

Plan Items ()

G 1) District-Level: Mathematics

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, Michigan Avenue will meet/exceed AMO achievement targets and gap closure targets in Mathematics: 3rd- 72.8%, 3-8 Math - 76.8%. Gap Closures: ED vs. Non ED 3-8 Math - 22.3%

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 (Economically Disadvantaged students), 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.

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

Description:

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

School-Level: The leadership of Michigan Avenue will provide job-embedded, individualized professional development to meet the needs of the Instructional Staff.

AS 1.1.1) Improved Professional Development of Instructional Staff

Description:

The Instructional Coach will supply job embedded, individualized professional development by doing monthly observations of mathematics instruction in the classroom and offering constructive feedback within 48 hours. She will model lessons as needed.

Benchmark Indicator:

Teachers will report greater satisfaction in the surveys. Students' achievement scores will increase.

Person Responsible:

Candy Wiggins

Estimated Completion Date:

5/21/2015

AS 1.1.2) Improved Professional Development of Instructional Staff

Description:

The Instructional Coach will meet with Grade Groups of teachers at least monthly to determine their instructional needs. She will assist teachers in finding resources to elevate the level of instruction in the classroom. She will also provide information regarding instructional strategies and differentiation.

Benchmark Indicator:

Teachers will report greater satisfaction on surveys. Students' achievement test scores will increase.

Person Responsible:

Candy Wiggins

Estimated Completion Date:

5/21/2015

AS 1.1.3) Improved Professional Development of Instructional Staff

Description:

The Technology Coach will meet with Grade Groups at least monthly to offer individualized training on classroom instruction topics deemed necessary by the District, School Administration, or teachers. She will assist teachers with lesson planning that incorporates technology and meets the demands of the new, higher standards, especially in the area of mathematics.

Benchmark Indicator:

Observers in the classroom will see technology tools embedded in math lessons. Teachers will report greater satisfaction.

Person Responsible:

Lesha Crawley

Estimated Completion Date:

5/21/2015

S 1.2) District-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: The teachers at Michigan Avenue will continue to align their curriculum and instructional strategies with the challenging Tennessee State Standards and weave specific basic skills addressed by SPIs into instruction.

AS 1.2.1) Curriculum and Instructional Strategy Alignment

Description:

Teachers will continue to align their classroom lessons to the Tennessee State Standards. They will continue to embed SPI instruction into their lessons. They will meet together in Grade Group PLCs at least once monthly to review their progress/share ideas and strategies. They will report their activity to the School Administrator.

Benchmark Indicator:

Grade Group PLC agendas

Person Responsible:

Angela Lawson

Estimated Completion Date:

5/21/2015

AS 1.2.2) Curriculum and Instructional Strategy Alignment

Description:

The Instructional Coach will attend Grade Group Meetings as needed to assist with the alignment of mathematics instructional strategies to Tennessee State Standards.

Benchmark Indicator:

Improved Student achievement scores

Person Responsible:

Candy Wiggins

Estimated Completion Date:

5/21/2015

S 1.3) District-Level: Identify and address district and school achievement concerns

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: Michigan Avenue will take steps to ensure that it meets its AMOs and Gap Closure targets.

AS 1.3.1) Improvement of 3-8 Math

Description:

The Instructional Coach will help teachers of 3rd, 4th, and 5th grade students to identify those who are in need of additional math support. She will help the teachers develop an action plan to meet the needs of those students. She will conduct Team Meetings as necessary to check progress and help teachers make adjustments.

Benchmark Indicator:

Michigan Avenue will meet the goal of 76.8% P&A on TCAP in 3-8 Math.

Person Responsible:

Candy Wiggins

Estimated Completion Date:

5/21/2015

AS 1.3.2) Reduction of Gap of ED vs. Non ED students in Math

Description:

Teachers will provide before/after-school tutoring and/or small group remediation for students in this subgroup. They will track their progress on formative assessments and reteach as necessary.

Benchmark Indicator:

Michigan Avenue will meet its Gap Closure in ED vs. Non ED students of 22.3% on TCAP.

Person Responsible:

3rd, 4th, 5th Grade Teachers

Estimated Completion Date:

5/21/2015

AS 1.3.3) Reduction of Gap of ED vs. Non ED students in Math

Description:

Teachers will identify and recommend students for participation in the Big City University program. Students will attend the program and receive assistance with homework and remediation with math skills.

Benchmark Indicator:

Michigan Avenue will meet its Gap Closure in ED vs. Non ED students of 22.3% on TCAP.

Person Responsible:

Classroom Teachers & Stephanie Reffner

Estimated Completion Date:

5/21/2015

AS 1.3.4) Reduction of Gap of ED vs. Non ED students in Math

Description:

The RTI Program and classroom teachers will identify more students who could benefit from Math Interventions than have previously been identified. Perhaps a change in the school-wide master schedule could facilitate the offering of services to students who might need additional support in Math.

Benchmark Indicator:

Math Progress Monitoring

Person Responsible:

Sha'Ree Morgan

Estimated Completion Date:

5/21/2015

AS 1.3.5) Improvement of 5th Grade Math TVAAS (Growth)

Description:

Classroom teachers will work with the Administrator and Instructional Coach to track students' Projected Scores. They will develop graphs to determine focus students. They will then develop a plan to target these individuals.

Benchmark Indicator:

TVAAS graphs; School-generated tables and graphs; Students' TCAP scores; Grade Level TVAAS growth scores

Person Responsible:

Candy Wiggins

Estimated Completion Date:

5/21/2015

G 2) District-Level: Reading/Language Arts

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, Michigan Avenue will meet/exceed AMO achievement targets and gap closure targets in reading/language arts: 3rd - 72.8%; 3-8 RLA - 77.4%. Gap Closures: ED vs. Non ED 3-8 Reading - 25.0%.

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 in each subgroup (Economically Disadvantaged students), 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.

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

Description:

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

School-Level: The leadership of Michigan Avenue will provide job-embedded, individualized professional development to meet the needs of the Instructional Staff.

AS 2.1.1) Improved Professional Development of Instructional Staff

Description:

The Instructional Coach will supply job embedded, individualized professional development by doing monthly observations of Reading instruction in the classroom and offering constructive feedback within 48 hours. She will model lessons as needed.

Benchmark Indicator:

Teachers will report greater satisfaction in the surveys. Students' achievement scores will increase.

Person Responsible:

Candy Wiggins

Estimated Completion Date:

5/21/2015

AS 2.1.2) Improved Professional Development of Instructional Staff

Description:

The Instructional Coach will meet with Grade Groups of teachers at least monthly to determine their instructional needs. She will assist teachers in finding resources to elevate the level of Reading instruction in the classroom. She will also provide information regarding Reading instructional strategies and differentiation.

Benchmark Indicator:

Teachers will report greater satisfaction on surveys. Students' achievement test scores will increase.

Person Responsible:

Candy Wiggins

Estimated Completion Date:

5/21/2015

AS 2.1.3) Improved Professional Development of Instructional Staff

Description:

The Technology Coach will meet with Grade Groups at least monthly to offer individualized training on classroom instruction topics deemed necessary by the District, School Administration, or teachers. She will assist teachers with lesson planning that incorporates technology and meets the demands of the new, higher standards, especially in the area of Reading.

Benchmark Indicator:

Observers in the classroom will see technology tools embedded in Reading lessons. Teachers will report greater satisfaction.

Person Responsible:

Lesha Crawley

Estimated Completion Date:

5/21/2015

S 2.2) District-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: The teachers at Michigan Avenue will continue to align their curriculum and instructional strategies with the challenging Tennessee State Standards and weave specific basic skills addressed by SPIs into instruction.

AS 2.2.1) Curriculum and Instructional Strategy Alignment

Description:

Teachers will continue to align their classroom Reading lessons to the Tennessee State Standards. They will continue to embed SPI instruction into their lessons. They will meet together in Grade Group PLCs at least once monthly to review their progress/share ideas and strategies. They will report their activity to the School Administrator.

Benchmark Indicator:

Grade Group PLC agendas

Person Responsible:

Angela Lawson

Estimated Completion Date:

5/21/2015

AS 2.2.2) Curriculum and Instructional Strategy Alignment

Description:

The Instructional Coach will attend Grade Group Meetings as needed to assist with the alignment of Reading instructional strategies to Tennessee State Standards.

Benchmark Indicator:

Improved Student Achievement scores

Person Responsible:

Candy Wiggins

Estimated Completion Date:

5/21/2015

S 2.3) District-Level: Identify and address district or school achievement concerns

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: Michigan Avenue will take steps to ensure that it meets its AMOs and Gap Closure targets.

AS 2.3.1) Improvement of 3rd Grade RLA TCAP Scores

Description:

Teachers will provide before/after-school tutoring and/or small group remediation for at-risk students. They will track their progress on formative assessments and reteach as necessary.

Benchmark Indicator:

Improved 3rd Grade RLA Scores

Person Responsible:

3rd Grade Teachers

Estimated Completion Date:

5/21/2015

AS 2.3.2) Improvement of 3rd Grade RLA TCAP Scores

Description:

Primary Grades at Michigan Avenue will renew their focus on Foundational Skills. Teachers will continue to implement strategies espoused by Helen Lee and others and will provide insistent RLA instruction in the classroom. This will in turn cause an increase in the RLA scores on the 3rd Grade TCAP Assessment.

Benchmark Indicator:

3rd Grade TCAP scores

Person Responsible:

Kindergarten, 1st Grade, and 2nd Grade Teachers

Estimated Completion Date:

5/21/2015

AS 2.3.3) Improvement of 3rd Grade RLA TCAP Scores

Description:

Classroom teachers will work with the Administrator and Instructional Coach to track students' Projected Scores. They will develop graphs to determine focus students. They will then develop a plan to target these individuals.

Benchmark Indicator:

School-generated tables, graphs, and charts; Students' TCAP scores

Person Responsible:

Candy Wiggins

Estimated Completion Date:

5/21/2015

AS 2.3.4) Improve Writing School-Wide

Description:

School Team Members that attended the training provided by the state will present this information to their colleagues and assist with the school-wide implementation. Teachers will implement Writing Instruction Strategies such as POW-TIDE to improve writing and prepare students for upcoming assessments.

Benchmark Indicator:

Writing Assessment as well as TCAP RLA scores will improve.

Person Responsible:

K-5 Classroom Teachers

Estimated Completion Date:

5/21/2015