

Roane County (730) Public District - FY 2016 - Dyllis Springs Elementary (730-0095) Public School - School Plan - Rev 0

Required Items [Expand All] [Collapse All]	Component Met
<p>1) Needs Assessment Include a needs assessment of entire school and subgroups including racial/ethnic, economically disadvantaged, students with disabilities, English learners and including the needs of migrant children as defined in Section 1306) with information about the academic achievement of children in relation to the Common Core State Standards.</p> <p>Explanation Our largest gap in learning is currently between our students with disabilities and non disabled students in all subject areas. in grades 3-5. We need to work to close the gap in achievement between those two subgroups.</p>	<input checked="" type="checkbox"/>
<p>2) School-wide Reform Strategies Describe school-wide reform strategies to improve achievement in the lowest achieving students. Include strategies to provide opportunities for all children to meet proficiency; strengthen the core academic program; increase the amount and quality of learning time, before- and after-school and summer program opportunities and a rich and accelerated curriculum; strategies to meet needs of historically underserved populations; services which might include counseling, pupil services, mentoring services, college and career awareness and preparation, integration of career and technical education programs. Address how the school will determine if such needs have been met and are consistent with the state and LEA plans.</p> <p>Explanation Measures being taken during the 2014-2015 school year to help our lowest achieving students include implementation of the Daily 5, which is a structure that allows for extra practice in reading and writing. The lowest achieving students also receive RTI services, with students falling below the 25th percentile on benchmark tests receiving an extra 30 minutes of reading and/or math instruction each day and students falling below the 10th percentile on benchmark tests receiving an extra 60 minutes of reading and/or math instruction. Another measure is the implementation of the LEAPS before and after school program. Students can receive extra instruction and practice in a small group setting in language arts and math. An additional measure was the hiring of two additional part-time educational assistants to assist in RTI small group reading instruction. Grades 3-5 have departmentalized to allow teachers to focus on one to two subject areas as opposed to four subject areas in a self contained classroom.</p> <p>G 1) District-Level: Reading/Language Arts - School-Level: Reading/Language Arts</p> <p>S 1.1) District-Level: Prevention/intervention (Reading grades 3-5 and grades 6-8) - School-Level: Prevention/intervention (Reading & Mathematics)</p> <p>AS 1.1.1) Implementation of RTI</p>	<input checked="" type="checkbox"/>

S 1.2) District-Level: Before/after/summer school activities - **School-Level: Before/after/summer school activities**

AS 1.2.1) Remediation Activities

3) **Timely Assistance**



Describe how timely assistance will be given to struggling students. Address effective, timely assistance of interventions for students who experience difficulty in attaining the proficient or advanced level of the academic content standards. Students' difficulties must be identified in a timely way and in such a way as to provide information on which to base effective assistance of interventions.

Explanation

Struggling students receive intensive RTI instruction. Our scheduling has been done in such a way that allows students in grades K-2 needing assistance in both RTI reading and math to receive instruction daily. RTI are progressed monitored every bi-weekly to determine growth and skill need. Interventions are adjusted according to progress monitoring data. During monthly PLC meetings, data, classroom performance, and teacher and educational leadership staff input are used to determine what a student's RTI status should be. Changes in status and/or intervention are made according to the recommendations.

G 1) District-Level: Reading/Language Arts - **School-Level: Reading/Language Arts**

S 1.1) District-Level: Prevention/intervention (Reading grades 3-5 and grades 6-8) - **School-Level: Prevention/intervention (Reading & Mathematics)**

AS 1.1.2) Inclusion Instruction for Reading

4) **Instruction by Highly Qualified Staff**



Address instruction by highly qualified staff (and effectiveness in TN).

Explanation

All professional staff members are highly qualified. Ten professional staff members have BS degrees, twelve members have MS degrees, and ten members have Ed.S degrees.

5) **Attracting High Quality/Effective Teachers**



Address strategies to attract high quality/effective teachers to high needs schools.

Explanation

We are open and non-biased in our application process, and we welcome all qualified applicants. The school is provided a diverse group of applicants because job listings are posted on the website Teachers.Teachers.com. The school has a naturally high retention rate. Some possible reasons for this are the positive environment of the school, the local residence of many of the teachers, and the competitive pay and benefits. Teachers are evaluated annually according to the guidelines outlined in the TEAM rubric.

6) **Professional Development**



Address high quality and ongoing professional development for teachers, principals, and

<p>paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the state academic content standards.</p> <p>Explanation</p> <p>The professional development plan at Dyllis Springs Elementary is individualized. Teachers are required to specify 1-3 professional development goals and a develop a plan to achieve those goals each year. Each teacher then shares his/her goals with the principal, and the principal must approve the goals and the plan. On staff development days teachers carry out activities that they specified in their goals and plan. Whole group professional development is chosen based on student data or changing educational standards.</p>	
<p>7) Increase Parental Involvement Address strategies to increase effective parental involvement through means such as family literacy services.</p> <p>Explanation</p> <p>The school sends home monthly newsletters and teachers send home weekly newsletters. The school maintains and updates its website. The school also communicates information about the school (dates of events, attendance, etc.) through the services of ParentVue.</p>	<input checked="" type="checkbox"/>
<p>8) Coordination of Programs Describe how federal, state, and local programs are coordinated. Address coordination and integration of federal, state, and local resources, services and programs, including programs supported under ESEA, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and job training.</p> <p>Explanation</p> <p>The state is provided funds by the federal government, and the state in turn provides funds to local education systems. In our district, a Head Start program and a nutrition program are funded. The state gives our district guidelines in establishing requirements for acceptance into Head Start and what instruction should consist of. The state also gives our district guidelines in establishing our nutrition program and what qualifies students for free or reduced lunch.</p> <p>G 1) District-Level: Reading/Language Arts - School-Level: Reading/Language Arts</p> <p>S 1.2) District-Level: Before/after/summer school activities - School-Level: Before/after/summer school activities</p> <p>AS 1.2.1) Remediation Activities</p>	<input checked="" type="checkbox"/>
<p>9) Transitioning Preschool Students Address plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start Early Reading First, or a public school preschool program to local elementary school programs.</p> <p>Explanation</p>	<input checked="" type="checkbox"/>

The Pre-K curriculum emphasizes Kindergarten readiness skills, age-appropriate social skills, and self-help skills. In the spring, all Pre-K students are given the Brigance Early Childhood Screening to determine each student's readiness for Kindergarten. Students who achieve a score indicating they are not ready to successfully transition to Kindergarten are encouraged to attend Kindergarten camp for two weeks during the summer. Students attending the camp receive instruction to further develop the skills necessary to learn and excel in a Kindergarten environment.

10) **Use of Assessments for Improving Performance**

How you will know teachers are included in assessment decisions regarding the use of assessment in improving performance and instruction? Address measures to include teachers in decisions regarding the use of academic assessments to provide information on, and to improve, the achievement of individual students and the overall instructional program.



Explanation

Administration and literacy and math coaches analyze standardized and benchmark test results. These coaches then share the data and their findings with classroom teachers during monthly PLC meetings. The entire group then determines what interventions goals need to be set. The teachers then use this information to guide their planning and instruction.