

West Chester Elementary School

Chester County, TN

School Improvement Plan

2015-2016



Mission Statement for West Chester Elementary:

Our mission is to inspire, promote, and model excellence. Our students will become life-long learners, productive community members, and independent citizens because of the dedication of staff and parents to provide a safe environment to foster curiosity and a passion for learning.

Vision Statement for 2015-2016:

The vision for West Chester Elementary School is that all students will achieve at least one year of academic growth. Our students will meet or exceed state and local expectations on standardized tests and be able to apply learning to real life situations through writing and speaking.

2015-2016 Tennessee School Improvement Plan

School Name:	West Chester Elementary	
Accountability status:	In good standing	
Analysis of last year's final results:	Areas of Greatest Progress:	Areas of Greatest Challenge:
	All AMOs for 2014-2015 school year were met. Math Target was 76.9%, Actual 72.4% Reading Target was 47.3%, Actual 51.3% All teachers were able to score at least a 4 for the 15% achievement measure indicating that the majority of the students scored well on STAR tests.	West Chester did not have enough students to have AMO gap closure targets. The analysis of the available data reveals gaps in all subgroups, with the exception of students with disabilities, decreased significantly below the state average gap size. The subgroup of students with disabilities continues to be a target area across the district.
	Underlying Reasons for Progress:	Underlying Reasons for Challenge:
	<ul style="list-style-type: none"> • Students tracked their own data. • Benchmarking utilized. Results were used to inform instruction. • RTI2 fully implemented 	<ul style="list-style-type: none"> • We have small numbers in subgroups and the scores are therefore heavily weighted.
Goals for 2015-2016 school year:	<p>Aim: Chester County Schools will be among the top 25 in the state in all grades in math and language arts.</p> <p>Goal 1: For 2015-2016, the percentage of third graders scoring Proficient or Advanced on TN Ready for Reading will meet or exceed state expectations.</p> <p>Gap Closure Target:</p> <p>Goal 2: ED vs. Non- ED Subgroup's relative achievement goal (%P/A) will be greater than prior year by at least 2 points.</p> <p>Goal 3: For 2013-2014, the percentage of third graders scoring Proficient or Advanced on TN Ready Math test will meet or exceed state expectations</p> <p>Gap Closure Target:</p> <p>Goal 4: ED vs. Non-ED Subgroup's relative achievement goal (%P/A) will be greater than prior year by at least 2 points.</p>	

Plan for this school year:	<p>Key strategies to achieve goals:</p> <p>Strategies for Goals 1 & 2</p> <p>1. Strategy: Use ReadWell program with fidelity. Implementation Plan: Summer training of all new teachers and staff. Reading coaches will monitor implementation and procedures. Desired outcomes: Maintain and improve reading scores by all students and subgroups Projected costs and funding sources: BOE Funding</p> <p>Describe how this specific strategy will help you achieve your goals for the 2015-2016 school year and address areas of challenge from the past year: Class rosters will be determined based on entry level for ReadWell to limit interruption. Students' instructional levels will be based on formative assessments and their individual needs. Students will receive a double dose of instruction with assistants in the classroom during uninterrupted morning block. 3rd Grade students will utilize the ReadWell program during reading blocks to be sure that students receive instruction at their instructional levels.</p> <p>2. Strategy: Implement RTI2 with fidelity. Implementation Plan: A full-time RTI coordinator will facilitate all facets of screening, plan interventions. She will also train, monitor, and coach the interventionists. End of year data will be used to determine fall placement of students. Intervention and enrichment will begin very early in the school year. Screeners will identify specific student needs and deficits. Those needs will be targeted early and monitored closely. Desired outcomes: Maintain and improve reading scores by all students and subgroups. Projected costs and funding sources: RTI Coordinator- \$22500 (Title I)</p> <p>Describe how this specific strategy will help you achieve your goals for the 2015-2016 school year and address areas of challenge from the past year: RTI identifies specific skill deficits. Students will receive small group instruction based on their own needs- reading fluency, and reading comprehension. The assessments and methods will be sensitive to change. The RTI coordinator will maintain accountability at all levels of the program and be charged with determining the need for and proposing program adjustments to the RTI school team.</p> <p>Strategies for Goals 3 & 4</p> <p>3. Strategy: Rainbow Math, Math Fluency Practice Implementation Plan: Rainbow math and other approved strategies will be utilized at all grade levels to ensure fluency with math facts. Use of the program will be monitored and students will be tracked. Desired outcomes: Improve fact fluency among all students</p>

Projected costs and funding sources: Rainbow Math (BOE) , Other strategies (No additional cost)

Describe how this specific strategy will help you achieve your goals for the 2015-2016 school year and address areas of challenge from the past year:

All teachers will use the Rainbow Math strategies to teach and practice math fact fluency. By using a systematic and sequential approach to introducing the facts; as well as visual clues and timed practices, students will improve their fact fluency.

Strategies for All Goals

4. **Strategy:** Interventionists and Read Well Assistants

Implementation Plan: Based on i-Ready assessments and reports, Aims Web probes, and individual screeners; interventionists will work with small groups in the areas of deficit for Math and Reading.

Desired outcomes: Improve reading and math skills and increase test scores based on i-Ready assessment and Read Well Advancement as well as to limit numbers of students requiring Tier 3 instruction.

Projected costs and funding sources:

Salaries: Teacher assistant/ Interventionist: \$ 65700 (Title I)

Read Well Assistants : \$ 23400 (Title I)

Describe how this specific strategy will help you achieve your goals for the 2015-2016 school year and address areas of challenge from the past year:

Assistants will be used to improve small group interaction and to target needs of students at all levels.

Long-Term Strategies

5. **Strategy:** Common Planning times

Implementation Plan: All grade levels will have common planning times 3 times per week. Teachers will share strategies that increase student achievement in their classrooms.

Desired outcome: Student achievement will increase.

Projected costs and funding sources: No additional costs

Describe how this specific strategy will help you achieve your goals for the 2015-2016 school year and address areas of challenge from the past year:

This strategy will allow teachers to focus on specific skills and areas. Students will be exposed to deeper thinking with math tasks and writing. Common planning will give teachers the opportunity to plan meaningful lessons of content.

6. Strategy: Implement a mandatory intervention and enrichment time daily.
Implementation Plan: Teachers will make use of a 30 minute Intervention/Enrichment time daily. Three days will be spent on reading strategies and two days on math. Mobile labs will also be utilized.
Desired outcome: Student achievement will increase.
Projected costs and funding sources: No additional costs

Describe how this specific strategy will help you achieve your goals for the 2015-2016 school year and address areas of challenge from the past year:
 A full-time RTI coordinator will facilitate all facets of screening and plan interventions. All students are screened in the fall with AimsWeb. Those falling below the designated levels of proficiency are further screened to determine skill deficits. Students are immediately placed into small group instruction targeting the skill deficit. After 4 ½ weeks, students’ progress is assessed; changes in interventions, interventionists, or time are made as needed. Tier 1 educators are also informed of the foundational gap. Resources or strategies are shared to help struggling students within core instruction as well.

	Benchmark:	Timeline:
	i-Ready Reading Assessments K-32%, 42%, 62% proficient and advanced 1-32%, 42%, 62% proficient and advanced 2-48%, 58%, 70% proficient and advanced 3-54%, 65%, 70% proficient and advanced	Oct. 16-30, 2015 January 11-26, 2016 April 25- May 12, 2016
	i-Ready Math assessments K-27%, 40%, 60% proficient and advanced 1-30%, 40%, 60% proficient and advanced 2-38%, 45%, 65% proficient and advanced 3-26%,40%, 60% proficient and advanced	Oct. 16-30, 2015 January 11-26, 2016 April 25- May 12, 2016
	9 week Benchmark Testing Data goals – Show growth Establish baseline and work to raise P/A	Each nine weeks