

**Jacks Creek Elementary School
School Improvement Plan
2015-16**

Jacks Creek Elementary

EXPECT ~ BELIEVE ~ ACHIEVE



Expect More

Believe More

Achieve More

October 2015

School:	Jacks Creek Elementary School					
District:	Chester County Schools					
School Plan- Accountability Data	Summary of Accomplishments					
	<p>Third grade students performed well on the 2014-2015 TCAP tests. Language arts scores increased from 40.8% P/A% in 2013-2015 to 61.5 P/A%. Mathematics scores decreased from 67.5% to 65.4% but were still strong. JCES met ELA and MATH AMO targets with math being under safe harbor. All teachers scored a 3-5 for the 15% achievement measure indicating that a majority of students score well on STAR tests.</p> <p>These accomplishments could be attributed to the fact that teachers and students tracked data. All students set goals for STAR tests. Third grade classes also set goals for TCAP benchmarks and the TCAP test and participated in an 8-week TCAP Boot Camp where teachers and assistants worked daily on specific skills and standards. Students documented their progress and growth. Instruction and intervention were based on student data.</p>					
	Accountability Achievement Targets – Data Table					
		Subject & Grade Level	2014 Percent Proficient & Advanced	2015 AMO Target	2015 Percent Proficient & Advanced	2014 to 2015 Change
		3-8 RLA	36.9	40.8	61.5	24.6
		3-8 Math	65.8	67.9	65.4	-0.4
	Accountability Achievement Targets					
	<p>Both AMOs, ELA and MATH, were reached form 2015. Reasons for success include utilizing TCAP benchmarks tests, TCAP Boot Camp, analyzing the data, targeting troubled areas, and setting individual goals. STAR DATA Below lists the % of students Proficient/Advanced for the Fall, Winter, and Spring Administration of the STAR Early Literacy (K), STAR Reading (1-3), and STAR Math (1-3).</p> <p>K Early Literacy: 8%, 49%, 81% 1st Reading: 24%, 49%, 54% 1st Math: 47%, 66%, 49% 2nd Reading: 63%, 68%, 73% 2nd Math: 43%, 51%, 64% 3rd Reading: 61%, 76%, 63% 3rd Math: 61%, 80%, 53%</p> <p>Overall, students made steady to significant growth from the fall to spring administration. Third grade classes were vvery small. We also acquired two new third grade students approximately one month prior to test. This had a negative impact on the overall third grade percentages.</p>					
	Accountability Gap Targets					
	<p>JCES did not have enough students in subgroups to have AMO gap closure targets. The school had less than 40 students in 3rd grade, which is the only grade tested for TCAP. The number of minority students is very low making gaps extremely volatile from year-to-year and virtually meaningless. The school does have the highest rate of Economically Disadvantaged students in the district, but the numbers are still small.</p>					

School Climate and Culture	<p>Jacks Creek Elementary faculty and staff are dedicated to educate approximately 140 students. The mission of JCES is to provide a safe and challenging learning environment for all students. We strive to enhance learning and academic success through developmentally appropriate instruction and establishing high expectations for our students. Our school promotes an orderly, caring, and supportive environment through positive interaction between staff, students, parents, and the community. According to our parent survey, our school is successful at teaching reading skills, providing a safe environment for our children, keeping parents informed about the progress of their children in school and teaching math basic skills.</p>
Reflection of Strengths and Areas of Improvement	<p>Reflection of what has gone well and where there is room for improvement in the following areas: (1) RTI2, (2) Professional Development, (3) Teacher Recruitment, Retention, and Evaluation, and (4) Technology and Use</p> <p>Funds were used to hire quality interventionists/assistants to work small group. The RTI coach trained the interventionists/assistants on the intervention strategies to be used with each small group. The RTI2 program is a successful approach to student intervention at the basic skill level. After weeks of intervention, several students have made significant progress and no longer require intervention through RTI2.</p> <p>Professional development opportunities were structured around TEAM data, group discussions, and student data. Teachers who showed strength in certain areas, clear learning targets for instance, were asked to present to the whole group. During the 14-15 school year, cameras were also used to allow teachers to reflect on their own practices.</p> <p>Nine out of ten teachers earned a composite score of 3, 4, or 5 on the TEAM evaluation system. Common planning, grade level collaboration, and professional development opportunities to learn best practices helped with this accomplishment. One teacher was not rehired. A teacher with an overall level of effectiveness of a 5 moved to a third grade position.</p> <p>Every classroom has at least four laptop computers and iPads for student use. This technology is used on a daily basis as a means of reinforcing classroom instruction. The computer lab services an entire classroom at one time. Technology resources are determined by student and teacher need.</p> <p>Reflection of what has gone well and where there is room for improvement in the following areas: (1) Parent and Community Involvement, (2) Communicating Assessment Results with the Community, and (3) Other Stakeholder Engagement Efforts</p> <p>Jacks Creek Elementary held four Parent Involvement nights during the 14-15 school year:</p> <ol style="list-style-type: none"> 1. Open House 2. Mathematics in the Classroom 3. WinterFest (literacy focus) 4. Preparing to Move Forward (state assessment information) <p>Assessment results were communicated with parents. At the completion of the winter and spring STAR administration, we celebrated successes of individuals, groups, classes, and grade levels. STAR results were communicated on report cards and progress reports. TCAP results were sent home to parents. The JCES Parent Advisory Committee and the Parent-Student Organization work closely with the faculty and staff to discuss and provide feedback regarding needs and improvements and provide resources and materials to improve the overall educational experience for all students.</p>
Prioritized List of District Needs	<p>List, in priority order, your top 3-5 areas of need as identified through the needs assessment. These should be the areas that you can most reasonably address in the coming year. Prioritizing needs will identify the most critical areas where your work will begin with the creation of goals and strategies.</p> <ol style="list-style-type: none"> 1. Difference between 3-8 Math Proficient/Advanced rates comparing Students with Disabilities to Non-Students with Disabilities (Current difference – 47.9%) 2. Difference between 3-8 Language Arts Proficient/Advanced rates comparing Students with

	<p>Disabilities to Non-Students with Disabilities (Current difference – 44.0%)</p> <p>3. Difference between Language Arts Proficient/Advanced rates comparing Economically Disadvantaged Students to Non-Economically Disadvantaged Students (Current difference – 23.4%)</p> <p>4. Difference between Math Proficient/Advanced rates comparing Economically Disadvantaged Students to Non-Economically Disadvantaged Students (Current difference – 23.2%)</p>
Needs Assessment	<p>According to the Needs Assessment, the things our school does best include (1) Teaching reading basic skills, (2) Providing a safe environment for our children, (3) Keeping parents informed about the progress of their children at school, (4) Teaching math basic skills, and (5) Keeping parents/community informed about what is happening in our school. The areas of improvement include: (1) Providing preschool opportunities, (2) Providing teachers with materials and equipment, and (3) Providing services for students who need extra help with schoolwork.</p>
School-wide Reform Strategies	<p>RTI2 is a strategic process that provides data for all students. Students participate in a universal screener, AIMS WEB, to determine skill-deficit areas. Students who score less than the 25th percentile are placed in Tier 2 or Tier 3 intervention and receive daily individual and/or small group instruction based on said skill-deficit area(s) in math and/or reading. Progress monitoring is documented and, along with RTI meetings, guide the individual intervention plan for each student. The goal is for each student to gain the knowledge and skill base to fill the gaps of learning and allow them to return to the regular classroom and to no longer need intervention under the RTI2 process. Common assessments are also being utilized to determine students' mastery of power standards. These assessments are administered and analyzed each nine weeks. The data guides teachers' instructional plans based on student mastery/non-master of standards.</p>
Timely Assistance	<p>RTI2 is a strategic process that provides intervention for all students. Students participate in a universal screener, AIMS WEB, three times a year to determine skill-deficit areas. Students who score less than the 25th percentile are placed in Tier 2 or Tier 3 intervention and receive daily individual and/or small group instruction based on said skill-deficit area(s) in math and/or reading. Progress monitoring is documented and, along with RTI meetings, guide the individual intervention plan for each student. The goal is for each student to gain the knowledge and skill base to fill the gaps of learning and allow them to return to the regular classroom and to no longer need intervention under the RTI2 process.</p>
Instruction by Highly Qualified Staff	<p>All teachers are licensed by the state of Tennessee and qualified to teach the grade level assigned. Teachers have achieved a 4 or 5 overall level of effectiveness.</p>
Attracting High Quality/Effective Teachers	<p>The district desires to hire the most qualified teachers to provide optimal instruction. District personnel perform interviews and then discuss the interviewee's skills, experience, professional conduct, etc. and determine if, how, and where said person would best provide maximum learning opportunities for our students. The district provides a mentoring program for new teachers which provides support and guidance throughout the school year.</p>
Professional Development	<p>Teachers participate in local, district, and state opportunities for professional development to improve instruction to meet the needs of all students. Common planning and grade level meetings provide ongoing opportunities for teachers to share strategies that help increase student performance. Video equipment provides the opportunity to self-view or view other teachers to improve areas of weakness.</p>
Increase Parental Involvement	<p>Parent Advisory Committee meets to determine school needs and ways to increase parental involvement. Parent nights are planned by faculty and staff to inform parents of student expectations, grade level standards, ways to improve student learning, the importance of parental involvement in education, etc.</p>
Coordination of Programs	<p>Students in the Head Start program participate in a Brigance screening that provides support regarding the child's readiness to enter kindergarten. Businesses and stakeholders within the community are provided the opportunity to visit the school throughout the year to participate in class, grade, or school-wide assemblies to educate students about community programs and resources as well as educating students about various careers.</p>

Transitioning Preschool Students	Preschool-aged children participate in a Brigance screening that provides evidence of students' readiness to enter kindergarten. An Open House is held late spring to provide parents of incoming kindergarten students important information that will help ensure student success as they enter kindergarten.
Use of Assessments for Improving Performance	Common assessments are created by teachers across the district to administer to students at the end of each nine weeks. Students' data is used to drive instruction and make needed changes to promote student mastery of standards. Teachers identify areas of weaknesses and strengths and seek help from other teachers to improve instructional strategies. Teachers continue to discuss and make changes necessary to common assessments to best meet the needs of all students.
Special Note	This is a simplified version of the Jack's Creek Elementary School Improvement Plan for 2015-2016. For more information, please feel free to contact the school.