

**Chester County Middle School**

# **Improvement Plan**

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2014 Revised Tennessee School and District Improvement Plan Template

School:	Chester County Middle School * <i>*Figures are for 4<sup>th</sup> and 5<sup>th</sup> grades only</i>	
District:	Chester County School District	
Analysis of last year's final results:	<b>Areas of Greatest Progress:</b> <b>Math:</b> 4 <sup>th</sup> Grade: 65% Proficient/Advanced 5 <sup>th</sup> Grade: 83% Proficient/Advanced <u>TVAAS (1-yr.)</u> 4 <sup>th</sup> Grade: 9.5 NCE <b>gain</b> 5 <sup>th</sup> Grade: 1.8 NCE <b>gain</b> <u>TVAAS (3-yr. avg.)</u> 4 <sup>th</sup> Grade: 12.9 <b>gain</b> 5 <sup>th</sup> Grade: 4.7 <b>gain</b> <b>Reading:</b> 4 <sup>th</sup> Grade: 61% Proficient/Advanced <u>TVAAS (1 yr.)</u> 4 <sup>th</sup> Grade: 4.1 NCE <b>gain</b> <u>TVAAS (3-yr. avg.)</u> 4 <sup>th</sup> Grade: 6.3 NCE <b>gain</b>	<b>Areas of Greatest Challenge:</b> <b>Math:</b> Students w/Disabilities: 24% Proficient/Advanced Econ. Disadvantage: 64% <b>Reading:</b> Students w/Disabilities: 8% Proficient/Advanced Econ. Disadvantaged: 48% Proficient/Advanced <u>TVAAS (1-yr.avg.)</u> 5 <sup>th</sup> Grade: -5.9 NCE <b>loss</b> <u>TVAAS (3-yr. avg.)</u> 5 <sup>th</sup> Grade: -1.1 NCE <b>loss</b>
	<b>Source of Progress:</b> <b>Math:</b> 1. Teachers focused more on standards and less on textbooks. 2. The school hand graded CRA math test 3 times in the year. 3. Teachers implemented Common Core focus teaching with application of skill. <b>Reading:</b> 1. Teachers focused more on standards and less on textbooks.	<b>Source of Challenge:</b> <b>Reading:</b> 1. We have such high achievement that it is hard to grow all subgroups at that level. 2. Focus divided between Common Core and TN State Standards (SPIs). 3. Majority of Students w/Disabilities received instruction in Resource classrooms limiting their access to grade level content and standards.

	<ol style="list-style-type: none"> <li>2. Teachers implementing Social Studies content into the R/L.Arts instruction.</li> <li>3. ThinkLink Benchmark Testing to design instruction and progress monitor growth.</li> <li>4. Media Specialist used as resource and support for Reading classroom instruction.</li> <li>5. Computer Lab Instructor used as resource for support for Math classroom instruction.</li> </ol>	
Goals for this school year:	Overall Achievement Goals: (Aligned to First to the Top Goals)	
	For 2014-2015, the percent proficient/advanced on <b>TCAP Math</b> will increase by at least 1.5% (from 74% to 75.5%).	
	For 2014-2015, the percent of students proficient/advanced on <b>TCAP Reading</b> will increase by at least 2.0% (from 59% to 61%).	
	For 2014-2015, the percent of students proficient/advanced on <b>TCAP Science</b> will maintain scores of 82%.	
	Subgroup Goals: (List each subgroup individually) – <i>For 4<sup>th</sup> and 5<sup>th</sup> Grades Only</i>	
	<p>For 2014-2015, the gap closure for <b>TCAP Math</b> will be as follows:</p> <p>Black/Hispanic/Native:        Decrease by 1.5% (from 11.80% to 10.30%)  Econ. Disadv:                    Decrease by 2.0% (from 21.70% to 19.30%)  Students/Disabilities:        Decrease by 3.5% (from 50.50% to 47%)</p> <p>For 2014-2015, the gap closure for <b>TCAP Reading</b> will be as follows:</p> <p>Black/Hisp/Native:        Decrease by 2.7% (from 18.90% to 17.20%)  Econ. Disadv:                    Decrease by 2.0% (from 22% to 20%)  Students/Disabilities        Increase by 4% (from 51.50% to 47.50%)</p>	
	Other Required Goal Areas:	
<p><b>TVAAS Math:</b>    For 2014-2015, the school Numeracy will be maintained at a Level 5.  <b>TVAAS Reading:</b> For 2014-2015 the school Literacy will be maintained at a Level 5  <b>Attendance:</b>    For 2014-2015, the attendance rate will meet or exceed 95%.</p>		
Plan for this school year:	<p>Key strategies to achieve goals:</p> <ol style="list-style-type: none"> <li>1. Teachers will have <u>common planning time</u> by grade levels in order to work collaboratively on lessons, teaching strategies, assessments, and individual student data.</li> <li>2. Students will have <u>90 minutes of instruction</u> in math and reading each day.</li> <li>3. Bi-weekly PLCs lead by Principal, Assistant Principal, or Teachers to enhance understanding and implementation of an effective Framework for Learning, data disaggregation, and best practices for instruction.</li> <li>4. <u>Curriculum Pacing Guides</u> have been developed and will be followed by all teachers.</li> <li>5. <u>STAR Reading and Math</u> will be administered to all students three times a year.</li> <li>6. All <u>teachers will have data notebooks</u> with school, grade, class, and student levels of data.</li> <li>7. <u>Data PD</u> to ensure that all teachers can use the assessment data to determine specific</li> </ol>	

	<p>content needs and use the TVAAS website effectively for data review.</p> <p>8. CCMS has 18 mobile labs to get students acclimated with testing on computers and classroom use.</p> <p>9. Classroom mobile labs to provide <u>intervention to all</u> students on Essential Skills and IXL.</p>							
	<p>Key strategies to achieve progress for students with the greatest need:</p>							
	<p><b>Math and Reading:</b></p> <ol style="list-style-type: none"> <li>1. Teachers will <u>focus on individual, class, and grade-level student performance data</u> from past performance and from classroom/district assessments to identify students with the greatest need and provide additional/appropriate learning opportunities.</li> <li>2. Teachers will use <u>small group instruction</u> and <u>differentiated instruction</u> to ensure that students are being provided targeted instruction based on needs.</li> <li>3. Implement RTI2 with fidelity to identify, intervene, and progress monitor those students falling into Tiers II and III.</li> <li>4. Track students by creating a “watch-list” based on data from multiple sources.</li> <li>5. Administration will create a schedule to use additional school personnel (activity block teachers, educational assistants) most effectively in working directly with “watch-list” students (i.e. Student w/Disabilities, ED, Minority, Tier II or III).</li> <li>6. Teachers will have <u>improvement goals for all subgroups</u> and will drill down to the individual students to determine how to meet those goals.</li> <li>7. Students with Disabilities will receive the majority of instruction through Inclusion so they will have access to grade level standards and content.</li> </ol>							
	<p>Projected costs and funding sources for key strategies:</p>							
	<p>Title I Funding:</p> <table border="0"> <tr> <td>1. STAR Reading and Math – 5,000.00</td> <td>2. IXL Math – 2,400.00</td> </tr> <tr> <td>3. Math Essential Skills – 910.00</td> <td>4. Math Facts in a Flash – 1,500.00</td> </tr> <tr> <td>5. Reading Essential Skills – 1,360.00</td> <td>6. Drops in the Bucket – 700.00</td> </tr> </table>		1. STAR Reading and Math – 5,000.00	2. IXL Math – 2,400.00	3. Math Essential Skills – 910.00	4. Math Facts in a Flash – 1,500.00	5. Reading Essential Skills – 1,360.00	6. Drops in the Bucket – 700.00
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	<p>Benchmark:</p> <p><u>STAR Assessment</u></p> <p><b>Math</b>  72% proficient/advanced - September  74% Proficient/advanced - December  76% Proficient/advanced - March</p> <p><b>Reading</b>  58% proficient/advanced - September  61% Proficient/advanced - December  64% Proficient/advanced - March</p>	<p>Timeline:</p> <p>Administered to all students on:</p> <p>September, 2014  December 2014  March, 2014</p>						

