

2013-14 Tennessee School Improvement Planning

School Name:	Highland Elementary School	
Accountability status:	In Good Standing	
Analysis of last year's final results:	Areas of Greatest Progress:	Areas of Greatest Challenge:
	<p>Most academic areas and Value Added Scores improved on our State Report Card in 2013-2014. Highest gains were noted in the area of Math.</p> <p>Our 3 year average gain in Math for fourth grade was 10.4 and in fifth was 5.5. In reading our 3 year gain was 5.5 in fourth grade and in fifth grade was -4. Our 3 year Composite Growth Measure continues to be positive as it was 7.1 in fourth grade and 2.4 in fifth grade.</p>	<p>Continued emphasis on 3rd grade Reading and Math. This is to comply with the state mandate for 3rd grade students to read on grade level by the end of the year or be receiving interventions. Also this is the first year for these students to take state testing.</p> <p>Highland will work with an emphasis on 4th & 5th grade ELA scores. These scores took a tremendous drop this past year.</p> <p>Highland does not have sufficient numbers at this time of Hispanic or African American students to report, but our numbers contribute to system-wide data indicating a need for gap closure for minority students. We are seeing a continuous rise in our Hispanic population and want to continue to provide special assistance to this subgroup.</p>
	Underlying Reasons for Progress:	Underlying Reasons for Challenge:
	<p>Gains are attributed to the following: (1) Advanced training provided by the state for teachers on Common Core State Standards in both Reading and Math. (2) Work with Math Consultants and with system Instructional Specialists. (3) Overnight Math and Reading Camp held for students before TCAP testing. (4) Data Team analysis of information from T-CAP, TVAAS, and Star Enterprise Testing to determine areas of need. This information is shared with teachers during learning faculty meetings and grade-level team meetings to ensure needs are met. (5) Student participation in our morning and after school HAWKS program.</p>	<p>Challenges are attributed to the following. (1) Our school has a very high transiency rate. Since the beginning of the school year we have had 73 students of our 151 total school population to move in or out. (2) Our student population is approximately 90% free or reduced lunch. (3) Since we are only testing 77 students in third, fourth, and fifth grades (46 students in grades four and five), our scores are dependent on a small number of students. Thus, our scores are affected more by a few students per grade level with special needs.</p>
Goals for 2013-14 school year:	<i>AMO targets referenced below.</i>	
	Key strategies to achieve goals:	

<p>Plan for this school year:</p>	<ol style="list-style-type: none"> 1. Strategy: A school wide focus on strengthening Tier 1 ELA instruction as well as advancing all students. Implementation Plan: <ol style="list-style-type: none"> 1. Meetings with system Instructional Specialists to study the current Standards, writing prompts, reading strategies, and to follow reading pacing guides for 2014-2015. 2. Teacher focusing on all available data, including STAR assessments to inform instruction in ELA. This includes prescriptive tutoring in the after school program, as well as teacher, parent, student conferencing and the use of data notebooks. 3. Teachers collaborating in grade level meetings on ELA instruction. 4. Departmentalization in 3rd, 4th & 5th grades to allow more instructional time in Reading. 5. Family Nights (school wide and HAWKS Program) for reading to provide parents additional ways to help their children at home and to understand current standards. Sessions available in Spanish for Hispanic parents. 6. TCAP Overnight Camp (Intermediate students spend Friday night at school) to assist with skill review prior to TCAP assessments. 7. Use of differentiated instruction, flexible grouping, and formative assessment in classrooms. 8. Teacher’s meeting in collaborative groups to look at data and share reading strategies. 9. RTI instruction by trained personnel. 10. Identification of bubble students with additional instruction provided by specialists, principal, and afterschool program. 11. Additional instruction provided by certified teachers during the morning and afterschool HAWKS program to target specific remedial and enrichment needs. <p>Desired outcomes: 34 of 77 students will score proficient or advanced in Reading/Language Arts</p> <p>Projected costs and funding sources: 1) Family Nights \$1500.00 from Title I Family-Community Engagement 2) 3 part-time RTI Interventionist \$34,886 from Title I 4) TCAP Camp \$200 from school funds and GSIA contributions 5)HAWKS program funded by 21st Century Learning Grant</p> <p>See justification for this strategy following Strategy 3.</p> 2. Strategy: School-wide focus on Math. Implementation Plan: <ol style="list-style-type: none"> 1. CRA Testing three times per year. 2. Teacher focusing on all available data, including STAR assessments to inform instruction in Math. This includes prescriptive tutoring in the after school program, as well as teacher, parent, student conferencing and the use of data notebooks. 3. Continue Math RTI instruction by trained personnel. 4. STEM activities are provided during the afterschool HAWKS program as well as by the school STEM coordinator. 5. Meetings with system Instructional Specialists to study current math standards and follow math pacing guides.
-----------------------------------	--

6. Collaboration on Math CRA Scoring.
7. All teachers attended Professional Development during the summer offered by the state.
8. Departmentalization in 3rd, 4th, & 5th grades to allow more instructional time in Math.
9. Family Nights (school wide and HAWKS) for math to provide parents additional ways to help their children at home and to understand Common Core standards. Sessions available in Spanish for Hispanic parents.
10. Overnight TCAP Camp (Intermediate students spend Friday night at school) to assist with skill review prior to TCAP assessments.
11. Use of differentiated instruction, flexible grouping, and formative assessment in classrooms.
12. Teachers meeting in collaborative groups to look at data and share math strategies.
13. Identification of bubble students with additional instruction provided by specialists, principal, and HAWKS program.
14. Additional instruction provided by certified teachers during the HAWKS program to target specific remedial and enrichment needs.

Desired outcomes: 34 of 77 students will score proficient or advanced in Math

Projected costs and funding sources: 1) Stipends for Summer Professional Development from System Funds 2) Family Nights \$1500.00 from Title I Family-Community Engagement 3) 3 part-time RTI Interventionist \$34886 from Title I 4) TCAP Camp \$200 from school funds and GSIA contributions 5) HAWKS program funded by 21st Century Learning Grant

See justification for this strategy following Strategy 3.

3. Strategy: Gap closure for minority students

Implementation Plan:

1. Identification of minority "bubble students."
2. Students identified through ELDA are provided Tier 1 Reading instruction by certified ELL teacher. ELL teacher works with classroom teachers on consultative basis with students who have tested out of ELDA.
3. Translations of newsletters and information for Spanish-speaking parents to improve parent communication and understanding. Translator is also available during conferences and parent meetings.
4. Students who have shown to have academic difficulty in both the classroom as well as previous year's state testing are being required to attend the Highland HAWKS program afterschool.
5. All Reading and Math strategies above also apply to gap closure

Desired outcomes: 34 of 77 gap closure students (Hispanic, African American and economically disadvantaged) in Reading and 34 of 77 (Hispanic, African American and economically disadvantaged) in Math will be proficient or advanced

Projected costs and funding sources: No additional cost anticipated

How these specific strategies will help achieve goals for the 2014-15 school year and address areas of challenge from the past year:

Through professional development and continued work on current Standards, teachers will be able to challenge students to reach higher academic goals. By offering additional opportunities for learning, such as Math/Reading Camp, and HAWKS program, all students' individual needs will be met. "Bubble students" are identified by increased use of data and all staff members will seek to find additional opportunities to work with these students.

Additional Title I Information:

- *The following are strategies used to address improved achievement of the lowest-achieving students: 1) RTI 2) STAR testing in reading and math 3) Increased offerings by certified teachers in HAWKS Program, before and after school, including prescriptive tutoring, expanded course offerings and enrichment opportunities 4) Identification of "bubble" students who are strongly encouraged to attend HAWKS Program 5) Teachers working with Math and Reading Instructional Specialists 6) Differentiated Instruction 7) Inclusion Model for SPED students*
- *The following strategies provide additional assistance to students experiencing difficulties in the mastery of standards: 1) Teachers providing tutoring in reading and math to targeted group of students in HAWKS Program 2) Certified teachers providing RTI interventions for students that qualify for Tier II and Tier III in reading and math 3) Math/Reading Camp for students in Grades 3 through 5 to review for TCAP Assessment 4) SPED teacher and assistant working in regular classrooms to modify instruction and assessment as needed.*
- *All staff members are Highly Qualified*
- *Greeneville City Schools maintains a strong collaborative relationship with East Tennessee State University and Tusculum College to assist in the training and recruitment of highly qualified teachers. We also offer a competitive salary and benefits package. Greeneville City Schools is a high performing district and was named a SCORE finalist which attracts many educators.*
- *High Quality and ongoing Professional Development that impact areas of need as demonstrated by data are: 1) Meetings with the Instructional Specialists on best practices and Common Core 2) Work with Instructional Specialist on TIGER evaluation model, pacing guides, writing assessments, CRA's, Common Core and formative assessments 3) Teachers collaborating in Professional Learning Communities (PLC) 4) Primary teachers participating in state reading instruction 5) Ongoing technology training on new software including the reading series, Compass, Reflex Math and Office 365.*
- *Major strategies to increase effective parental involvement: 1) Parent Nights: school-wide and HAWKS 2) Personal phone calls and e mails made to parents to invite them to school events 3) SchoolCast reminders and information 4) Information posted on school webpage, Facebook, and Twitter 5) Parents serve on the School Improvement Team and participate on other school-wide teams (EG. Fun Festival Committee, Walk to School Day, Read Across America) 6) Weekly folders and behavior reports sent home 7) Parent volunteer form completed at the beginning of the year, along with the School-Parent-Student Compact, to involve parents in school activities 8)*

	<p><i>Parents are surveyed in the Spring to evaluate effectiveness of the school's program 9) Monthly newsletters are sent home in English and Spanish.</i></p> <ul style="list-style-type: none"> <i>Greeneville City Schools emphasizes collaboration across programs (regular, special education and Title I) at the district and school levels. The Leadership Team includes members from all departments and all schools. All decisions regarding curriculum, professional development, and assessment are discussed within this group. In addition, schools are encouraged to supplement district-funded initiatives with partnerships developed at the community level including our GSIA and local businesses.</i> <i>Students are assisted in transitioning from the early childhood program to the elementary program by having an on-site Head Start Preschool Program. As families prepare for their child to move from Pre-K to Kindergarten, a spring parent meeting is held to give information. A Kindergarten teacher is a guest speaker at this meeting. Notifications are sent to let parents know when registration will be held and teachers schedule visits. During these visits, preschool children have the opportunity to meet the Kindergarten teachers and see the classrooms.</i> 	
Key benchmarks for progress on strategies:	Benchmark:	Timeline:
	Teachers are involved in assessment decisions to improve student performance and instructional programs by: 1) All teachers are trained to give STAR assessments, CRA and ELA. They use these reports to determine student need and guide instruction. 2) Teachers work with Instructional Specialists and Data Coordinator on various forms of assessment. 3) Data is used during quarterly School Support Team meetings and school RTI meetings to determine placement of students in various programs. 4) TVAAS data is available to teachers to guide flexible groupings and instruction,	See Attached Calendar
	State Testing: <ul style="list-style-type: none"> • TCAP • Social Studies Field Test • 5th Grade Writing Assessment 	See Attached Calendar
	STAR Assessments	Universal Screening August - May Students in RTI program are screened every 2 weeks
	Professional Development for Teachers	Ongoing from Summer 2014- end of school year – May 2015
	RTI Instruction	Daily
	Math/Reading Camp	April
	HAWKS Program (Morning, Afterschool, Summer)	Monday-Thursday, Friday Morning, September-June
	Math Benchmark Testing	Quarterly
	Identification of Bubble Students with additional instruction provided by certified staff	October-May

State Testing Calendar:

- **Writing Assessment**
 - February 2-27, 2015
- **Achievement Window**
 - April 27, 2015 – May 8, 2015
 - Actual testing dates April 27-May 8, 2015
- **TCAP Social Studies Field Test**
 - April 13-8, 2015
- **STAR**
 - Window #1 – August 7-28, 2014
 - Window #2 – September 29 - October 10, 2014
 - Window #3 – December 8-18, 2014
 - Window #4 – March 2-13, 2015
 - Window #3 – May 4-15, 2015