

**TENNESSEE SCHOOL IMPROVEMENT PLAN**

**2014-2015**

**ELMORE PARK MIDDL SCHOOL**

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**Ethan Randall, Principal**

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Tennessee Department of Education

**Commissioner Kevin S. Huffman**

**Revised Tennessee School and District Improvement Plan Template**

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

School:	<b>ELMORE PARK MIDDLE SCHOOL</b>	
District:	<b>BARTLETT CITY SCHOOLS</b>	
Analysis of last year's final results:	Areas of Greatest Progress:	Areas of Greatest Challenge:
	<p><b>Proficient/Advanced IMPROVEMENTS</b></p> <p>1) Student proficiency on the 7th Grade Reading/Language Arts TCAP was 64.9%. This demonstrated an increase of 7.6% and exceeded the AMO by 4.9%.</p> <p>2) Students within the Economically Disadvantaged Subgroup achieved Gap Reduction Goals in both Mathematics and Reading/Language Arts.</p> <ul style="list-style-type: none"> <li>• Mathematics gap decreased from 21.8% to 7.6%.</li> <li>• Reading/Language Arts gap decreased from 21.1% to 14.2%.</li> </ul>	<p><b>Proficient/Advanced SETBACKS</b></p> <p>1) Student proficiency on the Mathematics TCAP was 61.3%. This was a decrease of 5.3% from 20122013.</p> <p>2) In Mathematics, the Students with Disabilities (SWD) subgroup increased the gap from 28.2% to 38.8%.</p>
<p><b>Overall Achievement Goals: (Aligned to First to the Top Goals)</b></p> <p>1) 7th Grade proficiency, as measured by the Mathematics TCAP, will meet or exceed the AMO of 68.8%.</p> <p>2) 7th Grade proficiency, as measured by the Reading/Language Arts TCAP, will meet or exceed the AMO of 67.1%.</p>		
<p><b>Subgroup Goals: (List each subgroup individually)</b></p> <p>1) Students within the Black/Hispanic/Native American subgroup will reduce the achievement gap by at least 0.8% as measured by the Mathematics TCAP.</p> <p>2) Students within the Economically Disadvantage subgroup will reduce the achievement gap by at least 0.5% as measured by the Mathematics TCAP.</p> <p>3) Students within the Students with Disabilities subgroup will reduce the achievement gap by at least 2.4% as measured by the Mathematics TCAP.</p> <p>4) Students within the Black/Hispanic/Native American subgroup will reduce the achievement gap by at least 0.8% as measured by the Reading/Language Arts TCAP.</p>		

	<p>5) Students within the Economically Disadvantaged subgroup will reduce the achievement gap by at least 0.9% as measured by the Reading/Language Arts TCAP.</p> <p>6) Students within the Students with Disabilities subgroup will reduce the achievement gap by at least 1.7% as measured by the Reading/Language Arts TCAP.</p>
	<p><b>Other Required Goal Areas:</b></p>
	<p>1) Student proficiency for grades 6-8, as measured by the Mathematics TCAP, will meet or exceed the AMO of 63.7%.</p>
	<p>2) Student proficiency for grades 6-8, as measured by the Reading/Language Arts TCAP, will meet or exceed the AMO of 62.0%.</p>
<p>Plan for this school year:</p>	<p><b>Key strategies to achieve goals:</b></p> <p><b>1) Instructional Leadership Challenge:</b>                  Emphasis on provided consistent and quality feedback to all teachers. Goal is to get in 10% of all classrooms everyday so that 100% of classrooms are visited in each two-week period. Information can be found at: <a href="http://www.instructionalleadershipchallenge.com">www.instructionalleadershipchallenge.com</a></p> <p><b>2) Distributed Leadership:</b>                  Each academic area has an assigned administrator and a chairperson that also sits on the School Leadership team. The goal is to distribute the leadership and ensure best practices in the content area PLCs, classrooms, and lesson plans. School Leadership team meets weekly to discuss articles, data, observations, PLC updates, other information related to the school. Meet monthly with the school Leadership team to discuss the book “Shifting the Monkey” by Todd Whittaker.</p> <p><b>3) Peer Observations:</b>                  Each teacher is required to observe a peer at least once a month. They enter the reinforcement, refinement and recommendation into a Google doc. The purpose is for teachers to become familiar with the rubric, share ideas, and improve their instruction by discussing pedagogy with a colleague. The overall goal is for teachers to do peer observations on their own and more frequently to improve their own practice.</p> <p><b>4) Attendance:</b>                  The state average for 2013 was 95.4% and Shelby County School’s average was 95.6%. Elmore Park exceeded both percentiles. Goal is to maintain or exceed the 97.2% attendance rate from 2013.</p>
	<p><b>Key strategies to achieve progress for students with the greatest need:</b></p>
	<p>1) Scheduling school-wide intervention all at the same time every day (first period).</p> <p>2) Data driven placement in Learning Labs and other Intervention classes</p> <p>3) Extended Contract Program</p> <p>4) Planning school-wide intervention with student interests in mind to motive learning and reinforce attendance at school.</p> <p>5) Fidelity checks during intervention to ensure implementation is in</p>

	alignment with RTI2.	
	Projected costs and funding sources for key strategies:	
	Title 1 Budget: <ul style="list-style-type: none"> <li>• PLC Coach</li> <li>• 3 Intervention Tutors</li> <li>• 11 Interactive Projectors</li> </ul> Extended Contract Program \$5,000	
Benchmarks for Progress	<b>Benchmark:</b>	<b>Timeline:</b>
	1. All teachers will deliver Tier 1 intervention according to their curriculum standards.	Weekly PLC meetings throughout the school year; evaluations throughout the year; fidelity checks quarterly; peer observations
	2. Leadership Meetings	Occur monthly. Discuss what's going on with the school regarding our beliefs and scheduled events. Completing a book study with "Shifting the Monkey" by Todd Whitaker in an effort to build leaders
	3. PLC meetings	Occur weekly. Meet a minimum of 30 minutes and documented in their PLC agenda, which is submitted at the end of the week. Administrative teams visit the PLCs as needed.
	4. Data review	Universal screenings in September, November, and May; Istation progress monitoring; review of AP scores from 2013; student tracking; USA Test Prep benchmarking in October, December, and March.
	5. Attendance Records	Pull attendance reports quarterly to examine the percentage.
	6. Intervention	September: <ul style="list-style-type: none"> <li>• Screen students in math and reading on Istation</li> </ul>

		<ul style="list-style-type: none"> <li>• Place students in intervention based upon data from the universal screener</li> <li>• Progress monitor Tier 2/3 students monthly, weekly, or every other week to track their progress.</li> <li>• Every 4.5 weeks, RTI2 team meets to discuss interventions and progress for Tier 2/3 students.</li> </ul> <p>December:</p> <ul style="list-style-type: none"> <li>• Screen all students in math and reading on istation.</li> <li>• RTI2 team meets to discuss changes to intervention</li> </ul>
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