

**Bradley County (060) Public District - FY 2016 - Waterville Community Elementary (060-0100) Public School - School Plan - Rev 0**

**Plan Items ( )**

**G 1) District-Level: Mathematics - School-Level: Mathematics**

Description:

District-Level: During the 2015-2016 school year Bradley County will reach the following targets: Math 3-5 - will achieve at least a Level 3 or higher in TVAAS, Math 6-8 will achieve at least a Level 3 or higher in TVAAS, Math I, II, and III will achieve at least a Level 3 or higher in TVAAS, and 23% of our graduating class will achieve the mathematics benchmark for ACT. EXPLORE testing will result in improving TVAAS Value Added to Level 2 or higher. PLAN testing will result in maintaining a Level 3 or higher in TVAAS Value Added.

**School-Level: During the 2015-16 school year WCES will achieve at a 3 or higher in TVAAS for Math 3-5.**

Performance Measure:

District-Level: We will use the percentage of students scoring benchmark on ACT utilizing the 2015-2016 Graduating Class Report. We will use TVAAS Value Added to measure our performance in mathematics grades 3-5, 6-8, and Math I, II, III. We will use TVAAS Value Added to measure our performance in PLAN and EXPLORE mathematics.

**School-Level: We will use TVAAS Value Added to measure our performance in mathematics grades 3-5. We will also use the STAR Math benchmark assessment to measure growth.**

**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: Teachers will be provided with effective, individualized, job embedded training in mathematics.**

**AS 1.1.1) Professional Development in proper use of iReady Math Curriculum**

Description:

Beverly Tipton will train teachers during PLCs on the proper usage of iReady Math curriculum.

Benchmark Indicator:

TN Ready Assessment and STAR Math

Person Responsible:

Beverly Tipton

Estimated Completion Date:

11/20/2015

**AS 1.1.2) Visiting other school to observe Level 5 teachers teaching Mathematics.**

Description:

Teachers from WCES visited other area schools to observe math in action. The Instructional Coach helped them develop a plan to implement math strategies into their instruction.

Benchmark Indicator:

STAR Math growth and TN Ready results.

Person Responsible:

Beth Taylor

Estimated Completion Date:

5/20/2016

**§ 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 TNReady into instruction.

**School-Level: WCES teachers will utilize the curriculum maps provided by the district to guide instruction.**

**AS 1.2.1) Usage of curriculum maps**

Description:

Teachers will utilize curriculum maps in Math instruction during the 2015-16 school year.

Benchmark Indicator:

Reach proficiency on TN Ready State Assessment and STAR Math

Person Responsible:

Jennifer Huskins

Estimated Completion Date:

5/20/2016

**§ 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 results of AMOs and specific gaps in achievement among sub-groups. We will also identify strengths and challenges with ACT, Plan and EXPLORE.

**School-Level: WCES will identify and address the results of AMOs and specific gaps in achievement among sub-groups.**

**AS 1.3.1) Interventions and enrichment activities to enhance and engage students in the learning process .**

Description:

Small group instruction will enhance the opportunity for students to engage and learn through interventions and enrichment programs based on their needs in reading. Extra personnel support has been offered during math classes in 3rd through 5th grades.

Benchmark Indicator:

Unit tests, STAR Math growth and TN Ready.

Person Responsible:

Jennifer Huskins

Estimated Completion Date:

5/20/2016

**AS** 1.3.2) Daily Fact Fluency Practice

Description:

Students will participate in daily 10 minute fact fluency practice using Rocket Math or XTraMath.com.

Benchmark Indicator:

Completion of Math Fluency Probes, STAR Math, State Assessments

Person Responsible:

Classroom Teachers

Estimated Completion Date:

5/20/2016

**G** 2) District-Level: Reading/Language Arts - **School-Level: Reading/Language arts**

Description:

District-Level: During the 2015-2016 school year, Bradley County will: Maintain a Level 3 in TVAAS or higher for 3-5 RLA, Maintain a Level 3 in TVAAS or higher for 6-8 RLA, Maintain a Level 3 in TVAAS or higher for English I, II, and III, and 33% of students will score at the benchmark or higher on the Reading portion of the ACT. EXPLORE testing will increase to a Level 2 or higher in English and Reading PLAN testing will maintain a level 3 or higher in English and Reading.

**School-Level: During the 2015-16 school year, WCES will maintain a Level 3 or higher in TVAAS for 3-5 RLA.**

Performance Measure:

District-Level: We will use the percentage of students, in the aggregate and for each subgroup (BHN, ED, SWD, ELL) who are at or above the proficient level in reading/language arts on the EXPLORE, PLAN, and ACT to measure performance. TVAAS Value Added reports will be used to measure performance in all areas listed in our goal statement as well as Achievement data for ALL students.

**School-Level: We will use the TVAAS Value added reports, in the aggregate and in each subgroup (ED and SWD), in reading/language arts on the state's TN Ready Assessment**

**S** 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: WCES will utilize the Instructional Coach to provide job embedded professional development for instructional staff.**

**AS** 2.1.1) PLCs

Description:

WCES instructional coach is trained to provide on-going job embedded professional development with the goal of improved instruction and student learning. PLCs are held biweekly with each grade group to foster the collaboration among teachers for effective planning to meet the needs of all students.

Benchmark Indicator:

TN Ready state assessment and STAR Reading

Person Responsible:

Beth Taylor

Estimated Completion Date:

5/20/2016

**S** 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 into instruction.

**School-Level: WCES teachers will utilize the curriculum maps provided by the district to guide instruction.**

**AS** 2.2.1) Usage of curriculum maps

Description:

Teachers will utilize curriculum maps to drive reading and language arts instruction.

Benchmark Indicator:

TN Ready state assessment, STAR Reading, AIMSweb

Person Responsible:

Jennifer Huskins

Estimated Completion Date:

5/20/2016

**S** 2.3) District-Level: Identify and address district or school achievement concerns - **School-Level: Identify and address the 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: WCES will identify and address the AMOs and specific gaps in achievement among sub-groups.**

**AS** 2.3.1) Walk to Read

Description:

WCES will continue the implementation of Walk to Read. This program is designed to meet the individual needs of all students using a Phonics Mastery guide.

Benchmark Indicator:

State Assessment, STAR Reading, AIMSweb, Phonics Screener

Person Responsible:

Instructional Support Specialists

Estimated Completion Date:

5/20/2016

**AS** 2.3.2) Promote reading within the community.

Description:

Parent volunteers reading at school with students. Read 20 program implementation. Little Free Library for student and community usage. Family Reading Night.

Benchmark Indicator:

STAR reading, AR, TN Ready

Person Responsible:

Jennifer Huskins

Estimated Completion Date:

5/20/2016

**G** 3) District-Level: Graduation - **School-Level: Graduation**

Description:

District-Level: Bradley County students will maintain or exceed a 92% or higher graduation rate.

**School-Level: WCES will prepare students to be ready for graduation by achieving a Level 3 or higher in TVAAS for 3rd-5th RLA and Math.**

Performance Measure:

District-Level: The percentage of students who graduate from high school each year with a regular diploma will be measured using disaggregated data as generated on the state report card as our performance measure.

**School-Level: We will use the TVAAS Value Added Reports, in the aggregate and in each subgroup (ED, SWD), for Mathematics on the TN Ready state assessment to measure performance.**

**S** 3.1) District-Level: High quality professional development - **School-Level: High quality professional development**

Description:

District-Level: The system will address professional development needs of all staff, as identified by teacher evaluation or state assessment results. Instructional coaches will provide ongoing professional development throughout the year at their respective schools. Onsite professional development will be provided for all core subjects using best practices (Pre-K -12), differentiated instruction, data analysis, higher order thinking, inclusions and content area strategies for all staff to strengthen Tier I instruction. System-wide emphasis on reading will be addressed through the READ 20 initiative. Our leadership program and student-led conferences will allow students the opportunity to take ownership of their learning and empower them to develop their own special skills and reach their full potential. High school graduation is expected and teachers begin conversations with students from day one about their college and career paths. More emphasis will be placed on the importance of the PLAN and EXPLORE exams that provide valuable predictors for the ACT test. ACT prep classes will be made available for those students that wish to improve their ACT scores. Additionally, the CTE program will provide students with increased skill proficiency and industry certifications. 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. PD for new teacher training, WBL training, industry certification, STEM incorporation, and additional workshops will be provided. Collaboration with CTE, counselors and the Chamber of Commerce will offer students exposure to careers through career fairs, manufacturing days, shadowing, and senior interviews to introduce students to all aspects of industry.

**School-Level: Available data and state initiatives will be used to drive the planning process. Specific professional development will be designed to meet the needs of WCES teachers. In**

order to meet our system-wide goals, specific training will be geared toward meeting those expectations. Special Education teachers as well as staff are provided training as needed in the following areas: program implementation, accountable talk, confidentiality, portfolio development, behavior management, inclusion strategies, writing Instructionally Appropriate IEPs, data team training and participation in PLCs.

**AS** 3.1.1) PLCs

Description:

WCES instructional coach is trained to provide on-going job embedded professional development with the goal of improved instruction and student learning. PLCs are held biweekly with each grade group to foster the collaboration among teachers for effective planning to meet the needs of all students.

Benchmark Indicator:

State Assessments

Person Responsible:

Beth Taylor

Estimated Completion Date:

5/20/2016

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A		\$0.00

**S** 3.2) District-Level: Focus on improving student attendance K-12 - **School-Level: WCES will focus on improving student attendance in K-5.**

Description:

District-Level: Collect and analyze attendance data to identify patterns, pose hypotheses, design action steps and define evaluation criteria that will drive decisions about practice and commit to results regularly throughout the year.

**School-Level: WCES will collect and analyze attendance data to identify patterns, pose hypotheses, design action steps and define evaluation criteria to improve attendance. Parents of absent students will be contacted to determine the reason of the absence. Excessive absences and tardies are monitored by campus court.**

**AS** 3.2.1) Parent Accountability

Description:

Parents of absent students will be contacted to determine the reason of the absence. Excessive absences and tardies are monitored by campus court.

Benchmark Indicator:

Attendance reports

Person Responsible:

Jennifer Huskins

Estimated Completion Date:

5/20/2016