

Revised Tennessee School and District Improvement Plan Template

The final plan should be no longer than **four** pages.

School:	Highland Elementary School	
District:	Greeneville City Schools	
Analysis of last year's final results:	Areas of Greatest Progress:	Areas of Greatest Challenge:
	<p>Proficient/Advanced IMPROVEMENTS</p> <p>RLA 3rd grade: 1.3% gain RLA 4th grade: 16.3% gain RLA 5th grade: 25.0% gain</p> <p>Math 3rd grade: 19.4% gain Math 4th grade: 9.8% gain Math 5th grade: 25.0% gain</p> <p>Both 4th and 5th grades have positive 3-year mean gains in Reading/Language Arts. 4th grade mean gain: 2.31 5th grade mean gain: 0.34</p>	<p>Proficient/Advanced Areas for Improvement</p> <p>Continued emphasis on 3rd grade reading.</p> <p>The system scored 51.2% proficient or advanced in reading/language arts for 2010-2011. Our school scored 36.3%. For 2011-2012, our benchmark for 3rd grade reading/language arts is 47.4%.</p> <p>Although our school had 25% gain in 5th grade math for the 2010-2011 school year, our 3-year mean gain for 5th grade math is a -1.84.</p> <p>Our school does not have sufficient numbers in any listed subgroups to report in these areas.</p>
	Source of Progress:	Source of Challenge:
	<p>Students in grades three, four, and five made progress in both reading/language arts, and math. Gains for these grade levels may be attributed to the following. 1) Work with math consultants and system reading specialist. 2) Focused professional development in math throughout the school year and over the summer. 3) Work on content standards. 4) Work with academic coaches on differentiating instruction in the classroom. 5) Participation in monthly learning faculty meetings. 6) Purchase of additional math resources, manipulatives, and trade books.</p>	<p>Remaining challenges are attributed to the following. 1) Our school has a very high transient rate. As of November 1, 2011, we have had more than seventy students come or go. 2) Three out of four of our intermediate teachers are Stage 1 teachers. 3) Since the adoption of a new math program, additional time and professional development to learn all of the components will be needed. 4) Our student population is approximately 90% free or reduced lunch. Traditionally, economically disadvantaged students do not perform as well as other subgroups because of the lack of technology and background experiences in the home.</p>
Goals for this school year:	Overall Achievement Goals: (Aligned to First to the Top Goals)	
	1. Highland School student reading/language arts achievement scores on the	

	<p>TCAP test for 3rd grade will increase from 36.3% proficient/advanced in 2010-2011 to match our district goal of 54% proficient/advanced in 2011-2012.</p> <p>2. Highland School students in 3rd, 4th, and 5th grades will continue to make achievement gains in mathematics on the TCAP test with a goal of 3% to 5% annual growth.</p>
	<p>Subgroup Goals: (List each subgroup individually)</p>
	<p>Highland School does not have sufficient numbers in any subgroup to report in these areas.</p>
	<p>Other Required Goal Areas:</p>
	<p>1. Highland School will continue to meet or exceed 90% attendance. Our current attendance rate is 96%.</p>
<p>Plan for this school year:</p>	<p>Key strategies to achieve goals:</p> <ol style="list-style-type: none"> 1. Monthly meetings with System Reading Specialist to learn new reading strategies. 2. System Reading Specialist co-teaching with third grade teachers. 3. Morning Accelerated Reader Program available for students arriving early. 4. Schedule changes to allow for more instructional time in both reading and math. 5. Family Nights for reading and math to provide parents additional ways to help their children at home. 6. Reading and Math Camp, held during Intersession, to assist with skill review prior to TCAP assessment. 7. Data team formed and working to determine areas for improvement. 8. Use of differentiated instruction, flexible groupings, and formative assessments in classrooms. 9. Monthly learning faculty meetings and Professional Learning Community (PLC) meetings to improve instructional skills. 10. Continued professional development with math consultant on new math series, Common Core State Standards, and best practices. 11. Work with Academic Coach on system initiatives. <p>Key strategies to achieve progress for students with the greatest need:</p> <ol style="list-style-type: none"> 12. RTI instruction provided by certified teacher. 13. Identification of “bubble students” with additional instruction provided by specialists, principal, and After School Program. 14. Additional instruction provided by certified teachers during After School Program. <p>Projected costs and funding sources for key strategies:</p> <p>Strategies 3, 4, 7, 8, 9, 13, and 14 will not require any additional system or school funding.</p> <p>Strategies 1, 2, and 11. Continued salary for system employees</p> <p>Strategy 5. Family and Community Engagement title funds in the amount of \$2000.00</p> <p>Strategy 6. Math and Reading Camp \$200.00 school funds/GSIA contributions</p> <p>Strategy 10. System professional development funds</p> <p>Strategy 12. Full-time RTI interventionist \$12,000.00 Title 1 funds</p>

	Benchmark:	Timeline:
Benchmarks for Progress	1. Classroom teachers in grades K-5 will work with System Reading Specialist.	Aug. 26 th , Sept. 23 rd , Oct. 18 th , Nov. 8 th , all spring dates TBA
	2. Third grade teachers co-teaching with Reading Specialist.	Aug. 18 th and 23 rd , Oct. 23 rd and 25 th .
	3. Morning Accelerated Reader for students arriving early.	Daily
	4. Schedule changes to allow for more instructional time in both reading and math.	Daily
	5. Family Nights for reading and math to provide parents additional ways to help their children at home.	Sept. 20 th , Dec. 5 th , Jan 26 th , Feb. 16 th , Mar. 1 st
	6. Reading and Math Camp held during Intersession	Dates to be determined. (Week of April 2 nd -6 th)
	7. Data Team formed and working to determine areas for improvement.	Oct. 24 th , Nov. 29 th , Jan. 10 th , Feb. 14 th , Mar. 13 th , Apr. 17 th
	8. Use of differentiated instruction, formative assessments, and flexible groupings in the classrooms.	Daily/Professional Development on formative assessment Oct. 13 th .
	9. Monthly learning faculty meetings and Professional Learning Community (PLC) meetings to improve instructional skills.	Faculty meetings: Aug. 11 th , Sept. 15 th , Oct. 20 th , Nov. 10 th , Dec. 8 th , Feb. 23 rd , Mar. 15 th , Apr. 19 th , May 17 th . PLC meetings: Nov. 17 th , Feb. 9 th , Mar. 8 th , Apr. 12 th , May 10 th .
	10. Professional Development with math consultant	Sept. 8 th , Oct. 13 th and 14 th , Jan 12 th , Feb 21 st and 22 nd , Mar. 13 th .
	11. Work with Academic Coach on system initiatives.	Daily
	12. RTI instruction provided by certified teacher.	Daily
	13. Identification of "bubble students" with additional instruction provided by specialists, principal, and After School Program.	October 2011-May 2012
	14. Additional instruction provided by certified teachers during After School Program.	Monday-Thursday, October 2011- May 2012