

**Bradley County (060) Public District - FY 2015 - Oak Grove Elementary (060-0060) Public School - School Plan - Rev 0**

**Plan Items ( )**

**G 1) District-Level: Mathematics - School-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 2014-15 school year, Oak Grove Elementary will achieve or exceed AMO achievement targets and gap closure targets for mathematics: 3rd-8th 62.7%. 3rd- 56.2%, Gap Closure: ED vs. Non- ED 5.8%**

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 (ESEA 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 professional development**

Description:

The Instructional coach will provide ongoing professional development throughout the year. Onsite, ongoing professional development for math best practices for k-5 including differentiated instruction, data analysis, higher order thinking, inclusion and content area strategies for all staff will be conducted. Instructional coaches will receive professional development once a month from the system math coordinator, consultants and CORE office specialists. The CORE office math consultant also conduct model lessons at our school. PLCs will occur at Oak Grove to share best practices and to utilize data to plan instruction. Teachers who attend math training provided by TDOE will be expected to work with their grade group during the year and participate in follow up training. Highly effective teachers will act as mentors to help least effective teachers with planning, deconstruction standards, common assessments and instructional strategies 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 staff development opportunities for teachers as well as provide on site consultants.

Benchmark Indicator:

Documentation of PLCs and observations and evaluations by instructional coach and/or principal. Completed

staff surveys and reviews indicating effectiveness.

Person Responsible:

Dawn Puckett, Becky Atchley, Buck Watson

Estimated Completion Date:

4/10/2015

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A		\$3,000.00

Component	Item Name
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**School-wide Plan** Professional Development

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: Oak Grove Elementary will follow the system aligned curriculum and instructional strategies with Tennessee's challenging academic standards and weave specific basic skills addressed by SPIs into instruction..**

1.2.1) Provide viable mathematics curriculum maps/pacing guides and aligned formative assessments.

Description:

Oak Grove Elementary's instructional coach will assist teachers in using district provided curriculum maps and pacing guides along with aligning formative assessments. The instructional coach will enlist the aid of the district math coordinator and top performing math teachers to monitor and adjust curriculum maps throughout the year. Weekly grade group collaborations will include review of maps/pacing guides and development of instructional strategies to implement standard alignment.

Benchmark Indicator:

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

Person Responsible:

Dawn Puckett, Faculty Members

Estimated Completion Date:

6/15/2015

Funding Application	Grant	Notes	Amount
Consolidated	Title II-A	Funds provided by district	\$0.00

Component	Item Name
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**School-wide Plan** Use of Assessments for Improving Performance

1.3) District-Level: Identify and address district and school achievement concerns - **School-Level: Identify and address 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: The school will identify and address the AMO's and specific gaps in achievement among sub-groups.**

**AS** 1.3.1) Ongoing Data Analysis .

Description:

The school leadership team will impart the data results with the faculty and staff. Attention will be focused on individual students with RTI2 and the purchasing of math interventions. A universal screener will be issued three times yearly and all available data will be analyzed regularly. Students at risk will be identified early and steps for remediation will be set in place. This might include small group instruction, an intervention or a supplemental computer based program. Intervention teams will meet monthly to monitor progress and make decisions. Before and after school tutoring will also be provided. Students at risk will also have access to Big City University which is after school tutoring provided by a non-profit organization. We will also continue the math fact fluency initiative implemented by the district. Parents will be informed monthly of progress and workshops on math will be provided for them.

Benchmark Indicator:

Gap closure of percentage of proficient and advanced. Students falling below the 25% on universal screener.

Person Responsible:

Buck Watson, Becky Atchley, Dawn Puckett

Estimated Completion Date:

5/8/2015

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

Component	Item Name
School-wide Plan	Use of Assessments for Improving Performance
	Needs Assessment
	Increase Parental Involvement
	School-wide Reform Strategies

**G** 2) District-Level: Reading/Language Arts - **School-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, Oak Grove will meet/exceed AMO and gap closure targets in reading/language arts: 3rd - 8th - 53.3%, 3rd - 47.1%, ED vs. Non-ED - 17.6%.**

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 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.

**2.1) District-Level: High Quality Professional Development for Instructional Staff - School-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: Instructional coach will provide job embedded professional development for instructional staff.**

**2.1.1) Job Embedded Professional Development**

Description:

Instructional coaches will provide ongoing professional development throughout the year at their respective schools. Onsite, ongoing professional development for reading best practices for pre-K -12 including differentiated instruction, data analysis, writing, higher order thinking, inclusion, and content area strategies for all staff will be conducted. Instructional Coaches will receive professional development once a month from the system RLA coordinator, consultants, and CORE office specialists. The CORE office RLA consultant will also conduct model lessons at schools. PLCs will continue to occur at each school to share best practices and to utilize data to plan instruction. 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. Highly effective teachers will serve as mentors to help our least effective teachers with planning, deconstructing standards, common assessments, and instructional strategies. For SWD, SpEd instructional coordinators will provide ongoing instruction and training through co-teaching and lesson modeling in SpEd interventions. SpEd teachers will attend district-level and state-level instructional conferences designed to improve instruction and promote student growth. wide for the purpose of enrichment as well a remediation in core content areas. Title1 funds may also be used to bring consultants to work with teachers at the school. :

Benchmark Indicator:

School will analyze all available data to guide instruction throughout the school year. Benchmark test to be used are: LinkIt!, STAR (Reading/Math), and STAR Early Literacy. Common Formative Assessments will be developed and used by teachers to guide instructional decisions. The PLC notebooks will be monitored monthly at all schools. Teacher surveys will provide evidence as to the appropriateness and effectiveness of the professional development.

Person Responsible:

Dawn Puckett

Estimated Completion Date:

5/4/2015

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

Component	Item Name
School-wide Plan	School-wide Reform Strategies
	Needs Assessment
	Professional Development
	Attracting High Quality/Effective Teachers

**§ 2.2) 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: The school will utilize system alignment of curriculum and instructional strategies with Tennessee's challenging academic standards and weave specific basic skills addressed by SPI's into instruction.**

**AS 2.2.1) Provide viable RLA curriculum maps/pacing guides and aligned formative assessments.**

Description:

Description: Oak Grove Elementary's instructional coach will assist teachers in using district provided curriculum maps and pacing guides along with aligning formative assessments. The instructional coach will enlist the aid of the district RLA coordinator and top performing math teachers to monitor and adjust curriculum maps throughout the year. Weekly grade group collaborations will include review of maps/pacing guides and development of instructional strategies to implement standard alignment.

Benchmark Indicator:

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

Person Responsible:

Dawn Puckett, Faculty Members

Estimated Completion Date:

6/15/2015

Funding Application	Grant	Notes	Amount
Other	Other	no funding needed	\$0.00

Component	Item Name
School-wide Plan	Use of Assessments for Improving Performance Needs Assessment

**§ 2.3) District-Level: Identify and address district or school achievement concerns - School-Level: Identify and address 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: The school will identify and address the AMO's and specific gaps in achievement among sub-groups.**

**AS 2.3.1) Ongoing Data Analysis and Timely Assistance**

Description:

The school leadership team will impart the data results with the faculty and staff. We will use the TCAP projections provided by screener reports. We will also review the screening and benchmark results throughout the year. At risk students will be identified early and targeted for intervention. Phonics screeners will be given in order to pinpoint the exact deficit and make sure students are placed in the correct intervention. Intervention teams will meet monthly to analyze weekly progress monitoring data and make instructional decisions. Any new data or concerns that teachers have will also be discussed at these meetings. We will explore new ways to present reading interventions, for example, implementing a walk to read model and doing student profiling. We will utilize Title 1 funds to travel to different schools to observe this

new model. The instructional coach will present different strategies during PLCs. We already have a consultant working with faculty members on foundational skills and the instructional coach enhances what is being learned in these meetings. She also does model lessons in classrooms. All of these measures are an attempt to identify and address school achievement concerns.

Benchmark Indicator:

Gap closure of percentage of proficient and advanced. Students falling below the 25% on universal screener.

Person Responsible:

Buck Watson, Becky Atchley, Dawn Puckett

Estimated Completion Date:

7/1/2015

Funding Application	Grant	Notes	Amount
<b>Consolidated</b>	Title I-A		\$1,000.00

Component	Item Name
<b>School-wide Plan</b>	Needs Assessment School-wide Reform Strategies Timely Assistance

**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 provided 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.