

## Tennessee School Improvement Plan 2013-2014

<b>School:</b>	Wilson Elementary School	
<b>District:</b>	Overton County	
<b>Analysis of last year's final results:</b>	<b>Areas of Greatest Progress:</b>	<b>Areas of Greatest Challenge:</b>
	<b>Proficient/Advanced Improvements</b> <ul style="list-style-type: none"> <li>Based upon TCAP Annual Measurable Objects in math our school had 46.8% proficient/advanced. This is a growth of 15.4% from 2012.</li> <li>Based upon SAT 10 value added in reading and math for 1<sup>st</sup> and 2<sup>nd</sup> grade students met the standard for academic growth in both subjects.</li> <li>Based upon SAT 10 value added in language 1<sup>st</sup> grade students made substantially more progress than the standard for academic growth.</li> </ul>	<b>Proficient/Advanced Setbacks</b> <ul style="list-style-type: none"> <li>Based upon TCAP Annual Measurable Objects our school had 41.8% proficient/advanced in reading/language arts. This is a loss of 1.3% from 2012.</li> </ul> <b>Other Areas of Need</b> <ul style="list-style-type: none"> <li>Based upon surveys (Parents, Teachers, and Students) having various means of communication and increased parental involvement is a concern for many.</li> </ul>
	<b>Source of Progress:</b>	<b>Source of Challenge:</b>
	<p>Students in first and second grade met the standards for academic growth in reading and math. Also students in grades third through eight at Wilson Elementary have made gains in Math. These gains may be attributed to the following:</p> <ul style="list-style-type: none"> <li>Use of Compass Odyssey, which is a scientifically research based program to work on areas identified using ThinkLink, SAT 10, and classroom assessments.</li> <li>Our teachers are provided with effective research-based</li> </ul>	<p>The overall average for Wilson Elementary did not make gains in RLA. These losses may be attributed to the following:</p> <ul style="list-style-type: none"> <li>Common Core math was implemented and the school focus has been more upon math.</li> <li>Lack of staff developments being offered in reading/language arts.</li> </ul>

	<p>programs, strategies, and instructional materials that are aligned with Common Core Standards as proven by improved test scores.</p> <ul style="list-style-type: none"> <li>• The school consistently uses data to drive instructional decisions.</li> <li>• Collaborative instructional planning is encouraged.</li> <li>• Professional development is provided.</li> <li>• Curriculum is differentiated based on individual student needs.</li> <li>• Remediation and enrichment programs are provided in all grade levels to ensure each student receives optimal instruction at his/her own level.</li> <li>• Staff development in Instructional practices</li> <li>• Strategies/sessions for planning instruction</li> <li>• Teachers attending staff development on identified instructional need and Common Core</li> </ul>	
<b>Goals for this school year:</b>	<p><b>Overall Achievement Goals: (Aligned to First to the Top Goals)</b></p> <ol style="list-style-type: none"> <li>1. All Wilson Elementary students in grades 3<sup>rd</sup> through 8<sup>th</sup> grade will achieve a positive scoring gain in reading/language arts by increasing proficient/advanced scores school-wide by 3.6% to meet state requirements for AMOs. This will give the school an overall proficient/advanced score of 45.4%.</li> <li>2. All Wilson Elementary students in grades 3<sup>rd</sup> through 8<sup>th</sup> grade will achieve a positive scoring gain in math by increasing proficient/advanced scores school-wide by 2.4% to meet state requirements for AMOs. This will give the school an overall proficient/advanced score of 64.6%.</li> <li>3. All Wilson Elementary students in first and second grades will continue to meet or exceed the standard for academic growth in reading and math.</li> </ol>	

	<b>Subgroup Goals: (List each subgroup individually)</b>
	1. All Wilson Elementary students in grades 3 <sup>rd</sup> through 8 <sup>th</sup> grade will decrease non-proficient score in RLA by 4%.
	<b>Other Required Goal Areas:</b>
	Wilson Elementary will increase parent-teacher-school communication and increase parental involvement.
<b>Plan for this school year:</b>	<b>Key strategies to achieve goals:</b> <ol style="list-style-type: none"> <li>1. Continue Common Core RLA Training for all teachers in.</li> <li>2. High quality, site-based professional development for all teachers on Common Core standards in RLA.</li> <li>3. Implementation of vertical and horizontal professional learning committees. The PLC meetings will take place bi-weekly. Continue to have monthly faculty meetings.</li> <li>4. Implementation of RTI. During RTI time students that are on grade level will participate in enrichment activities.</li> <li>5. Identification and support for bubble students (students' not making average growth on MAPS test) involving extra support from classroom teacher and Instructional coach.</li> <li>6. All teachers will focus upon teaching the academic vocabulary.</li> <li>7. Reading/LA teachers in 3<sup>rd</sup> through 8<sup>th</sup> will work on fluency using <i>Six Minute Fluency</i>.</li> <li>8. Continue to increase parental and community involvement by offering various activities throughout the year.</li> <li>9. Continue to have coordination and integration of federal, state and local services and programs.</li> <li>10. All students will use Compass Odyssey, which is a scientifically research based program to work on areas identified using MAPS test. Intervention will be thirty minutes two times per week with the Instructional Coach.</li> <li>11. Students will have access to the Compass Odyssey program for use at school and home.</li> <li>12. Communication with parents through notes home, calling system, school website, teacher webpage, Edmodo, and daily take home folders.</li> <li>13. Before and after school program offered for all students in math and language arts.</li> <li>14. MAPS test will be given three times per year to monitor student progress. In addition the faculty will use the data to adjust teaching and improve student learning or refer a student for RTI.</li> <li>15. Dibels will be given to students in kindergarten through 2<sup>nd</sup> to target areas of weakness and identify students who may need extra assistants in reading.</li> <li>16. Progress Monitoring will be given every two weeks to all students in RTI. This will identify if the program in place is effective and the student making growth.</li> <li>17. Maintain Healthy School Team and Coordinated School Health Initiatives to reduce nonacademic barriers to learning.</li> </ol>

	<p>18. A teacher's assistant will be incorporated into the classroom to help each teacher address the needs of all children.</p> <p>19. A full time counselor will work with students in class and individually to reduce nonacademic barriers to learning.</p> <p>20. All teachers will keep work/assessment folders for all students. These folders will also reflect the students' competency as outlined in the Common Core Standards. Included in each child's folder will be a parent contact sheet, a copy of the Parent/Student/Teacher compact, student work samples, TCAP data assessment, MAPS data, and any other material the teacher deems necessary to serve the needs of each individual student.</p>
	<p><b>Key strategies to achieve progress for students with the greatest need:</b></p> <ol style="list-style-type: none"> <li>1. Identification, support, and remediation for all students throughout the year who are not progressing.</li> <li>2. Response to Intervention in reading using RTI kits and other research based instructional programs thirty minutes daily.</li> <li>3. Response to Intervention in math using research based instructional programs thirty minutes daily.</li> <li>4. Enrichment activities will be offered for students in kindergarten through third grade in RLA thirty minutes daily.</li> <li>5. Pull out of bubble students by instructional coach for language arts and math support twice per week using Compass Odyssey.</li> <li>6. Data team to review data and to identify weaknesses in student achievement.</li> <li>7. Family reading nights, movie nights, and other activities to encourage parental involvement and academic support.</li> <li>8. Progress reports are sent home half-way through each nine weeks.</li> <li>9. Teacher assistant will work with classroom teacher to support instruction.</li> <li>10. Extra computer lab opportunities will be given daily for students in 3<sup>rd</sup> through 8<sup>th</sup> grade who are not making growth. During these lab times, Compass Odyssey will be used to focus on individual student needs.</li> </ol>
	<p><b>Projected costs and funding sources for key strategies:</b></p> <p><b>Key strategies to achieve goals:</b>  Strategy 1 and 2: Staff development: \$1500  Strategy 12: Take home folders \$200 and Calling System \$ 300  Strategy 13: Before and after school program: \$10,000  Strategy 14: MAPS testing:  Strategy 15: DIBELS: \$1 per student  All other strategies will not require additional funding</p> <p><b>Key strategies to achieve progress for students with the greatest need:</b>  All strategies will not require additional funding. The funding is already in place.</p>

<b>Benchmarks for Progress</b>	<b>Benchmark:</b>	<b>Timeline:</b>
	Common Core Reading/Language Arts Training:	Summer 2013
	Site-based professional development for all teachers on Common Core standards in Reading/ Language Arts:	2013-2014 School Year
	Intervention Training	2013-2014 School Year
	Implementation of Common Core Standards in RLA:	2013-2014 School Year
	DIBELS and MAPS testing and evaluation of data:	Quarterly (pre, mid, and post)
	RTI students monitored for progress	Bi-weekly
	PLC meetings	Bi-Weekly 2013-2014 school year
	Faculty meetings	Monthly 2013-2014 school year
	Before and After school program	School year 2013-2014
	Parental Involvement Activities	School year 2013-2014 (See list of activities)