

Bradley County (060) Public District - FY 2015 - Hopewell Elementary (060-0040) Public School - School Plan - Rev 0

Plan Items ()

G 1) District-Level: Mathematics - School-Level: Grades 3-8 56.6% 3rd 60.3% Gap closure Economically Disadvantaged vs. Non-ED 20.4%

Description:

District-Level: During the 2014-2015 school year Bradley County will achieve or exceed AMO achievement targets and gap closure targets for mathematics: 3rd - 56.1%, 7th - 43.8%, 3rd-8th - 49.8%, Algebra II - 46.8%, SWD 3-8 Math 33.4%, SWD 3rd Math - 37.1%, SWD 7th Math - 33.7%, Gap closures: BHN vs. All 3-8th - 8.4%, Algebra II - 11.3%, ED vs. Non-ED 3rd-8th - 21.2%, Algebra II - 21.2%, LEP vs. Non-LEP 3rd-8th - 29.5%, SWD vs. Non-SWD 3rd-8th - 18.4%, Algebra II - 45%

School-Level: During the 2014-2015 school year Hopewell will achieve or exceed AMO achievement targets and gap closure targets for mathematics: 3rd- 60.3%; 3-8- 56.6%; Economically Disadvantage vs. Non-ED 20.4%

Performance Measure:

District-Level: We will use the percentage of students, in the aggregate and in each subgroup (students from major race/ethnic groups, economically disadvantaged students, children with disabilities, students with limited English proficiency), who are at or above the proficient level in mathematics on the state's assessment (ESEA Section 1111(h)(1)(C)(i)) to measure performance.

School-Level: We will use the percentage of students, in the aggregate and in each subgroup (students from major race/ethnic groups, economically disadvantaged students, children with disabilities, students with limited English proficiency), who are at or above the proficient level in mathematics on the state's assessment (E SEA Section 1111 (h)(1)(C)(i)) to measure performance.

S 1.1) District-Level: High quality professional development of instructional staff - School-Level: High quality professional development of instructional staff.

Description:

District-Level: Address job embedded, individualized professional development needs of the instructional staff.

School-Level: Address job embedded, individualized professional development needs of the instructional staff.

AS 1.1.1) Provide job embedded high-quality and on-going professional development for teachers, principals, paraprofessionals and other staff.

Description:

Hopewell's Instructional Coach will provide ongoing professional development throughout the year. This will include math best practices for k-5 including differentiated instruction, data analysis, higher order thinking, inclusion, and content area strategies. Instructional Coaches will receive professional development once a month from the system math coordinator, consultants, and CORE office specialists. The CORE office math consultant, will also conduct model lessons at Hopewell. Grade level PLCs will occur twice a month. During PLCs, teachers will discuss student data and plan strategies to effectively meet student needs. Teachers who attended the summer math training provided by the TDOE are expected to work with their grade group/department during the school year and participate in follow up training. Highly effective teachers will serve as mentors to help least effective teachers with planning, deconstructing standards, common assessments and instructional strategies. In addition, new teachers will be assigned a mentor who will guide them through the first few years of teaching. The mentoring program is designed to help support and attract quality teachers. For SWD, sped instructional coordinators will provide ongoing instruction and training through co-teaching and lesson modeling in sped interventions. Sped teachers will attend instructional conferences

designed to improve instruction and promote student growth. Title 1 will provide professional development for teachers, as well as, provide on-site training.

Benchmark Indicator:

Documentation of PLCs, observation, and evaluation by Principal or Instructional Coach. Completed staff surveys and reviews indicating effectiveness.

Person Responsible:

Tim Riggs and faculty

Estimated Completion Date:

4/10/2015

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A		\$2,000.00

Component	Item Name
School-wide Plan	Professional Development Coordination of Programs Instruction by Highly Qualified Staff

§ 1.2) District-Level: State Content Standards Alignment - School-Level: State Content Standards Alignment

Description:

District-Level: The system will align curriculum and instructional strategies with Tennessee's challenging academic standards and weave specific basic skills addressed by SPIs into instruction.

School-Level: Hopewell will follow the system and align curriculum and instructional strategies with Tennessee's challenging academic standards and weave specific basic skills addressed by SPIs into instruction. Our Instructional Coach will be instrumental in helping teachers which this task.

AS 1.2.1) Provide viable mathematics curriculum maps and aligned formative assessments.

Description:

Hopewell's Instructional Coach will assist teachers in using the district provided curriculum maps along with alignment of formative assessments. The use of the curriculum map and formative assessments will help teachers determine if students are retaining the standards being taught and if some of those standards require re-teaching. As teachers are utilizing the curriculum map and implementing formative assessments, they have been asked to provide feedback that will help the district monitor and adjust the curriculum map throughout the year. Grade group teams consistently review the curriculum map and formative assessments used to determine instructional strategies that will aid in the alignment of instruction and assessments to the standards.

Benchmark Indicator:

Accountability measures to be used are benchmark assessments, AMO achievement and Gap closure results.

Person Responsible:

Tim Riggs, Holly Watson, and Faculty Member

Estimated Completion Date:

6/15/2015

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

Component	Item Name
-----------	-----------

School-wide Plan Use of Assessments for Improving Performance

1.3) District-Level: Identify and address district and school achievement concerns - School-Level: 3-8 Math target goal missed 2013-2014 3 year decline in math at Hopewell

Description:

District-Level: The system will identify and address the AMOs and specific gaps in achievement among sub-groups that resulted in its identification as a District in Need of Improvement.

School-Level: Hopewell along with the system will identify and address the AMOs and specific gaps in achievement among sub-groups that resulted in its identification as a District in Need of Improvement.

AS 1.3.1) Ongoing Data Examination of Mathematics

Description:

The school leadership team will discuss the data with the faculty and staff. Teachers will review this data and then look at student projected TCAP scores for 2014-2015. Teachers will note if students are listed: below basic, basic, proficient, or advanced. Teachers will analyze their individual 3-year data to determine strengths and weaknesses in Math. Next, teachers will compare their individual 3-year data to that of the state, district, and school to discuss strategies within their grade level to help strengthen their math instruction. Students will take ownership of this data by setting and recording progress in their Data Notebooks throughout the school year. Attention will be given to individual students with RTI2 and the purchasing of intervention materials. Universal screeners will be given three times a year along with benchmark testing. Students who fall at or below the 25%ile on these assessments, will receive additional help in math in the form of Tier II or Tier III intervention. While in the small group intervention, students will review and practice math skills along with implementing math strategies. Parents will receive progress reports every 4.5 weeks. In addition, students will be given the opportunity to attend math tutoring before the school day begins. Big City University, a non profit organization will also provide after school assistance for struggling students. Teachers will continue to review data during their PLC and I-team meetings. These meetings are designed to address concerns and make academic decisions. Also, based on last year's data, Hopewell did not achieve it's target when departmentalization with ability grouping was utilized in 3rd and 4th grade. Therefore, this year these grades will remain self contained. In addition, Parent Tutoring Night will be made available to help parents assist their child with grade level math skills. This night will consist of reviewing, introducing, and practicing math problems. Teachers will also provide grade level resources that can be used at home. Hopewell teachers will continue to provide parent meetings to discuss student progress throughout the year.

Benchmark Indicator:

Gap closure targets AMO Achievement Targets

Person Responsible:

Tim Riggs and faculty

Estimated Completion Date:

5/8/2015

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A		\$380.00

Component	Item Name
-----------	-----------

School-wide Plan Increase Parental Involvement

School-wide Reform Strategies

Needs Assessment

Use of Assessments for Improving Performance

G 2) District-Level: Reading/Language Arts - School-Level: Grades 3-8 58.8% 3 - 53.1% Gap Closure: Economically Disadvantaged vs. Non-ED 20.1%

Description:

District-Level: During the 2014-2015 school year, Bradley County will meet/exceed AMO and gap closure targets in reading/language arts: 3rd - 49.8%; 7th - 57%; 3rd - 8th - 55.4%; English II - 67.9%; English III - 39.2%; SWD 3rd RLA 32.4%; SWD 7th RLA 40%; and SWD 3-8 RLA 37.2%; Gap closures: BHN vs. All 3rd-8th - 8.4%; ED vs. Non-Ed 3rd-8th - 21.6%; LEP vs. Non-LEP 3rd -8th -33.3%; SWD vs. Non-SWD 3rd-8th - 20.3%; BHN vs. All English II/III - 12.5%; ED vs. Non-ED English II/III - 19.5%; SWD vs. Non-SWD English II/III - 44.8%.

School-Level: During the 2014-2015 school year, Hopewell will meet/exceed AMO and gap closure targets in reading/language arts: 3rd-53.1%; 3rd-8th 58.8%; ED vs. Non-ED 3-8 20.1%

Performance Measure:

District-Level: We will use the percentage of students, in the aggregate and for each subgroup (students from major race/ethnic groups, economically disadvantaged students, children with disabilities, students with limited English proficiency), who are at or above the proficient level in reading/language arts on the state's assessment (ESEA Section 1111(h)(1)(C)(i)) to measure performance.

School-Level: We will use the percentage of students, in the aggregate and for each subgroup (students from major race/ethnic groups, economically disadvantage students, children with disabilities, student with limited English proficiency), who are at or above the proficient level in reading/language arts on the state's assessments (E SEA Section 1111(h)(1)(C)(i)) to measure performance

S 2.1) District-Level: High Quality Professional Development for Instructional Staff - School-Level: Professional Development

Description:

District-Level: Our system will utilize instructional coaches to provide job embedded professional development for instructional staff.

School-Level: Hopewell will offer professional development opportunities to the staff through the district office, Title 1 Conference and the CORE office.

AS 2.1.1) Ongoing Professional Development

Description:

School-Level: Hopewell's Instructional Coach will provide ongoing professional development throughout the year. This will include reading best practices for K-5 including differentiated instruction, data analysis, writing strategies, higher order thinking, and content area strategies. In addition, the Instructional Coach will help teachers with planning, deconstructing standards, common assessments and instructional strategies. In order to ensure Hopewell continues to attract high quality teachers, many members of our faculty offer to mentor student teachers and student observers from the local university and college. Throughout the school year, Hopewell's Instructional Coach will receive professional development once a month from the system RLA coordinator, consultants and CORE office specialists. Helen Lee, a RLA consultant, will observe a teacher at each grade level teaching Phonics/Spelling Instruction. Time will be given to discuss the lesson and provide feedback. This is to strengthen the teaching of Foundational Skills. Grade level PLCs will occur twice a month. During PLC's, teachers will discuss student data and plan strategies to effectively meet student needs. Teachers who attended the RLA training this summer provided by TDOE are expected to work with their grade group/department during the school year and participate in follow up training. The systemwide Instructional Interventionist will provide ongoing training to assitants who provide an intervention. Several of Hopewell

teachers will attend Title 1 conference in December. Those who attend will be expected to share strategies learned with their grade group. Mr. Riggs will also attend the Title 1 conference and the LEAD conference. For SWD, sped instructional coordinators will provide ongoing instructional training through co-teaching and lesson modeling in sped interventions. Sped teachers will attend conferences designed to improve instruction and promote student growth.

Benchmark Indicator:

Teacher and principal surveys.

Person Responsible:

Tim Riggs and faculty

Estimated Completion Date:

4/10/2015

Funding Application	Grant	Notes	Amount
Consolidated	Title II-A		\$2,000.00

Component	Item Name
School-wide Plan	Instruction by Highly Qualified Staff Use of Assessments for Improving Performance Attracting High Quality/Effective Teachers

2.2) District-Level: State Content Standards Alignment - School-Level: Hopewell will follow the state content standards alignment

Description:

District-Level: The system will align curriculum and instructional strategies with Tennessee's challenging academic standards and weave specific basic skills addressed by SPIs into instruction.

School-Level: Hopewell along with the system will align curriculum and instructional strategies with Tennessee's challenging academic standards and weave specific basic skills addressed by SPIs into instruction. Our Instructional Coach will be instrumental with helping teachers achieve this task.

AS 2.2.1) Ongoing Reading/Language Arts Alignment

Description:

Hopewell's Instructional Coach will assist teachers in using the district provided curriculum guides. She will meet regularly with teachers to discuss standard based lesson plans and curriculum alignment. Weekly grade group collaboration will include the review of curriculum maps and the development of instructional strategies to implement standard based alignment. Teachers will be provided with an opportunity to conduct an SPI check in the Spring of 2015. This check will offer data that addresses what SPI's need to be reviewed prior to TCAP.

Benchmark Indicator:

Accountability measures to be used are benchmark assessments, AMO achievement and Gap Closure results.

Person Responsible:

Tim Riggs, Holly Watson and Faculty

Estimated Completion Date:

6/15/2015

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

Application			
-------------	--	--	--

Consolidated Title II-A Funds are provided by the District \$0.00

Component	Item Name
-----------	-----------

School-wide Plan Use of Assessments for Improving Performance

§ 2.3) District-Level: Identify and address district or school achievement concerns - School-Level: 3-8 Reading/Language

Description:

District-Level: The system will identify and address the AMOs and specific gaps in achievement among sub-groups that resulted in its identification as a District in Need of Improvement.

School-Level: The system and Hopewell School will identify and address the AMOs and specific gaps in achievement among sub-groups that resulted in its identification as a District in Need of Improvement.

AS 2.3.1) Ongoing Data Examination

Description:

Description: The school leadership team will discuss the data with the faculty and staff. Teachers will review this data and then look at student projected scores for 2014-2015. Teachers will note if students are listed below basic, basic, proficient, or advanced. Teachers will then analyze their individual 3-year data to determine strengths and weaknesses in reading. Next, teachers will compare their individual 3-year data to that of the state, district, and school to discuss strategies within their grade level to help strengthen their reading instruction. Students will take ownership of this data by setting and recording progress in their data notebooks throughout the school year. Universal assessments will be given three times a year along with benchmark testing. Students, who fall at or below the 25%ile on these assessments, will receive additional help in reading in the form of Tier II or Tier III intervention. In addition, phonics screeners will be administered to all students identified as struggling in the area of reading. While in the small group intervention, students will review and practice reading skills along with implementing reading strategies. Parents will receive progress reports every 4.5 weeks. In addition, students will be given the opportunity to attend reading tutoring before the school day begins. Big City University, a non profit organization will also provide after school assistance for struggling students. Teachers will continue to review data during their PLC and I-team meetings. These meetings are designed to address concerns and make academic decisions. Hopewell teachers will continue to provide parent meetings to discuss student progress throughout the year. In addition, Hopewell's Pre-K teachers will administer the beginning Kindergarten Placement test. This data will be given to Kindergarten teachers. Pre-K and Kindergarten teachers will meet to discuss results and pertinent information relevant to student placement in Kindergarten. immediate remediation in kindergarten.

Benchmark Indicator:

Gap closure and number of proficient and advance

Person Responsible:

Tim Riggs and faculty

Estimated Completion Date:

5/8/2015

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

Consolidated Title I-A \$0.00

Component	Item Name
-----------	-----------

School-wide Timely Assistance

Plan

Use of Assessments for Improving Performance

Increase Parental Involvement

Transitioning Preschool Students

G 3) District-Level: Graduation

Description:

District-Level: Bradley County students will meet or exceed the graduation AMO target of 90.4% for the 2014-2015 school year.

Performance Measure:

District-Level: The percentage of students who graduate from high school each year with a regular diploma, disaggregated by race, ethnicity, gender, SWD, migrant status, English proficiency, and status as economically disadvantaged as indicated on the graduation report will be used to measure performance.

S 3.1) District-Level: High quality professional development

Description:

District-Level: The system will address job embedded professional development needs of all staff, as identified by teacher evaluation or state assessment results. Additionally, students in the Career and Technical Education program will increase skill proficiency and incorporate industry certification. Training will be provide for implementing Advisory Groups to enhance leadership, college and career readiness, and to focus on the needs of students who are at risk of dropping out. CTE will provide career planning professional development with collegefortn.org, program of study information, Administrative and Counselor institute, and collaborative opportunities for counselors. They will also develop activities in cooperation with the career coach for each school.