**2014-2015 Tennessee School Improvement Plan**

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

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| School Name: | Grassy Fork Elementary School | | |
| Accountability status: | Exemplary Standing 2014 All A’s in Achievement 2013-2014  . | | |
| Analysis of last year’s final results: | Areas of Greatest Progress: | Areas of Greatest Challenge: | |
| Proficient/Advanced Improvements:  Growth Standard ( Achievement Data)  **Math:**  **Grades 3-8th 71.4% Proficient/Adv.**  **Grades 3-8 4.3% Increase**  Grade 8: 83.3% Proficient/Adv.  Increase + 35  Grade 4: 83% Proficient/Adv.  Increase + 25  Grade 6: 70% Proficient/Adv.  Increase +24  **English Language Arts:**  Grade 8: 90% Proficient/Adv.  Increase +34  Grade 4: 75% Proficient/Adv.  Maintained 75%  **Science:**  **Grades 3-8th** **79.36% Proficient/Adv.**  **2.6% Increase**  Grade 8: 91.6% Proficient/Adv.  Increase +34  Grade 3: 100% Proficient/Adv.  Increase +11  Grade 4: 81% Proficient/Adv.  Increase +8  Grade 6: 90% Proficient/Adv.  Decrease -2  Statistical Note:  Testing below 100 students, each grade is around a dozen students; therefore, one or two students’ results can greatly affect percentages on the State Report Card . | Proficient/Advanced Setbacks:  Growth Standard (Achievement Data)  **Math:**  Grade 7: 25% Proficient/Adv.  Decrease -59  Grade 3: 75% Proficient/Adv.  Decrease - 15  Grade 5: 61.5% Proficient  Decrease -16.5  **English Language Arts:**  **Grades 3-8th 66.6% Proficient/Adv.**  **Grades 3-8 -6.0% Decrease**  Grade 6: 60% Proficient/Adv.  Decrease -32  Grade 3: 50% Proficient/Adv.  Decrease -21  Grade 7: 50% Proficient/Adv.  Decrease -19  Grade 5: 61% Proficient/Adv.  Decrease -9  **Science:**  Grade 7: 62.5% Proficient/Adv.  Decrease -21.5  Grade 5: 62% Proficient/Adv.  Decrease -5  Statistical Note:  Grassy Fork School is overwhelmingly economically disadvantaged and white. Subgroups do not play a significant role in our data analysis. | |
| Underlying Reasons for Progress: | Underlying Reasons for Challenge: | |
| First and foremost our excellent staff instruction, guided by the Tennessee State Standards, is greatly credited. The student effort is tremendous throughout the year. The parent and community support is also credited for great progress.  We also implemented an ELA standard that all grades K-8 begin each day with 2 Daily Oral Language practice sentences that are carefully analyzed and discussed by each teacher.  We have implemented an after-school program that gives supplemental instruction and help with homework.  We made a school-wide effort for all grades 4-8th to memorize multiplication times tables and rewarded the students for that effort.  We gave prizes for Reading AR books each 9 weeks and encouraged students to read by buying books of great interest. | With the small sample sizes involved with our school, cohort differences are greatly magnified.  Because we have 7 teachers and 9 grades covering all state standards in each area often presents a challenge.  Seventh grade instruction could have been more intense. Perhaps we covered too much material and the students would have been better served by doing fewer concepts at a deeper level. | |
| Goals for 2014-15 school year: | Overall Achievement Goals: (Aligned to First to the Top Goals) | | |
|  | 1. Grassy Fork Student mathematics achievement scores on the TCAP test for 3rd-8th grade (All Subgroups) will increase from 66.6% in 2013-2014 to 68.7% in 2014-2015 the annual measurable objective (AMO). 2. Grassy Fork student ELA achievement scores on the TCAP test for 3rd-8th Grade (All Subgroups) will increase from 71.4% 2013-2014 to 73.2% in 2014-2015. (AMO) 3. Grassy Fork 3th Grade ELA will increase from 50.0% to 60.0% in 2014-2015 school year. 4. Grassy Fork 3rd-8th will increase from 66.6% to 68.7% in 2014-2015. 5. Grassy Fork 7th Grade Math will increase from 25% in 2014 to Grassy Fork 8th grade Math 60% in 2014-2015. 6. Grassy Fork 5th Grade Math will increase from 61.5% in 2013-2014 to 70% for Grassy Fork 6th Grade in 2014-2015. 7. Grassy Fork Second Grade will improve reading and math scores. 8. Grassy Fork Kindergarten and First Grade will lay down a foundation to be used as a basis for all school growth.   Subgroup Goals:   1. Grassy Fork School economically disadvantaged students will close the achievement gap on the 3-8th Reading by 0 .7% percentage points for 2014-2015. 2. Grassy Fork students have no other achievement gap concerns and hope to continue this trend.   Key Strategies To Achieve Goals:   1. All grades K-8 will begin each day with 2 DOL sentences. Sentences will be thoroughly investigated learning parts of speech, subject-verb agreement, and kind of sentence, for a better understanding of the structure of a sentence. Mr. Clark will teach 8th  ELA that scored 50% as 7th grade English bringing the DOL sentences to a higher level and increase reading scores using novels for discussion and deeper reading for understanding. Miss Hayes, as a new 3rd grade teacher, will teach the DOL sentence structure to the 3rd grade and do individual reading and group discussion for reading for understanding. Mr. Ford will improve the 3rd grade 50% ELA to 4th grade ELA to 60% using DOL higher level and group reading for understanding. 2. Math scores will be improved by using no calculators until after Christmas and knowing the multiplication tables so well as to not rely on calculators and be able to know the content quicker. The 7th grade math students that scored 25% will be given more math time each day for more math repetition by Mr. Clark. 3. The Math Program IXL and Study Island will be incorporated for more practice on math problems. 4. The After-School Program will work closely with each teacher and follow Tennessee State Standards for improvement in all subject areas. 5. Informational texts will be implemented in all areas of curriculum across grades K-8th to give students an opportunity to interact with, and think critically about text that are based on fact and evidence. 6. Continuation of Accelerated Reading Program in grades K-8th. Students in grades 1-8th will continue to complete the comprehension questions at the end of selected books scoring 70% *or above*. Books of the students’ choice will be purchased for their reading pleasure. 7. Students will write for understanding in grades 4th-8th no less than 2 papers per 9 weeks covering one science, social studies, a novel, or teachers’ choice essay. This will allow students better spelling, grammar habits and lay down long term memory of learned material. 8. Teachers will continue to benchmark test using Study Island and weekly assessments to better guide instruction. 9. Professional Learning Communities will be attended as needed and directed by the Principal and Central Office. The purpose of PLC meetings are for collaboration of teachers on topics such as best teaching practices, data analysis, problem-solving strategies in the classroom, and others that improve student achievement and school safety. The strategy will be implemented through training/professional development throughout the year. Also the Principal will attend various PLC meetings to provide feedback and guidance related to the purpose of PLC meetings. 10. By incorporating hands-on methods in science such as: experiments, dissections, class projects, and science based research and powerpoint presentions, we hope to accomplish many improved goals in science. 11. Grassy Fork 2nd grade will do DOL sentences and teach reading and math in the morning. Math problems of simple computation will be taught in the morning: adding and subtracting. Second Grade individual reading in a group and discussion of words, story plots, characters, and story summary will provide all students a deeper understanding in reading. Math written problems and reading for understanding will follow in the afternoon. 12. Kindergarten and First grade will lay down a foundation of learning for Grassy Fork School. Each Kindergarten student will be able to write and say numbers to 100, pass the Readiness Test, and be reading by the end of the school year. First grade students will reach the grade appropriate level in reading, ELA, and math. For higher goals Kindergarten-Third Grade will participate in the newly developed Reading University Program created by Heather Hawkins and Stacy Morgan.   Desired Outcomes:  For each of the Strategies listed above, our desired outcome is to improve the percentage of students scoring proficient/advanced and meeting the requirements of our school-level AMO’s (Annual Measurable Objectives) and gap closure targets.  Projected Costs and Funding sources for key strategies:  Strategy 1 DOL will be at no cost, books have been purchased for teachers.  Novels have been provided for grades 5th-8th by the district and county teachers have met and helped make teacher pacing guides and teacher lesson plans.  Strategy 2 will cost approximately $200.00. A prize will be awarded for the best time for the times-tables and each student that says his/her multiplication tables in 2 minutes or less will be given a free t-shirt.  Strategy 3 the IXL and Study Island program will provided by the Central Office and at no cost to the school.  Strategy 4 the After-School Program is provided by a LEAPS Grant  Strategy 5,6, and 7 will be the expense of new books, magazines, field trips, and other media used for the students reading and research. The cost for materials, field studies, and rewards will be approximately $2000.00 to be provided by the school fundraiser the Raven Strut and Thanksgiving Dinner proceeds. Title I provides the expense of Accelerated Reader Program at a cost of $1900.00.  Strategy 8,9, and 10 will be at no cost of the school as PLC trainings, and local law official trainings will be provided by Central Office or donated time by our sheriff’s department.  Strategy 10 will be addressed by allowing Mr. Tocholke to teach 7th and 8th grade science and by purchasing more equipment, materials, and projects for all science teachers.  Strategy 11 and 12 will involve a dedicated staff driven to provide Grassy Fork students the foundation they will need to maintain and increase student learning.  Awards for excellence will be provided by the Principal. | | |
| Key benchmarks for progress on strategies: | Benchmark: | | Timeline: |
| Teachers will monitor student progress daily in all areas. (Strategy 1 &2) | | Progress reports will be sent home weekly for 2nd-3rd grades.  Progress reports will be sent home at least every two weeks in grades K/1, 5/6, 7/8th. |
| Accelerated Reading Program will be monitored by each teacher so that students check out books dealing with informational text as well as fiction.  (Strategy 6)  Writing Composition Papers will be assigned; graded, and reassessed to allow the students immediate feedback, positive grades, and greater understanding. (Strategy 7) | | Teachers will monitor Accelerated Reader Quizzes on a weekly basis. Teachers will assign, assess, and reassess writing composition papers and share results with the Principal. |
| PLC Leadership TEAM meetings will be on a as needed basis; agendas kept and minutes submitted to the administration. (Strategy 9) | | Teachers will provide the Principal documentation of PLCs attended. The PLCs will be reviewed minutes and meeting agendas will be added to the Principal notebook of PLCs on a monthly basis. |
|  | The teachers will have lesson plans ready by Monday morning covering at least one state standard in each subject. The Principal will read each lesson plan and perform observations and walkthroughs. Each teacher will come by the Principal’s office for a conversation concerning the growth of the students at least once a week during his/her planning. | | Weekly walkthroughs by the Principal, careful analysis of Teacherease lesson plans and on going conversations of academics of students will be a priority focus of Grassy Fork School. |
|  | RTI students will be progress monitored on a weekly basis. Teachers will send students that could be assisted by RTI lead instructor, Kim Derrick. | | Teachers will assess on a daily basis and send students that could benefit one-on-one instruction. |
|  | Students can be allowed to go to instructors of Art, Music, Librarian, and PE for extra tutoring. | | If students are not achieving A-D level, students must be tutored. |