

Bradley County (060) Public District - FY 2015 - Parkview Elementary School (060-0102) 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, Park View will meet or exceed achievement AMOs for mathematics: 3rd -43.5%, 3rd-8th-36.8%.

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 total 3rd-5th population that are at or above the proficient level in mathematics on the state's assessment to measure performance.

S 1.1) District-Level: High quality professional development of instructional staff - **School-Level: Provide high quality professional development to instructional staff**

Description:

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

School-Level: Our school will utilize the instructional coach to provide professional development to instructional staff based on individualized needs in mathematics.

AS 1.1.1) Math professional development

Description:

The instructional coach will conduct monthly and bi-monthly meetings with grade level teams to provide individualized professional development to instructional staff. The coach and staff members will use data collected to determine the needs of each teacher team and appropriate instructional strategies to be addressed.

Benchmark Indicator:

Math Benchmark Results from LinkIt; Successmaker performance data; STAR Benchmark results; Formative assessment data collected by teachers

Person Responsible:

Heather Byrd

Estimated Completion Date:

4/3/2015

S 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: The school will utilize curriculum maps created at the district level to ensure alignment of curriculum and instructional strategies that will address Tennessee state standards and skills addressed in SPIs.

AS 1.2.1) Alignment of curriculum and instructional strategies

Description:

The school will incorporate math strategies aligned to the Tennessee standards as well as skills taught in SPIs. The instructional coach will deliver professional development sessions during PLCs as well as in-service days to train teachers on proven strategies for math instruction. The coach will also conduct observations and follow-up sessions with individual teachers to ensure and refine appropriate and effective implementation of the strategies.

Benchmark Indicator:

Coaching logs and indicators on evaluations

Person Responsible:

Deb Bailey, Heather Byrd

Estimated Completion Date:

4/3/2015

AS 1.2.2) Math content alignment through planning

Description:

Teachers will use curriculum maps during weekly planning sessions to align instruction, content, and assessment. Grade level teams will utilize the maps as well as a standard/SPI correspondence chart created by the instructional coach to create quality, effective instruction.

Benchmark Indicator:

Plan books and PLC logs

Person Responsible:

Classroom Teachers

Estimated Completion Date:

5/22/2015

S 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 AMOs and specific gaps in achievement among the ED and Non-ED subgroup that resulted in its identification as a Focus School.

AS 1.3.1) School Achievement Concerns--data analysis

Description:

Data teams and I-teams will meet on a regular basis throughout the year as outlined on the school assessment/data calendar. The teams will analyze data pieces to identify students or groups of students who are not making adequate progress. Data teams meet at the end of the each benchmarking period, and I-teams meet monthly.

Benchmark Indicator:

PLC logs, Assessment/data calendar, I-team records, data analysis tools

Person Responsible:

Deb Bailey, Heather Byrd, Buffy Frazier

Estimated Completion Date:

5/22/2015

AS 1.3.2) School Achievement Concerns--Needs-based instructional groups

Description:

Park View will utilize additional technology, data-driven supports provided by the district to track student progress on a regular basis. Results in these programs will be used to determine needs of students and guide remediation or enrichment focused small-group instruction. Teachers will analyze data from programs such as Successmaker on a weekly basis during grade level PLCs and at data teams/I-teams will review data on a monthly or bi-monthly basis.

Benchmark Indicator:

Successmaker data, STAR Math data, LinkIt Benchmark data

Person Responsible:

Heather Byrd, Buffy Frazier, Classroom teachers

Estimated Completion Date:

4/24/2015

AS 1.3.3) School Achievement Concerns--Fact Fluency

Description:

The instructional coach along with a team of representatives from each grade level will map out goals for each nine weeks for each grade level. Teachers will select a method of fact fluency instruction and assessment based on guidelines and choices provided at the district level. The fact fluency team will reconvene quarterly to gather and analyze data for each classroom's and grade level's progress toward the outlined goals. Areas of strength and areas to improve will be identified and action steps will be created accordingly. The team representative will redeliver highlights and action steps from the team meeting to their grade level team members. As students master sets of facts, recognition and a small reward will be provided at the school level as well as within the grade-level or classroom.

Benchmark Indicator:

Quarterly goals outlined for each grade level

Person Responsible:

Heather Byrd, Classroom teachers

Estimated Completion Date:

5/22/2015

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, Park View will meet or exceed achievement AMOs in reading/language arts: 3rd - 44.5%, 3rd-8th - 43.6%.

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 total 3rd-5th grade population that are at or above the proficient level in reading-language arts on the state's assessment to measure performance.

§ 2.1) District-Level: High Quality Professional Development for Instructional Staff - School-Level: Provide ELA professional development to instructional staff

Description:

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

School-Level: Our school will utilize the instructional coach to provide job embedded professional development for instructional staff.

AS 2.1.1) Professional Development in writing

Description:

At least one staff member per grade level attended TNCore summer trainings focused on writing. The attendee provided professional development during opening in-service to her team, and she is continuing to support team members with resources and knowledge gained from the training during PLCs. The instructional coach is also delivering information and strategies during PLCs as well as in individual or grade level coaching sessions to create writing prompts or units of study.

Benchmark Indicator:

PLC logs, Writing Rubric results from classroom practice and MIST practice tests

Person Responsible:

Heather Byrd, Classroom teachers

Estimated Completion Date:

4/24/2015

AS 2.1.2) Professional Development in Foundational Skills

Description:

Supports and training with instructional strategies for teaching foundational skills will continue to be a focus. The consultant that was hired to deliver training to the district elementary teachers will conduct observations of foundational skills instruction blocks. In addition, Park View has elected to provide an additional half day with the consultant so that she may provide one-on-one feedback to teachers following the walk-thrus. The coach will observe, provide feedback, and conduct model lessons focusing on this area as well.

Benchmark Indicator:

Phonics screener data, AIMSweb data

Person Responsible:

Heather Byrd, Buffy Frazier, Helen Lee (consultant)

Estimated Completion Date:

4/24/2015

§ 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 curriculum maps created at by the district to implement Tennessee standards as well as skills based on SPIs.

AS 2.2.1) State Content Standards Alignment--Curriculum Maps & SPI charts

Description:

Classroom teachers will utilize the system developed curriculum maps to ensure proper alignment of instruction, content, and assessment. Grade level teams will meet at least weekly to plan using these maps as well as a standard/SPI correspondence chart created by the instructional coach as a guide for quality, effective instruction.

Benchmark Indicator:

Planning books and PLC logs

Person Responsible:

Classroom Teachers

Estimated Completion Date:

5/22/2015

S 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 AMOs and gap in achievement among ED and non-ED subgroups that resulted in its identification as a Focus School.

AS 2.3.1) School Achievement Concerns--data analysis

Description:

Data teams and I-teams will meet on a regular basis throughout the year as outlined on the school assessment/data calendar. The teams will analyze data pieces to identify students or groups of students who are not making adequate progress. Data teams meet at the end of the each benchmarking period, and I-teams meet monthly.

Benchmark Indicator:

PLC logs, I-team notes, Data analysis tools

Person Responsible:

Heather Byrd, Buffy Frazier, Classroom teachers

Estimated Completion Date:

5/22/2015

AS 2.3.2) School Achievement Concerns--Needs-based instructional groups

Description:

Park View will continue to implement the Walk to Read program it started in 2013-14. Despite the fact that TCAP results didn't show evidence of progress made in this program, data collected at the school level reflects that phonics and fluency deficiencies are being addressed with this approach. Groups will meet daily based on phonics or fluency needs identified for students in all grade levels. However, in the upper grades an emphasis on standards based comprehension and vocabulary skills will become the focus as our data shows that gaps in these grade levels have been closed in the area of phonics and fluency.

Benchmark Indicator:

Phonics screener results, AIMSweb data, STAR Reading data, Successmaker data

Person Responsible:

Heather Byrd, Buffy Frazier, Classroom teachers

Estimated Completion Date:

5/22/2015

AS 2.3.3) School Achievement Concerns--Instructional support materials

Description:

The majority of Title I instructional funds for Park View, have been allocated to purchase materials to be used to enhance reading-language arts instruction. Novel sets, resources integrating socials students content into reading, and additional decodable and vocabulary enhancing texts are just a few of the materials to be purchased.

Benchmark Indicator:

Title I school budget

Person Responsible:

Deb Bailey, Buffy Frazier

Estimated Completion Date:

11/7/2014

G 3) District-Level: Graduation - **School-Level: At-risk students**

Description:

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

School-Level: Park View will target at risk students by closing the ED vs non-ED gaps of Reading and Mathematics by meeting or exceeding the AMO gap closure targets; Math 29.2% and Reading 31.5%.

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.

School-Level: The percentage of ED and Non-ED students' proficiency levels will be used to measure performance.

S 3.1) District-Level: High quality professional development - **School-Level: Professional development and support programs**

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.

School-Level: The school will address job embedded professional development needs of all staff, as identified by teacher evaluation or state assessment results.

AS 3.1.1) Professional Development--Use of data to identify and target at-risk students

Description:

Data will be used in data team meetings as well as I-teams to identify at risk students and develop action plans for classroom instruction to target and identify academic deficiencies. Coaching and professional development sessions will be held throughout the year to provide support in identifying appropriate strategies and resources for meeting the needs of these at-risk students.

Benchmark Indicator:

STAR data, Successmaker data, AIMSweb data, Phonics screener results, Classroom formative assessment data

Person Responsible:

Deb, Bailey, Heather Byrd, Buffy Frazier, Classroom Teachers

Estimated Completion Date:

5/22/2015

AS 3.1.2) At-risk student support

Description:

Park View will work with the bus drivers to provide transportation for tutoring by letting students ride the secondary load of buses in the afternoon. Also, we will provide a summer tutoring program to help maintain and preview skills to lessen the regression over the summer months.

Benchmark Indicator:

Data collection from tutoring and summer program

Person Responsible:

Deb Bailey, Tutoring program staff

Estimated Completion Date:

7/31/2015