

Rutherford County (750) Public District - FY 2018 - Blackman Elementary School (750-0001) Public School - School Plan - Rev 0

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.

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.

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.

AS 1.1.1) BLE will provide new teachers with in-depth mentoring and coaching throughout the school year and assist/support at-risk teachers.

Description:

Have new teachers attend the ASSIST program to support and initiate new teachers; provide Mentor-Mentee program to support and initiate new teachers at BLE; and align in-services to the TEAM rubric to allow for prescriptive assignments by instructional leaders and administrators.

Benchmark Indicator:

Teacher feedback during and after new teacher meetings and training. TEAM Rubric Effectiveness Score of 3 or higher.

Person Responsible:

Marlene McGregor

Estimated Completion Date:

5/25/2018

AS 1.1.2) Leadership within the School

Description:

Leadership team is comprised of teachers from every grade/department. Teachers apply for this position. Leadership team meets monthly to discuss issues pertinent to our school. Team is trained/re-trained on PLC model. Other leadership roles consist of staff members on the: RTI2 team, data team, and writing team. These team members attend training and guide and share pertinent information with their grade level team members.

Benchmark Indicator:

Meeting Minutes

Person Responsible:

Cynthia Ford

Estimated Completion Date:

5/25/2018

§ 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.

AS 1.2.1) Recruitment

Description:

Administrators participate in district and off-site recruitment activities to seek applicants who possess characteristics and qualities of highly effective teachers focused on increased student achievement.

Benchmark Indicator:

Percentage of highly qualified teachers hired from each recruitment activity and number of hard to staff early hires made. Percentage of these teachers hired obtaining level 4 or 5 effectiveness levels.

Person Responsible:

Cynthia Ford

Estimated Completion Date:

9/1/2017

AS 1.2.2) Ensure that all teachers and educational assistants hired are highly qualified and highly effective.

Description:

Assist current teachers and educational assistants to become highly qualified and highly effective by providing opportunities to attend Professional Development in their areas of weakness or areas that need refinement.

Benchmark Indicator:

Highly qualified status of teachers and educational assistants.

Person Responsible:

Cynthia Ford

Estimated Completion Date:

5/25/2018

AS 1.2.3) Provide instructional coach, interventionists, and educational assistants

Description:

Provide instructional coach to focus on Tier 1 instruction and oversee instruction for Tier 2 and 3 students. Provide instructional interventionists to provide Tier 2 and 3 interventions. Provide educational assistants to support Tier 1 instruction and lower student-teacher ratios.

Benchmark Indicator:

Coach logs, intervention schedules, EA logs

Person Responsible:

Marlene McGregor

Estimated Completion Date:

5/25/2018

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.

AS 1.3.1) Differentiated Instruction focused on growth for all students

Description:

Encourage teacher's to attend the system-wide, two-day instruction conference with sessions emphasizing growth for all students. Provide intensive follow-up training's throughout the year for differentiating instruction. Provide training to address the needs of

homeless (ATLAS) and migrant students and poverty training. Provide training for academic interventionists, occupational licensed teachers, and support staff for special education. Provide access to online professional development. Provide staff development and training to teachers and instructional staff to meet the instructional needs of our growing and diverse student population.

Benchmark Indicator:

Student growth as measured by end of year state assessment test

Person Responsible:

Cynthia Ford

Estimated Completion Date:

5/11/2018

AS 1.3.2) Provide professional development on researched-based strategies and programs

Description:

Teachers, RTI Coach, and interventionists are trained on research-based and multi-sensory strategies in teaching reading and math content areas. Programs include: 95% group, Orton-Gillingham, Singapore Math, etc.

Benchmark Indicator:

Record of PD training Performance data

Person Responsible:

Cynthia Ford

Estimated Completion Date:

3/23/2018

AS 1.3.3) Rigor Training

Description:

Professional Development provided by Kim Marable and Marlene McGregor on strategies to increase the level of instructional rigor for diverse learners.

Benchmark Indicator:

Attendance Sheets Performance Data

Person Responsible:

Marlene McGregor

Estimated Completion Date:

12/15/2017

AS 1.3.4) Provide staff to support Tier 1,2, and 3 instruction and intervention.

Description:

Provide instructional coach to work with and focus on Tier 1 instruction. Provide instructional interventionists for Tier 2 and Tier 3 reading and math instruction. Provide educational assistants to support Tier 1 instruction.

Benchmark Indicator:

Academic Coaches logs/fidelity checks, Interventionist plans, and Educational Assistant logs

Person Responsible:

Marlene McGregor

Estimated Completion Date:

5/18/2018

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.

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.

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, personalizing learning, and trainings that address SWD and at risk populations throughout FY 17.

AS 2.1.1) Provide professional development on researched-based strategies and programs

Description:

Teachers, RTI Coach and interventionists will be trained on research-based and multi-sensory strategies in teaching reading and

math content areas. Programs such as: Orton Gillingham, 95% Group, IREADY, Engage New York, and Singapore Math. Teachers attend WIDA training, ATLAS training, SWD training

Benchmark Indicator:

Record of PD trainings, evaluation surveys, and ELA and Math student performance data

Person Responsible:

Cynthia Ford

Estimated Completion Date:

5/11/2018

AS 2.1.2) Teachers will participate in state and local numeracy training.

Description:

New teachers will attend trainings in Ready Math, i-Ready, Number Talks, etc. with Susan Loveless.

Benchmark Indicator:

PD records in school station; Math student performance data

Person Responsible:

Marlene McGregor

Estimated Completion Date:

5/11/2018

AS 2.1.3) Integrate Science curriculum into the Math and ELA instructional areas.

Description:

Teachers will be trained by Central Office staff on how to effectively integrate the science curriculum into their Math and ELA lessons; teachers will integrate the Science curriculum into their Math and ELA lessons.

Benchmark Indicator:

ELA, Math and Science student performance data

Person Responsible:

Marlene McGregor

Estimated Completion Date:

12/15/2017

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.

AS 2.2.1) BLE will provide staff to support Tier 1, Tier 2, and Tier 3 instruction and interventions.

Description:

Provide Instructional Coach to focus on Tier 1 instruction and support instruction for Tier 2 and Tier 3 students. Provide Academic Interventionists to provide interventions for Tier 2 and Tier 3 students. Provide educational assistants to support Tier 1 instruction and assist with our identified at risk students. Instructional Coach will provide instruction and support for all teachers to differentiate instruction in their classroom to address academic needs of all learners.

Benchmark Indicator:

Instructional Coach and Interventionists lessons plans, documentation sheets, fidelity checks and EasyCBM data for math and reading

Person Responsible:

Marlene McGregor

Estimated Completion Date:

5/18/2018

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.

AS 2.3.1) Programs to support the differentiated instructional needs of all students

Description:

Teachers will receive programs, software, books, and professional development on using resources that are designed to increase literacy and math achievement. Programs to support the differentiated instructional needs of all students: Imagine Learning, 95% Group, Orton - Gillingham, Singapore Math, I Ready Math, and Engage New York. Various Software Programs (Moby Max, Brain

Pop, Reading A-Z, Tumble Books

Benchmark Indicator:

Program Data Reports

Person Responsible:

Marlene McGregor

Estimated Completion Date:

5/25/2018

AS 2.3.2) Rigor Training

Description:

The teachers will receive PD from Kim Marable and Marlene McGregor on strategies to increase the level of instructional rigor for higher achieving students. The teachers will also receive strategies and instructional ideas to address high achieving students in the classroom.

Benchmark Indicator:

Intervention schedule, completed classwork

Person Responsible:

Marlene McGregor

Estimated Completion Date:

12/15/2017

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.

AS 2.4.1) Parent Engagement and Involvement

Description:

BLE will offer activities such as: * Parent Academies *Positive Communication Logs * Parent Nights for grades K, 1, 2, 3, 4 & 5 * Boo Hoo breakfast for Kindergarten * Family Reading Saturdays * Parent Volunteers * Parent Academy * Career Day * Awards Program

*Stemtastic Fridays *Junior Achievement

Benchmark Indicator:

Sign In Sheets and Parent Surveys

Person Responsible:

Cynthia Ford

Estimated Completion Date:

5/18/2018

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

Description:

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

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.

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.

AS 3.1.1) Teachers will participate in state and local Literacy training.

Description:

Teachers will attend Summer Sessions and site-based PD on Literacy, Rigor Training, 95% Group, Orton-Gillingham training, Empowering Writers, and Read to Be Ready training.

Benchmark Indicator:

PD teacher records and ELA student performance data

Person Responsible:

Marlene McGregor

Estimated Completion Date:

1/26/2018

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.

AS 3.2.1) K-2 Literacy Focus

Description:

Teachers in grades K-2 will receive PD training in the following areas: Guided Reading small groups, Empowering Writers Writing Program, Orton-Gillingham Program, 95% Multi-syllable Routines, and Rigor in your Classroom Training. We will also use Easy CBM Benchmarks and PM tools to provide skill interventions for our students in K-2. We will monitor students in the various skill areas (LN, LS, PS, WRF, PRF, and CCSS Reading). We will group students according to Easy CBM benchmarks and provide small group interventions based on student needs. We will also provide Tier 1 standards-based remediation based on ELG results.

Benchmark Indicator:

School Station records, PD sign in sheets, ELA Student Performance Data Records, and Easy CBM Benchmark and Progress Monitoring reports

Person Responsible:

Marlene McGregor

Estimated Completion Date:

5/1/2018

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

Description:

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

AS 3.3.1) Kindergarten Readiness

Description:

Continue our Kindergarten Readiness Program at BLE. The class size is capped at 15. Phelps score 80 or above, summer birthday June, July, August 1-15. May birthdays will be accepted if class is not full or an extreme need.

Benchmark Indicator:

KR performance data - DIBLES report

Person Responsible:

Cynthia Ford

Estimated Completion Date:

5/25/2018

G 6) District-Level: Safe and Healthy Students - **School-Level: Safe and Healthy Students**

Description:

District-Level: For 2017-18, students will have equal access to a safe learning environment that promotes academic achievement, limits the amount of lost instructional time and ensures that all students have the opportunity to learn.

Performance Measure:

District-Level: (1)The number of disciplinary actions taken against students. (2) The percentage of expulsions reported. (3) The student attendance rate and chronic absenteeism rate.

S 6.1) District-Level: Decrease chronic absenteeism in all K-12 schools - **School-Level: Decrease chronic absenteeism in all K-12 schools**

Description:

District-Level: The district will provide resources to schools to assist in decreasing the percentage of students chronically absent from school.

AS 6.1.1) Attendance Incentives

Description:

BLE has attendance incentives in place to promote being at school on time and every day. We give 9 week awards to students who achieve perfect attendance.

Benchmark Indicator:

I Now Reports

Person Responsible:

Cynthia Ford

Estimated Completion Date:

5/25/2018

§ 6.2) District-Level: Behavioral interventions and supports - School-Level: Behavioral interventions and supports

Description:

District-Level: Develop and support programs and initiatives that address identified behavior needs and provide appropriate student supports.

AS 6.2.1) RTI Behavior Interventions

Description:

Under the RTI2 Behavior Component/Intervention - will be implemented by Cynthia Ford, Kim Marable, Megan Klopp, and Matt Russell.

Benchmark Indicator:

Student Intervention Plan

Person Responsible:

Cynthia Ford

Estimated Completion Date:

5/25/2018

§ 6.3) District-Level: Healthy students - School-Level: Healthy students

Description:

District-Level: The district will provide resources to schools and families to support healthy students.

AS 6.3.1) Healthy Initiative

Description:

BLE will work with the school nurse and school nutrition manager to educate the students in healthy and nutritional strategies which will promote good health.

Benchmark Indicator:

NA

Person Responsible:

Cynthia Ford

Estimated Completion Date:

5/25/2018

