

2014-2015 Tennessee School Improvement Planning Template

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

School Name:	Poplar Grove Elementary			
Accountability status:	Reward, Focus, or Priority if applicable.			
Analysis of last year's final results:	Areas of Greatest Progress:		Areas of Greatest Challenge:	
	3 rd and 4 th Grade BHN Math Achievement		3 rd Grade percentage of students who score proficient or advanced in reading dropped 9.4% between 2013 and 2014. 3 rd and 4 th Grade percentage of SWD students who score proficient or advanced in reading dropped 10.1% between 2013 and 2014. High Achievers are a large percentage of our student body and are showing less growth. We want to move our growing proficient students into the advanced category.	
	2012-13	2013-14		% increase
	55.4	61.3		5.9%
	3 rd and 4 th Grade ELL Reading Achievement			
2012-13	2013-14	% increase		
0.0	20.0	20.0%		
3 rd and 4 th Grade ELL Math Achievement				
2012-13	2013-14	% increase		
21.4	33.4	12.0%		
	Underlying Reasons for Progress:		Underlying Reasons for Challenge:	
	Reading gains from 2013 to 2014 with the BHN and ELL subgroups may be attributed to the following: 1. Use of classroom data walls to track student progress and identify student subgroups. 2. Tiered instructional block to focus on student's specific learning needs 3. Focused support for the ELL students through general education teachers, academic coaches, and the ELL teachers.		2013-2014 was the first year of implementation for our Wonders series and our first year to be completely immersed in Common Core. Additionally, knowing this was a dip across the state we do have concerns about the validity of the 3 rd grade reading test. This was the first year none of our SWD took the MAAS assessment. They all were tested using the standard TCAP test. The focus over the past couple of years shifted to a struggling subgroup of learners.	
Goals for 2014-15 school year:	<ol style="list-style-type: none"> 1. Focus on Reading Achievement (3rd grade) 2. Close Gap between SWD and NonSWD students 3. <i>Focus on High Achievers- by looking at ways to differentiate for all students we can increase the percentage of students who are scoring proficient or advanced on TCAP.</i> 			
Plan for this	Key strategies to achieve goals:			

<p>school year:</p>	<ol style="list-style-type: none"> 1. Strategy: Team Teaching in 3rd Grade Implementation Plan: After reviewing teacher TCAP data in all assessed subject areas, the PGES administration placed the 3rd grade teachers in their area of strength. Desired outcomes: Teachers are able to focus on one subject specifically enabling them to strategically plan differentiated lessons focused on improving achievement and progress for all students. Projected costs and funding sources: Additional funding is not necessary 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: Like any form of collaborative scholarship, successful collaborative teaching integrates the strengths of multiple viewpoints in a synthetic endeavor that no single member of the project could have completed independently. It also provides an expanded number of teaching styles that may connect with more student learning preferences. 2. Strategy: Strategic Subgroup Tracking Implementation Plan: Templates have been created to identify students in each subgroup and track their progress toward anticipated TCAP performance. Desired outcomes: Increased focus on the progression of students in each subgroup with an greater percentage of students who score proficient or advanced in each group on TCAP. The ability to easily recognize students who fall into multiple subgroups. Projected costs and funding sources: Additional funding is not necessary 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: By identifying students in each subgroup and systematically tracking their progress throughout the year teachers may intervene early yielding a greater number of students who score proficient or advanced on TCAP. Furthermore, they will be able to specifically identify, target, and track our subgroup students to monitor the effectiveness of the instruction and intervention they receive. The additional data tracking spreadsheet will enable teachers to easily identify if a student falls in multiple subgroups. 3. Strategy: Focus on work that is rigorous and meets student needs Implementation Plan: PGES administration focused on the importance of meaningful rigorous student work during the beginning of the year professional learning days. Desired outcomes: The percentage of students who score advanced on TCAP will increase by 5% and advanced learners will show positive gains on TCAP. Projected costs and funding sources: Additional funding is not necessary 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:
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	<p>Focusing on work that is rigorous and relevant for students will afford students with the opportunity to be challenged frequently. The time spent on individual tasks will have purpose and be directly linked to the standard. It is our hope that students will spend more time engaged in activities that develop critical thinking skills.</p>	
<p>Key benchmarks for progress on strategies:</p>	<p>Benchmark:</p>	<p>Timeline:</p>
	<p>1. Allotting time in PLC meetings to discuss the team teaching model, collaborate with other subject specific teachers, and have collective conversations about student data across multiple subjects.</p>	<p>August- New schedule began</p> <p>September- PLC meeting to discuss what is working and what should be tweaked about the new schedule and the impact it is having on student learning.</p> <p>Periodically- revisit the discussion of team teaching and analyze the impact on student learning.</p> <p>May- Review TCAP data to see if the impact was positive as expected.</p>
	<p>2. Subgroup tracker is created and updated after each testing benchmark</p>	<p>September- Subgroup Tracker created and beginning of the year data entered</p> <p>January- new benchmark data added, conversations in PLC meetings about student progression in each subgroup</p> <p>April- final benchmark data added analyzed, and discussed and final push for students to perform proficient or advanced on TCAP. Following the April benchmark students who continue to show deficits and will be invited to attend a TCAP boot camp.</p> <p>Additionally, data for any students who are progress monitored will be entered as it is gathered.</p>
<p>3. Focus on work that is rigorous and meets student's needs.</p>	<p>Ongoing throughout the year during teacher observations.</p>	

		<p>July- Created clusters of high achievers in classrooms to focus on high achievers.</p> <p>August- Beginning of the year staff meeting to discuss the work being done in classrooms and work being displayed in the hallway.</p> <p>Sept.- Learning Leader training on rigorous student work.</p> <p>October- PL on differentiated instruction</p> <p>November- PL on integrating the arts into core content and core content into arts.</p> <p>January- PL on developing rigor in math</p> <p>February- PL on developing rigor in reading</p> <p>March- PL on using technology to deepen understanding and rigor.</p>
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