**2014-15 Tennessee School Improvement Planning Template**

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

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| School Name: | **Germantown Elementary** | | |
| Accountability status: | **Focus** | | |
|  | Areas of Greatest Progress: | Areas of Greatest Challenge: | |
| * 2014 Math TVAAS 5 in grade 3 * 2014 RLA TVAAS 5 in grades 4 and 5 * Math Students with Disabilities Gap size decreased from 29.4 to 28.6. * Math Hispanic students-72.7% to 77.7% Proficient/Advanced * RLA Grades 3-5 gap size Black/Hispanic/Native American decreased from 9.8% to 9.5% | Math   * 3rd Grade: 19.7% loss (2014 AMO 79.5; **Actual - 59.8)** * 2015 AMO – 62.3 (2.5% Grow) * 3rd -5th Grades: 10.4% loss (2014 AMO -72.8; **Actual- 62.4%)** * 3rd -5th Math: 2015 AMO – 65% (2.4% Expected Growth) * Subgroups 3rd -5th: Black/Hispanic/Native American Decrease by 1% for 2015 * Math Subgroup: 3rd-5th: Economically Disadvantaged-Decrease by 2.1%   RLA   * 3rd Grade: 19.6% loss (2014 AMO - 70.3**; Actual – 50.7)** * 2015 AMO – 53.8% (3.1% Expected Growth) * 3rd -5th Grades: AMO - 73.1; **Actual – 58.3** * 2014 AMO – 60.9; (Expected Growth -2.6%) * Subgroups - 3rd-5th Grades: Black/Hispanic/Native Americans Goal-8.9% (0.6% Expected decrease) * Economically Disadvantaged Goal-27.8% (1.9% Expected decrease) | |
| Underlying Reasons for Progress: | Underlying Reasons for Challenge: | |
| TVAAS achievement in RLA in grades 4 and 5 may be attributed to targeted instruction and intervention of SPIs, and teachers using data driven instruction.  Students participated in before-school tutoring using ECU funds. | Professional development is needed for understanding poverty to close achievement gap.  PLCs should focus on data and best practices.  Professional development is needed that focuses on integrating CCSS (as well as tested SPIs), higher-level thinking, and rigorous instruction.  Materials and additional resources are needed to enhance instruction (Certified tutor, Study Island, IXL Math, Coach books, Scoring High, etc.). | |
| Goals for 2014-15 school year: | The number of students in grades 3-5 who score proficient or advanced in Math will increase to 65% on the 2015 TCAP. The number of students in grades 3-5 who score proficient or advanced in Reading/Language Arts will increase to 61% on the 2015 TCAP.  ***Subgroup goals:***   * 2015 TCAP Math Proficient/Advanced: Black/Hispanic/Native American Decrease by 1%. * 2015 TCAP Math Proficient/Advanced: Economically Disadvantaged-Decrease by 2.1% * 2015 TCAP RLA Proficient/Advanced: Black/Hispanic/Native Americans Goal-8.9% (0.6% Expected decrease) * 2015 TCAP RLA Proficient/Advanced: Economically Disadvantaged Goal-27.8% (1.9% Expected decrease) | | |
| Plan for this school year: | Key strategies to achieve goals: | | |
| 1. **Strategy:** Create and maintain more effective PLCs   **Implementation Plan:** The Title 1 PLC Coach will meet weekly with teachers  in PLCs. The PLC Coach will organize professional development and training  for teachers that emphasize best practices, CCSS, TEM data, and other  research-based PD such as Accountable Talk, and Twelve Powerful Words  that will help teachers create rigorous lessons, focus on creating  SMART Goals, Common Formative Assessments, and analyzing benchmark assessments (Istation, Iready, DEA). PLCs will focus on data driven instruction. Professional development will be geared toward research-based strategies that improve student achievement and close gaps.  **Desired outcomes:** Increase students’ achievement by at least one level or Tier before the 2015 TCAP so that overall and subgroup goals are met.  **Projected costs and funding sources:** $80,000 Title 1  **Describe how this specific strategy will help you achieve your goals for the 2014-15 school year and address areas of challenge from the past year:** Teachers will enhance instruction usingevidence-based practices into classrooms, with the goals of increasing student engagement, improving student achievement, and building teacher capacity in schools.   1. **Strategy:** Increase access to formative assessments in order to gain opportunities for more data collection.   **Implementation Plan:** The purchase of the Study Island, IXL Math, and STAR Reading program will provide differentiated instruction in reading and math at school. There is also a component to link this instruction to practice at home in order to strengthen the home/school connection. XL Math will be used as an intervention tool as well as an enrichment tool. Teachers will use this data, along with Iready reports, to help create SMART Goal and CFAs as a way to monitor students’ progress  **Desired outcomes:** Students will demonstrate mastery on CFAs; Students will have the ability to track and monitor their own progress. The number of Proficient/Advanced students will increase on benchmark assessments (DEA, Istation, and Iready)  **Projected costs and funding sources:** Site license for Study Island-$3780.00; Site license for IXL Math $3,500.00. Title 1  **Describe how this specific strategy will help you achieve your goals for the 2014-15 school year and address areas of challenge from the past year:** Students will receive remedial and enrichment instruction and more exposure to grade level material, and teachers will be able to provide instruction based on student needs.   1. **Strategy:** Students who are below proficient on 2014 TCAP and benchmark assessments, especially those in economically disadvantaged subgroups, will be targeted for intervention.   **Implementation Plan:** Students will be identified using data from TCAP, DEA, Istation, and Iready. They will receive small group instruction bya certified, highly qualified part-time tutor who will provide small group instruction during the school day. Highly qualified teachers will provide before-school tutoring prior to TCAP (TCAP Bootcamp).An Education Assistant will also assist with providing small group and individual instruction.  **Desired outcomes:** Students will demonstrate mastery on CFAs; Students will have the ability to track and monitor their own progress. The number of Proficient/Advanced students will increase on benchmark assessments (DEA and Iready).  **Projected costs and funding sources:** Title 1 Assistant: $25,000; Certified part-time tutor: $14,000; TCAP Bootcamp: $3500.00  **Describe how this specific strategy will help you achieve your goals for the 2014-15 school year and address areas of challenge from the past year:** This strategy will provide students with grade level remediation and instruction.   1. **Strategy:** Professional Development sessions will emphasize higher-level thinking, differentiated instruction, CCSS, Understanding Poverty, Closing Gaps, and TEM.   **Implementation Plan:** Professional development sessions will be scheduled based on teacher survey given by PLC Coach at the beginning of the year. Sessions will also be scheduled based student data, TEM observation data, and district requirements.  **Desired Outcomes:** Increase students’ achievement by one tier prior to 2015 TCAP so that overall and subgroup goals are met.  **Projected costs and funding sources:** Professional development will be provided by PIT Crew, PLC Coach, Master Teacher.  **Describe how this specific strategy will help you achieve your goals for the 2014-15 school year and address areas of challenge from the past year:**  This strategy will ensure that teachers understand how to utilize best practices to increase student achievement. | | |
| Key benchmarks for progress on strategies: | Benchmark: | | Timeline: |
| Create and maintain effective PLCs | | PLC Coach: July 2014  PLCs Sept. 2014-May 2015 |
| Increase formative assessments: Study Island, IXL Math, STAR Reading purchases; Benchmark Assessments (Istation, Iready, DEA) | | Sept. 2014  Dec. 2014  March 2015 |
| Intervention/Small Group Instruction TCAP Bootcamp | | Oct. 2014-2015  April 2015 |
|  | Schedule Professional Development sessions meeting teachers’ needs- (Accountable Talk, Understanding Poverty, Visible Thinking, T.E.M. 4.0, Closing the Gaps, etc. | | Sept. 2014-May 2015 |