</b>		0.6		1.1		
- Asian		0		3.7		
- Black or African American		0.8		0		
- Hispanic or Latino		3.6		0		
- Native American / Alaskan Native						
- Native Hawaiian / Pacific Islander						
- White		0.3		1.3		
- Black / African American, Hispanic, Native American						
<b>Economically Disadvantaged</b>		0.7		1.2		
<b>Students with Disabilities</b>		0		0		



English Learners		0		0		
------------------	--	---	--	---	--	--

Student Discipline - Suspensions (by grade level) - Percentages are calculated using all students enrolled at any point during the school year as the denominator and will differ from the report card percentages.

	2013-14		2014-15		2015-16	
	#	%	#	%	#	%
All Students						
Kindergarten						
Grade 1						
Grade 2						
Grade 3						
Grade 4						
Grade 5						
Grade 6						
Grade 7						
Grade 8						
Grade 9						
Grade 10						
Grade 11						
Grade 12						

Student Discipline - Expulsions (by subgroup) - Percentages are calculated using all students enrolled at any point during the school year as the denominator and will differ from the report card percentages.

	2013-14		2014-15		2015-16	
	#	%	#	%	#	%

<b>All Students (students expelled; not incidents)</b>		<b>0</b>		<b>0</b>		
- Asian		<b>0</b>		<b>0</b>		
- Black or African American		<b>0</b>		<b>0</b>		
- Hispanic or Latino		<b>0</b>		<b>0</b>		
- Native American / Alaskan Native						
- Native Hawaiian / Pacific Islander						
- White		<b>0</b>		<b>0</b>		
- Black / African American, Hispanic, Native American						
<b>Economically Disadvantaged</b>		<b>0</b>		<b>0</b>		
<b>Students with Disabilities</b>		<b>0</b>		<b>0</b>		
<b>English Learners</b>		<b>0</b>		<b>0</b>		

**Student Discipline - Expulsions (by grade level) - Percentages are calculated using all students enrolled at any point during the school year as the denominator and will differ from the report card percentages.**

	2013-14		2014-15		2015-16	
	#	%	#	%	#	%
<b>All Students</b>						
<b>Kindergarten</b>						
<b>Grade 1</b>						
<b>Grade 2</b>						
<b>Grade 3</b>						
<b>Grade 4</b>						
<b>Grade 5</b>						
<b>Grade 6</b>						
<b>Grade 7</b>						

Grade 8						
Grade 9						
Grade 10						
Grade 11						
Grade 12						

**Review student attendance and chronic absenteeism data. If chronic absenteeism rates exceed 10% (overall or by school, grade level, or subgroup), identify strategies that will be implemented.**

BCE's chronic absenteeism for overall students was 6.1% which was below 10%. Also, each subgroup (ethnicity, SPED, Free/Reduced Lunch, and ELL) was below the 10% rate of chronic absenteeism. Every grade level except 4<sup>th</sup> grade had an absenteeism rate below 10%.

Strategies implemented to decrease absenteeism will include 5- and 10- day absent letters signed by the principal and sent home. The county attendance worker assigned to BCE will also be notified to contact a parent/guardian to discuss the attendance requirements for the State of Tennessee. Student attendance will be encouraged by activities, rewards, and programs during the school year.

**Review discipline data. If suspension and/or expulsion rates – either overall or by subgroup - exceed state average by 25% (i.e., out-of-school suspension rates above 7.75% or expulsion rates above .25 %), describe strategies school will adopt in order to reduce lost instructional time and/or disparate impact. Note: 2014-15 statewide suspension rate was 6.2% and the statewide expulsion rate was 0.2%.**

Suspension percentages based on demographics (males and females):

- White – 4.6%
- Black – 0.9%
- Hispanic – 0.0%
- Asian – 0.1%

For Economically Disadvantaged, Students with Disabilities, and English Language Learners, the suspension rates for all grade levels were under the state average of 7.75%. The highest group was 5<sup>th</sup> grade Economically Disadvantaged with a suspension rate of 4.3% (n=5).

- Kindergarten – ED suspension rate = 0.9%; Students with Disabilities = 0.0%; ELL = 0.0%
- 1<sup>st</sup> Grade – ED suspension rate = 0.9%; Students with Disabilities = 0.0%; ELL = 0.0%
- 2<sup>nd</sup> Grade – ED suspension rate = 0.8%; Students with Disabilities = 0.0%; ELL = 0.0%

· 3<sup>rd</sup> Grade – ED suspension rate = 3.06%; Students with Disabilities = 0.0%; ELL = 0.0%

· 4<sup>th</sup> Grade - ED suspension rate = 2.1%; Students with Disabilities = 1.4%; ELL = 0.0%

5<sup>th</sup> Grade – ED suspension rate = 4.3%; Students with Disabilities = 0.8%; ELL = 0.0%

BCE had a 0.0% expulsion rate for 2015 - 2016. BCE's suspension rate was below the state average of 7.75% for overall students and by subgroups.

School Plan - Human Capital

Rutherford County (750) Public District - FY 2017 - Brown's Chapel Elementary School (750-0039) Public School - School Plan - Rev 0

STAFF Characteristics - Data Tables - (Please enter data in the fields provided.)

STAFF Characteristics	2013-14		2014-15		2015-16	
	#	%	#	%	#	%
Principal – Years in position	11		12		13	
Teaching Staff (Certified) – Number of Teachers	47		49		52	
1 to 3 years	6	12.77	6	12.22	7	13.46
4 to 10 years	16	34.04	15	30.61	16	30.77
11 to 20 years	18	38.30	20	40.82	20	36.46
21 + years	7	14.89	8	16.32	9	17.31
Level 1 Teachers	1	2.12	0	0	0	0
Level 2 Teachers	0	0	0	0	0	0
Level 3 Teachers	2	4.26	1	2.04	1	1.92
Level 4 Teachers	7	14.89	10	20.41	9	17.31
Level 5 Teachers	37	78.72	38	77.55	34	65.38
Teacher attendance rate		98.00		98.00		98.47

School Plan - Additional Areas

**Rutherford County (750) Public District - FY 2017 - Brown's Chapel Elementary School (750-0039) Public School - School Plan - Rev 0**

School Data - Data Tables - (Please enter data in the fields provided.)

School	Report as	2013-14	2014-15	2015-16
Length of school year – Instructional days	(#)			180
Length of school day – Instructional minutes	(#)			420

**Additional Areas**

**RTI2**

Describe your progress in implementing RTI across all grades. Identify areas of strength and weakness evidenced and discuss the root causes for each.

Brown's Chapel Elementary is in its third year of RTI<sup>2</sup> implementation under the guidance of both the state of Tennessee's RTI<sup>2</sup> framework and Rutherford County Schools. Our school currently has one RTI<sup>2</sup> coach and two academic interventionists. The RTI<sup>2</sup> coach along with the interventionists and the RTI Team are responsible for the identification of any student who may need academic support and provide research-based interventions to address any deficit areas. The RTI Team utilizes universal screening data and other diagnostics/assessments to identify students and make decisions about their academic needs and make appropriate tier placements. The RTI Team strives to ensure that all students are viewed individually and instructional decisions are based on strong evidence of need for support. Tier referrals, benchmark screenings, and regular monthly RTI Data Team meetings take place to ensure students are being identified and their needs are being met. All students receive daily intervention at the level needed: skill deficit interventions, grade level standards based remediation, and enrichment for those students already showing mastery of grade level standards. Our academic interventionist work with our students who are most at risk and identified as needing Tier 3 support. They receive regular training through our school district and other professional development on research-based strategies to address their deficit areas. Our grade level teachers address students in need of Tier 2 support and those needing Tier 1 remediation and enrichment. Brown's Chapel has a need to further develop standards based interventions/remediation for Tier 1 students as evidenced by our AimsWeb growth data from the 2015-2016 school year. Our RTI<sup>2</sup> Coach as well as administration are working with teacher PLC groups to offer support, professional development, and training as available to help with implementation of standards based intervention/remediation.

## Technology Access and Use

Discuss the level of access that students have to technology as part of the instructional program and how well staff integrate technology into the instructional program. Identify areas of strength and weakness and discuss the root causes of each.

Students at Brown's Chapel are given ample access to technology. All classrooms are provided with projectors, teacher computers, 5 student computers, document cameras, classroom printers, and an iPad. These are integrated, daily, into the classroom curriculum. Four computer labs and one laptop lab are available for reservation and utilization for instruction. These labs are a part of an integrated arts rotation which ensures students visit the lab(s), at a minimum, every 6 days. Apple TVs are in 4<sup>th</sup> grade and Kindergarten, which allow teachers to mirror their iPad to the projector and integrate apps.

Technology is integrated via multimedia daily and in almost every lesson at Brown's Chapel Elementary. A few classrooms implement BYOD (Bring Your Own Device) and students bring their own device to participate in interactive, digital lessons as well as research on their own devices. These classrooms are piloting the BYOD concept and their success will dictate further implementation.

Faculty needs are assessed bi-annually via a Technology Needs Assessment Survey. This survey compiles the technology needs and want of teachers and is analyzed by the Technology Coach. Professional Development is offered monthly and reflects the needs identified in the survey. Model lessons, co-teaching opportunities, day-trainings on software and instructional technology, data analysis needs, and technology integration ideas are provided by the Technology Coach, who serves the school part-time. A weekly, one-minute video offers a Technology tip or tool to help them stay current on technology tools and concepts.

The school webpage offers student, parent, and teacher resources that allow student, parent, and teachers, alike, access to websites, tools, and resources to help with instruction, learning, and active participation in student achievement. It is current with needed information, dates, and events.

All of these combine to create a faculty and student-body that successfully integrates technology into the learning experience. Administration encourages and promotes technology integration and has provided allotted times and resources for integration.

While resources are not currently distributed evenly to all classrooms, this is being addressed systematically by grade level and pending budget allowance. Apple TVs, interactive whiteboards, and an iPad lab are currently being installed in labs and classrooms, with the ultimate goal of equipping every classroom with an interactive whiteboard and Apple TV, in addition to an iPad lab for check-out and instructional integration. A full-time Technology Coach that is able to fully participate and focus solely on the needs of Brown's Chapel is also an area for improvement. These weaknesses are all rooted in fiscal shortage. These purchases are reliant on fundraising and district-allocated funds, which do not suffice for school-wide provisioning but, rather, incremental rations.

## Professional Development

1. Describe the prior year professional development activities and how effectively they addressed teacher needs connected to student learning.

- RTI<sup>2</sup> Overview – August 3, 2015
  - o State RTI<sup>2</sup> model, State Guidelines, review of tier placement, BCE goals/AMOs, measures used to screen for needs.
- Interventions, Accommodations, & Modifications – August 4, 2015
  - o Understanding what the law says we can do help struggling learners.
- Data Analysis – August 4, 2015
  - o Discussion on understanding previous year's data and its implications.
- Marie Lasater – August 5, 2015
  - o Math resources for Common Core State Standards
- Orton-Gillingham – November 17, 2015
  - o 7 Syllable Types: closed, open, magic e, vowel team, bossy r, diphthong, and consonant-le.
  - o 4 Syllable Division Patterns: VC/CV, V/CV, VC/V, and V/V
- Orton-Gillingham – December 1, 2015
  - o Teaching the phonogram card deck
  - o Phoneme/Grapheme chart
  - o Sequence chart
- Guided Reading – January 5, 2016
  - o Implementing Guided reading into reading small group instruction
- Singapore Math – April 7, 2016



- o Singapore math share session
- RTI<sup>2</sup> Overview – August 2, 2016
  - o RTI guidelines, Say Dyslexia Legislation, SLD certification areas, EasyCBM, assessment measures in EasyCBM, understanding national norming
- Visible Learning – September 15, 2016
  - o John Hattie research, 3 Big Ideas of Visible Learning, Bringing the Big Ideas to Life at BCE (B-U-C-K-S)
- Matthew Dodd – September 15, 2016
  - o Calculating Teacher Effect using Microsoft Excel during the academic year.
- Kellye Goostree – September 15, 2016
  - o Organizing different effects on student learning using Hattie's meta-analyses.

BCE's technology coach leads various professional development seminars during the school year based on teacher needs and desires for improving in the classroom, for instance, having some training on becoming accustomed to using Microsoft Excel.

Professional development is planned based on a needs assessment in areas of instruction and technology. Based on the academic year 2015 – 2016, professional development was provided in areas of reading and math instruction based on needs from AimsWeb's data. Most of BCE's students and subgroups showed a positive %tile growth in reading and math areas for the academic year 2015 – 2016.

2. Discuss the areas of weakness that can be effectively addressed through high-quality, on-going, sustained professional development moving forward.

Professional development for 2016 – 2017 will be focused on math for all PLCs connecting new math curriculum and the Rutherford County Instructional framework for math in all grades. PLC focus will be reviewing 2015 – 2016 AimsWeb data and improving ELA Tier 1 instruction for 1<sup>st</sup> grade.

**Parent Involvement**

1. Describe the parent and community involvement activities that have occurred in the prior year and how they have impacted student achievement.

The following list are BCE's parent and community involvement for 2015 – 2016:

- **Parent Night** - explains grade level expectations and provides resources for parents to work with their child(-ren) at home.
- **Science Fair** - open house to view projects and reinforcing skills that have already been taught or advancing them to higher levels.
- **Musicals/Performances** – Kindergarten Mother Goose, 2<sup>nd</sup> Grade Holiday Musical, 3rd Grade trip to the Chinese Center for Music and Culture, 4th Grade Musical - (spring), and Christmas Sing-A-Long.
- **Archery** - volunteer to score, line safety; achievement impacted by if an archer does not make satisfactory grades and/or behavior, then they are put on probation from the team.
- **End of the Year celebration** - parents help serve snacks and run games
- **Weekly Volunteers** - We had several parents come in weekly who made copies, put together activities that were used in our centers, and helped track students' fluency progress.
- **Spooky Science Fall Party** - Parents came to help assist with science experiments that the students completed.
- **Pow Wow** - During the month of November, second grade studied Native American culture. After our study, we participated in a pow-wow. Parent came to experience the pow-wow and apply the students' learning along with their children.
- **Poetry with Parents** - students wrote poems and shared them with their parents in a coffee shop themed atmosphere.
- **Shamrock Shake** - Parent volunteers came to help students count money they had earned during the month of March to "purchase" items to build an ice cream float.
- **Field Trips** - Parents attended and helped chaperone field trips to Cheekwood Botanical Garden, the Nashville Zoo, Traveler's Rest, Tennessee State Museum, the Hermitage, Nashville Symphony, and Idiom Parade. These field trips enforced academic standards.
- **Reading in the Classroom** - At various times during the year parents are guest readers in the classroom, which strengthens vocabulary and are proven to increase reading fluency.
- **Johnny Appleseed Party** - parents volunteered their time to help students label the parts of an apple and identify the life cycle of the apple tree. They also enjoy apple snacks.
- **Charlotte's Web (2015)**- exposing students to life experiences and pieces of literature.

- **Christmas Around the World (school wide 2015)**- students experienced different cultures from around the world. Each class set up a display in the gym for other students to learn from. Parents came to help supervise each country and assist students in finding answers to their questions in a scavenger-style activity.
- **Lucky Ladd (2016)**- exposing students to farm life and life cycles of plants; what plants need to grow
- **'50's Day** – Parents were asked to volunteer at the “K Soda Shoppe”. The students compared kids in the '50's to kids today. They also did math activities centered around the number 50.
- **Money Scramble** – Parents were asked to spread coins on the gym floor and to run the “K Sweet Shoppe”. They helped to support counting coins and spending change.
- **Harvest Hoedown** – Parents were asked to come in and lead fall activities. Students learned about Native Americans, the change in seasons, and how chores were done by people of long ago.
- **Math Fact Ninja Parent (2016)** - Parents help organize flash cards and copies to help with student math fluency
- **Word Club Parent (2016)** - This is a voluntary activity that parents can choose to help support. We have tons of parents who are helping their children with sight words on their own time. We also have a few parents who help keep 1st grade sight word clubs organized at school.
- **Homework Differentiation Packet (2016)** - Parents help to put differentiated homework packets together for the students
- **Math and Reading Games (2016)** - Parents help make games for the classroom for the students. The games are used to help with classroom instruction.
- **Awards Days (2015-2016)** - Encouragement for the students continued success
- **Conferences (2015-2016)** - Discussing weaknesses/strengths with parents
- **Red Ribbon Week Walk** – K parents are invited to walk with students to promote healthy choices in life.
- **Book Fairs** – parents may come to the school and buy books for their child (-ren).

2. Identify ways in which parent and community involvement activities could be strengthened and more closely aligned with student achievement.

BCE's parents have multiple opportunities to be involved in their child(-ren)'s activities. For each activity throughout the year, parents could be notified about the purpose of the school activity, much like an objective statement at the beginning of a lesson. By connecting the dots between the school standard/objective to the school function, parents will be able to understand the importance of being

involved in their child (-ren)'s school. BCE can use current technology to advertise and encourage parents to be involved in their school activities through social media, Twitter, or other electronic notifications. Brown's Chapel could increase the number of parent workshops that are academically related, for example, parent math night, which gives parents the opportunities to learn the methods used to instruct their children at home.

Rutherford County (750) Public District - FY 2017 - Brown's Chapel Elementary School (750-0039) Public School - School Plan - Rev 0

Summarize your accomplishments and what is working for students. To what do you attribute these accomplishments?

- Brown's Chapel Elementary has 44 educators who are rated as a Level 4 or 5 by the Tennessee Department of Education evaluation model. Over 83% of our faculty obtained this measure for the academic year 2015 – 2016. Seven teachers (13%) at Brown's Chapel were either new (n = 3) or had no data (n = 4) due to TN Ready testing issue.
- Over half of our faculty have a Master's Degree or above.
- Brown's Chapel Elementary integrates the Professional Learning Community model into each grade level to ensure best practice strategies are utilized in the classroom. Each member of a team is respected and a valued participant of the PLC. With the four built-in PLC half days, Brown's Chapel instructs each PLC at the school level before each team meets individually to plan, reflect, and improve their grade level instruction.
- Brown's Chapel students understand the value of working hard, playing fair, being kind and courteous to everyone in their path. We teach the whole child, not only through academics, but with school programs and after school activities that foster character development and good citizenship.

List, in priority order, your top 3-5 areas of need as identified through the needs assessment. These should be the areas that you can most reasonably address in the coming year. Prioritizing needs will identify the most critical areas where your work will begin with the creation of goals and strategies.

Priority Need	Content/Topic Focus - (such as RLA, math climate, ACT, etc.)	Grade Level Focus - (single grade or range of grades)	Primary Student Focus - (such as all students or subgroup(s))
Early Elementary Literacy	RLA	Kindergarten and 1st grade	Tier 3
Reading Comprehension	RLA	4th grade	Tier 2
Reading Comprehension	RLA	5th grade	Tier 1 students
Problem Solving and Application	MATH	4th and 5th grades	Tier 1 students

Plan Items ( )

**G** 1) District-Level: Recruit, retain and train Effective Teachers - **School-Level: Recruit, retain and train Effective Teachers**

Description:

District-Level: Recruit, retain, and train highly effective teachers to meet curricular needs of our growing, diverse, and mobile student population.

**School-Level: Recruit, retain, and train highly effective teachers to meet curricular needs of our growing, diverse, and mobile student population.**

Performance Measure:

District-Level: Increase the number of teachers scoring at level 3 or better while decreasing the number of teachers scoring at level 1 and 2.

**School-Level: Increase the number of teachers scoring at level 4 or better while decreasing the number of teachers scoring at level 1 and 2.**

**S** 1.1) District-Level: Developing Staff and Mentoring Teachers - **School-Level: Developing Staff and Mentoring Teachers**

Description:

District-Level: Provide staff development emphasizing building leaders, mentoring new teachers, and supporting at-risk teachers.

**School-Level: Provide staff development emphasizing building leaders, mentoring new teachers, and supporting at-risk teachers.**

**AS** 1.1.1) Professional development and mentoring

Description:

Encourage ASSIST program attendance to support and initiate new teachers, provide train-the-trainer opportunities for academic coaches, and align in-services to the TEAM rubric to allow for prescriptive assignments by instructional leaders and administrators. Newly hired faculty at Brown's Chapel are paired with an experienced mentor in their grade level to provide support and guidance as they acclimate to our policies, procedures, fiscal management, and integration into our Professional Learning Committees. Our RTI coach works exclusively with new teachers modeling lessons, observing, and sharing strategies to improve instruction.

Benchmark Indicator:

Educators with a Teacher Effectiveness rating at expectation (3 or greater).

Person Responsible:

Kelly Jones

Estimated Completion Date:

5/24/2017

Funding Application	Grant	Notes	Amount
Other	Other	ASSIST funded through RCS	\$0.00

**§ 1.2) District-Level: Ensure highly qualified and trained teachers for all students. - School-Level: Ensure highly qualified and trained teachers for all students.**

Description:

District-Level: Recruit, retain, and train highly effective teachers to meet identified curricular and instructional needs and to meet ESEA (ESSA) mandate regarding highly effective teachers to ensure students receive a well-rounded education.

**School-Level: Recruit, retain, and train highly effective teachers to meet identified curricular and instructional needs and to meet ESEA (ESSA) mandate regarding highly effective teachers to ensure students receive a well-rounded education.**

**AS 1.2.1) Highly Qualified Teachers and Educational Assistants**

Description:

Assist current teachers and educational assistants to become highly qualified and highly effective in core courses with a focus on hard to staff areas by reimbursing teachers and paraprofessionals the preparation costs and testing fees for becoming highly qualified.

Benchmark Indicator:

Highly qualified status of teachers and educational assistants.

Person Responsible:

Kellye Goostree

Estimated Completion Date:

9/1/2016

Funding Application	Grant	Notes	Amount
---------------------	-------	-------	--------

Other

Other

\$0.00

**S** 1.3) District-Level: Training to meet instructional needs - **School-Level: Training to meet instructional needs**

Description:

District-Level: Provide staff development and training to teachers and instructional staff to meet the instructional needs of our growing , diverse, and mobile student population.

**School-Level: Provide staff development and training to teachers and instructional staff to meet the instructional needs of our growing , diverse, and mobile student population.**

**AS** 1.3.1) Differentiated Instruction focused on growth for all students

Description:

Provide a system-wide, two-day instruction conference with sessions emphasizing growth for all students. Provide intensive follow-up trainings throughout the year for differentiating instruction. Provide training for academic interventionists, occupational licensed teachers, and support staff for special education. Provide access to online professional development. PD to focus on building a mindset of using student response evidence to strengthen instruction and to address gaps in learning through John Hattie's Visible Learning.

Benchmark Indicator:

Brown's Chapel Elementary School will maintain a School-wide Composite of 5 on the 2016 - 2017 standardized assessments for grades 2 - 5.

Person Responsible:

Kelly Jones

Estimated Completion Date:

5/12/2017

**G** 2) District-Level: Rutherford County will increase ELA and Math achievement - **School-Level: Rutherford County will increase ELA and Math achievement**

Description:

District-Level: RCS will demonstrate expected or above average growth in ELA and Math.

**School-Level: BCE will demonstrate above average growth in ELA and Math.**

Performance Measure:



District-Level: RCS will demonstrate a 3 or higher in TVAAS math and ELA for grades 3 - 12 while decreasing the percentage of students in grades 3 - 8 scoring below the 25th percentile.

**School-Level: BCE will demonstrate a 4 or higher in TVAAS math and ELA for grades 3 - 5 while decreasing the percentage of students in grades 3 - 8 scoring below the 25th percentile.**

**S** 2.1) District-Level: High quality professional development for instructional staff - **School-Level: High quality professional development for instructional staff**

Description:

District-Level: Teachers will participate in state and local trainings dealing with WIDA standards, poverty workshops and simulations, and trainings that address SWD and at risk populations throughout FY 16.

**School-Level: Teachers will participate in state and local trainings that address SWD and at risk populations throughout FY 16.**

**AS** 2.1.1) Visible Learning Traing and Orton-Gillingham Training

Description:

Teachers of at risk populations are trained on research-based multi-sensory strategies in teaching reading and math content areas. John Hattie's analyses of global research provides evidence based answers to the question of maximizing student achievement in our school.

Benchmark Indicator:

Brown's Chapel Elementary will have a decrease in percentages of students in ELA and MATH on easyCBM in the 'some risk' and 'high risk' categories and our students will demonstrate above average growth (4 or higher) in TVAAS math and ELA for grades 3 - 5.

Person Responsible:

Kelly Jones

Estimated Completion Date:

3/30/2017

**S** 2.2) District-Level: RCS will allocate staff to provide and support student instruction and intervention. - **School-Level: RCS will allocate staff to provide and support student instruction and intervention.**

Description:

District-Level: Schools will receive staffing for instructional technology, instructional interventions, tier I support, counselor and student support.

**School-Level: Schools will receive staffing for instructional technology, instructional interventions, tier I support, counselor and**

**student support.**

**AS** 2.2.1) Provide school level Tech Coaches and Instructional Coaches

Description:

Coaches will provide instruction and support for teachers to differentiate instruction in their classroom to address academic needs of all learners.

Benchmark Indicator:

Students will perform above average growth (4 or higher) in TVAAS math and ELA in 3rd - 5th grade while decreasing the percentage of students in grades 3 - 5 scoring below the 30th percentile.

Person Responsible:

Kelly Jones

Estimated Completion Date:

5/12/2017

**S** 2.3) District-Level: Provide resources to enhance literacy and math instruction - **School-Level: Provide resources to enhance literacy and math instruction**

Description:

District-Level: Teachers will receive programs, software, and professional development on using resources that are designed to increase literacy and math achievement.

**School-Level: Teachers will receive programs, software, and professional development on using resources that are designed to increase literacy and math achievement.**

**AS** 2.3.1) Schools receive programs to support the differentiated instructional needs of all students with a FY16 focus on the Super Subgroup

Description:

Provide Imagine Learning to English Learners, Provide 95 % Group Reading Intervention training; Provide various software such as: Moby Max, Brain pop, iReady, Lexia etc. Provide SRA Corrective Reading, SRA Reading Mastery.

Benchmark Indicator:

Program Data Reports

Person Responsible:

Kellye Goostree

Estimated Completion Date:

5/1/2017

**S** 2.4) District-Level: Rutherford County will actively seek parents as partners - **School-Level: Rutherford County will actively seek parents as partners**

Description:

District-Level: The County will hold on-going parent meetings to keep parents informed of their child's academic progress and active in their children's education.

**School-Level: The County will hold on-going parent meetings to keep parents informed of their child's academic progress and active in their children's education.**

**AS** 2.4.1) Parent engagement activities

Description:

Grade level teams offer parent academies, reading and math family events, science night, and science fairs. We host school-wide award ceremonies for K - 5 to celebrate student achievement each 9 weeks. Parent/teacher communication is encouraged and maintained through complimentary agendas for each student. Educators are available at any time to confer with parents regarding concerns and progress.

Benchmark Indicator:

Attendance sign in sheets and spring survey

Person Responsible:

Matthew Dodd

Estimated Completion Date:

4/3/2017

**G** 3) District-Level: Increase early literacy achievement - **School-Level: Increase early literacy achievement**

Description:

District-Level: RCS will increase the percentage of 1st and 2nd graders reading on grade level.

**School-Level: BCE will increase the percentage of 1st and 2nd graders reading on grade level.**

Performance Measure:

District-Level: Increase 1st and 2nd graders reading on grade level by 3% as measured by the universal screener assessments given in

December and May.

**School-Level: Increase 1st and 2nd graders reading on grade level by 5% as measured by the universal screener assessments given in December and May.**

**S** 3.1) District-Level: High quality professional development for instructional staff - **School-Level: High quality professional development for instructional staff**

Description:

District-Level: Teachers will participate in state and local literacy trainings focusing on K-3 literacy.

**School-Level: Teachers will participate in state and local literacy trainings focusing on K-3 literacy.**

**AS** 3.1.1) Professional development

Description:

Brown's Chapel Elementary will incorporate John Hattie's Visible Learning Strategies throughout our professional development.

Benchmark Indicator:

Student surveys and performance data

Person Responsible:

Kelly Jones

Estimated Completion Date:

1/3/2017

**S** 3.2) District-Level: School Level TSIP Reflects Early Literacy - **School-Level: School Level TSIP Reflects Early Literacy**

Description:

District-Level: Elementary schools will include early literacy in school-level TSIP.

**School-Level: Elementary schools will include early literacy in school-level TSIP.**

**AS** 3.2.1) Provide school level Instructional interventionists

Description:

Staff will provide instruction and support directly to students based on need to increase student achievement in all tiers with a focus in grades K - 2.

Benchmark Indicator:

Brown's Chapel Elementary will increase the percentages of 1st and 2nd graders reading on grade level by 5% as measured by the universal screener assessments given in December and May.

Person Responsible:

Amy Covington

Estimated Completion Date:

5/19/2017

§ 3.3) District-Level: Provide Pre-K programs for high poverty students

Description:

District-Level: RCS will add more pre-K classrooms in Title I schools

g 4) District-Level: Increase Academic Performance on ACT Composite. - **School-Level: Increase Academic Performance on ACT Composite.**

Description:

District-Level: Rutherford County will increase the ACT scores in ELA, Math, and Science.

Performance Measure:

District-Level: Increase ACT Composite score by .3 annually to surpass the state goal of 21 by 2020.

§ 4.1) District-Level: High quality professional development for instructional staff

Description:

District-Level: Teachers will participate in local ACT literacy and numeracy trainings throughout FY17

§ 4.2) District-Level: RCS will allocate and identify staff to provide and support student instruction and resources; such as, research based interventions - **School-Level: RCS will allocate and identify staff to provide and support student instruction and resources; such as, research based interventions**

Description:

District-Level: Schools will receive staffing for instructional technology, instructional interventions, tier I support, counselor and student support, and work to help schools access/gain resources; such as, instructional tools to increase overall academic performance

**School-Level: Schools will receive staffing for instructional technology, instructional interventions, tier I support, counselor and student support, and work to help schools access/gain resources; such as, instructional tools to increase overall academic performance**

**AS** 4.2.1) Schools receive programs to support the differentiated instructional needs of all students with a FY16 focus on the higher achieving students (quintiles 4 and 5 students)

Description:

Establishment of 4th grade class made up of students with CoGAT scores of 118 or higher with a teacher who received employment standards through Peabody College at Vanderbilt University. This training provided strategies to instruct higher achieving/gifted students. Our 5th grade enrichment students will complete a comprehensive study of mechatronics which includes mentoring by the Oakland High Mechatronics class and an up-close visit to Nissan Manufacturing.

Benchmark Indicator:

High scores in achievement and TVAAS growth for upper quintiles.

Person Responsible:

Tammy Anselmo

Estimated Completion Date:

5/24/2017

**S** 4.3) District-Level: Provide resources to enhance ACT achievement.

Description:

District-Level: Teachers will receive programs, support, and professional development for ACT instruction.

**G** 5) District-Level: Increase Graduation Rate

Description:

District-Level: Rutherford County will demonstrate expected or above expected growth on the graduation rate

Performance Measure:

District-Level: Increase graduation rate by +0.2 to increase RCS status to a 95.34% from our current standing at 95.14%.

**S** 5.1) District-Level: High quality professional development for instructional staff, counselors, and graduation coaches

Description:

District-Level: Teachers, counselors, and graduation coaches will participate in local graduation requirement trainings and strategies to meet at-risk students' needs throughout FY17.

**S** 5.2) District-Level: RCS will allocate staff to provide and support on-time graduation attainment; such as, counselors, graduation coaches,

and interventionist

Description:

District-Level: Schools will receive staffing for counselors, graduation coaches, and interventionist who will work to help student access/gain resources; such as, strategies to increased coursework attainment and progress on graduating within the four year time frame of the cohort