

Bradley County (060) Public District - FY 2015 - Valley View Elementary (060-0075) 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 2014-2015 school year Valley View Elementary will achieve or exceed our AMO achievement targets for mathematics: 3rd - 48.8% and 3rd-5th - 41.2% Gap closure: Ed vs Non ED - 15%

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 profession 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) Math Professional development

Description:

We will have consultant April Irvin come in to model conceptual learning math lessons. Our school will utilize instructional coaches to provide job embedded professional development for instructional staff. Teachers will provide PD to each other in strategies and content areas they are strongest. Amber Caldwell will provide Bar Model training for teachers at their individual grade levels.

Benchmark Indicator:

To meet or exceed our Math AMO target of 41.2 in grades 3-5

Person Responsible:

Corey Limburg

Estimated Completion Date:

4/17/2015

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 align curriculum and instructional strategies with Tennessee's challenging academic standards and weave specific basic skills addressed by SPIs into instruction

AS 1.2.1) Standards Alignment

Description:

Teachers will use their common planning time and the district pacing guides to align State Content Standards to lessons they are teaching. The school will use five questions to check mastery that addresses specific SPI's and state standards. Teachers will use small group instruction and internet programs to provide remediation for students not attaining mastery.

Benchmark Indicator:

Meet or Exceed our AMO's of 41.2% in grades 3-5

Person Responsible:

Corey Limburg

Estimated Completion Date:

5/15/2015

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 sub-groups that resulted in its identification as a schools in Need of Improvement.

AS 1.3.1) Identify and address school achievement concerns

Description:

Technology will enhance the opportunity for students to engage and learn through remediation and enrichment through programs. We will use various programs, such as SuccessMaker, X-Tra Math, Rocket Math, and Math Duel depending on what the data tells us for the student's needs. Teachers will dissect formative and summative assessments to guide student instruction.

Benchmark Indicator:

Meet or Exceed school AMO of 41.2% P/A in grades 3-5

Person Responsible:

Corey Limburg

Estimated Completion Date:

5/15/2015

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, Valley View Elementary will meet/exceed AMO and gap

closure targets in reading/language arts: 3rd - 48.8%; 3-5 - 46.1% Gap closure: ED vs Non ED- 3-5 - 7%

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: Our school will utilize instructional coaches to provide job embedded professional development for instructional staff.

AS 2.1.1) High Quality Professional Development for Instructional Staff

Description:

Our school will utilize instructional coaches to provide job embedded professional development for instructional staff. Teachers will provide PD to each other in strategies and content areas they are strongest. Consultant Helen Lee will be presenting Phonics training to our staff. Teachers attended state writing training over the summer and on weekends. Two teachers will attend title one conference and come back and share with the staff new strategies they learn.

Benchmark Indicator:

Meet or Exceed the AMO's of 46.1% P/A in grades 3-5

Person Responsible:

Corey Limburg

Estimated Completion Date:

5/15/2015

§ 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 align curriculum and instructional strategies with Tennessee's challenging academic standards and weave specific basic skills addressed by SPIs into instruction. The school will use five questions to check mastery that addresses specific SPI's and state standards. Teachers will use small group instruction and internet programs to provide remediation for students not attaining mastery. Teachers will use iPads and computers for practice on writing standards.

AS 2.2.1) State Content Standards Alignment

Description:

Teachers will use their common planning time and the district pacing guides to align State Content Standards to

lessons they are teaching. The school will use five questions to check mastery that addresses specific SPI's and state standards. Teachers will use small group instruction and internet programs to provide remediation for students not attaining mastery.

Benchmark Indicator:

Meet or Exceed School AMO's 46.1% in grades 3-5

Person Responsible:

Corey Limburg

Estimated Completion Date:

5/15/2015

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 specific gaps in achievement among sub-groups in Professional Learning Communities.

AS 2.3.1) Interventions and enrichment activities to enhance and engage students in the learning process of reading.

Description:

Technology will enhance the opportunity for students to engage and learn through interventions and enrichment programs based on their needs in reading. We will use various programs depending on what the data tells us for the student's needs. Programs such as Wilson Reading, Success Maker Reading, Corrective Reading, Erobicts, Foundations ERI and many other are used for reading.

Benchmark Indicator:

Meet or exceed the Reading/LA AMO's of 46.1% P/A.

Person Responsible:

Corey Limburg

Estimated Completion Date:

5/15/2015