

2014-2015 Tennessee School Improvement Planning Template

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

School Name:	Johnson Elementary	
Accountability status:	Focus	
Analysis of last year's final results:	Areas of Greatest Progress:	Areas of Greatest Challenge:
	<p>Through Safe Harbor we met our AMO for 3rd-4th Reading with 67.6% proficient/advanced</p> <p>Through Safe Harbor we met our AMO for 3rd-4th Math with 68.7% proficient/advanced</p> <p>Asian subgroup went from 72.7% proficient/advanced in Math to 88.8% proficient/advanced</p> <p>BHN subgroup went from 54.3% proficient/advanced in Math to 59.4% proficient/advanced</p> <p>ELL or LEP subgroup went from 0% proficient/advanced in Math to 71.5% proficient/advanced</p> <p>BHN 3rd-4th Math gap closure went from 11.7% to 9.3%</p> <p>ELL or LEP Reading gap closure went from 45.6% to 40.8%</p> <p>ELL or LEP Math gap closure went from 65.2% to -2.9%</p>	<p>3rd grade Math went from 84.4% proficient/advanced to 60.5% proficient/advanced</p> <p>3rd grade Reading went from 79.5% proficient/advanced to 57.3% proficient/advanced</p> <p>BHN subgroup went from 61.0% proficient/advanced in Reading to 52.9% proficient/advanced</p> <p>ELL or LEP subgroup went from 70.8% proficient/advanced in Reading to 53.3% proficient/advanced</p> <p>ED subgroup went from 64.7% proficient/advanced in Reading to 53.5% proficient/advanced</p> <p>SWD subgroup went from 61.6% proficient/advanced in Reading to 54.6% proficient/advanced</p> <p>SWD subgroup went from 77.0% proficient/advanced in Math to 57.1% proficient/advanced</p> <p>ED Reading gap closure went from 17.1% to 25.3%</p> <p>ED Math gap closure went from 17.7% to 23.1%</p> <p>SWD Math gap closure went from -10.9% to 13.2%</p>
	Underlying Reasons for Progress:	Underlying Reasons for Challenge:
<ul style="list-style-type: none"> Academic Tutoring before and after school, summer tutoring Tutors were highly qualified and a majority of them were JES teachers Focus Grant providing additional interventions (Read Naturally and Aha! Math) technology and PD for teachers AST meetings All grade levels meet weekly in their PLC group to analyze data Students tracked and monitored 	<ul style="list-style-type: none"> Students were in a small group setting but needed more one on one instruction- not enough tutors to meet student needs Difficult to mandate student attendance Low parent involvement and communication was often a challenge Rtl scheduling challenges. Some students needed just Tier 2 Math only or Tier 2 Reading only or Tier 2 Math and Reading this 	

	<p>their growth on district benchmarks</p> <ul style="list-style-type: none"> • ELL parent nights with refreshments and child care • Reading Night for parents and students to attend. • Math Nights for parents to attend- teacher presented math strategies they were using in their classroom. • Departmentalizing in grades- 1st, 3rd and 4th. 	<p>made it difficult to provide Tier 2 scheduling.</p>
<p>Goals for 2014-15 school year:</p>	<p>Increase Reading 3-4 from 67.6% proficient/advanced to 69.6% proficient/advanced. Increase Math 3-4 from 68.7% proficient/advanced to 70.7% proficient/advanced. Increase Reading 3rd grade from 57.3% proficient/advanced to 60.0% proficient/advanced. Increase Math 3rd grade from 60.5% proficient/advanced to 63.0% proficient/advanced.</p>	
<p>Plan for this school year:</p>	<p>Key strategies to achieve goals:</p> <ol style="list-style-type: none"> 1. Strategy: Before/after and summer school tutoring Implementation Plan: Students that are in need of tutoring, based on results from STAR, Aimsweb and teacher recommendation are encouraged to attend tutoring sessions. Desired outcomes: A 0.2% growth each time the students are progress monitored using STAR and Aimsweb. Projected costs and funding sources: Imagine Learning- remaining Focus Grant Funds, Read Naturally- Johnson’s Instructional Funds, Compass-District Funding , Gentry- private funding <p>Describe how this specific strategy will help you achieve your goals for the 2013-14 school year and address areas of challenge from the past year:</p> <p>An analysis of TCAP results for individual students indicated that the tutoring program was a key to student success. Individual students from BHN and ED subgroups will be identified as needing additional support and will attend Gentry’s Educational Foundation after school (Monday-Thursday from 3:30-5:30). During this extended learning time, the instructors will reinforce reading and math skills taught during the school day as well as, teach reading and math skills that have not been mastered. Tutors will use a hands-on approach to reteach skills during extended learning time. The students will utilize research- based programs including Compass Learning, Odyssey and Read Naturally. There will be a low teacher-student ratio of no more than 1 to 5 to provide more individualized instruction. Students with the greatest need will be provided a teacher – student ratio of 1 to 1. Imagine Learning is an ELL computer program that is also used. The students that are using this program are ELL students but may also be a part of the ED subgroup.</p>	

During the summer program students will be involved in intensive instructional classes in math and reading addressing the students' individual needs. Reading and math skills will be reinforced through music, dramas, piano, computer programs (Read Naturally, Odyssey, Imagine Learning) physical education and hands- on lessons.

2. **Strategy:** Address teaching and learning needs related to academic problems of low achieving students.

Implementation Plan: Provide materials and professional development for teachers to help them meet student needs.

Desired outcomes: Student growth as evident from STAR, Aimsweb, TEAM evaluations will show improvement in: questioning, thinking, problem solving

Projected costs and funding sources: Quantum Learning-remaining Focus Grant funds, WIDA training- District Funds, Learning Forward Conference – District Funds

Describe how this specific strategy will help you achieve your goals for the 2013-14 school year and address areas of challenge from the past year:

The Reading Specialist and Math Coach will recommend materials and supplies that will benefit the students based on STAR Reading and Math assessments. Materials will include those identified specific to students' individual needs.

Professional Development: WIDA training for ELL teachers, Mid Cumberland CORE Math Consortium for grades 3rd-5th, Mid Cumberland CORE Reading Intervention Training, Common Core Learning Leaders for grades PreK-5th grade, Quantum Learning for all Johnson teachers and paraprofessionals, District Professional Development- all teachers and paraprofessionals will attend selected classes based on their need, Learning Forward Conference – administration, Reading Specialist, Math Coach, and three classroom teachers will attend specialized sessions tailored to our students' needs.

Through Quantum Learning Training teachers will learn to: improve teaching effectiveness, improve student motivation, strengthen student character, implement and support leadership in the classroom and renew teachers' energy and passion for their profession.

3. **Strategy:** Instructional and Educational Materials

Implementation Plan: Purchase supplemental instructional and educational materials that support the scientifically research based curriculum of the district.

Desired outcomes: Student assessments will show growth, TEAM evaluation will show technology use and show teachers using a variety of ways to meet student needs

Projected costs and funding sources: remaining Focus Grant funds, Tiger Run fundraiser money

	<p>Describe how this specific strategy will help you achieve your goals for the 2013-14 school year and address areas of challenge from the past year:</p> <p>Promethean Boards will be purchased for the remaining teachers that want one in their classroom. Teachers and students will utilize the Boards in the classroom.</p> <p>Laptops will be used for individual student use, small groups, and teacher instruction. Students are required to take assessments and many of them are accessible online.</p> <p>iPads will be used for individual student use, small groups, and teacher instruction. Many of the computer programs used in tutoring and intervention can also be used on the iPads.</p>	
Key benchmarks for progress on strategies:	Benchmark:	Timeline:
	All teachers and paraprofessionals will attend Quantum Learning Training	August and November 2014
	All teachers K-4 meet in their PLC's weekly to analyze data and discuss student growth. Administrators will be present at all PLCs. When needed, Reading Specialist and Math Coach will attend meetings.	Weekly throughout the school year
	Progress Monitoring scores on students are analyzed by teachers, administration, Reading Specialist and Math Coach. Classroom teachers, Reading Specialist, Reading Teacher, Math Coach, School Psychologist, Guidance Counselor, and Special Education teacher work together to determine strategies that would be beneficial to student needs.	Weekly Progress Monitoring with STAR and Aimsweb. PLC meetings will be held weekly. AST meeting will be held 1 to 2 times a month.
	Extended Learning tutoring programs before/after school and summer.	October 2014-April 2015 June and July 2015
	Promethean Board and iPad training for teachers	Ongoing throughout the 2014-2015 school year
	Subgroup Tracker- 3 rd and 4 th grade subgroups are monitored on a spreadsheet where their growth is monitored by administrators, Reading Specialist and Math Coach	Ongoing throughout the 2014-2015 school year
	PLC Template- Teachers use a template with the 4 guiding PLC questions and document their PLC meeting. Each grade level submits the template to administrators after each PLC.	Ongoing throughout the 2014-2015 school year
	Teach Like A Champion book study- book study on effective teaching strategies	Ongoing throughout the 2014-2015 school year
Imagine Learning –an engaging language and literacy software program that accelerates English learning. Focused on oral language, academic vocabulary, instruction in the five essential components of reading, and strategic first-language support.	Ongoing throughout the 2014-2015 school year	