

West Chester Elementary

School Improvement Plan

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2011 Revised Tennessee School and District Improvement Plan Template

School:	West Elementary School (K – 3rd Grade)	
District:	Chester County School System	
Analysis of last year’s final results:	Areas of Greatest Progress:	Areas of Greatest Challenge:
	<p>Losses were made in all both Reading and Math by all subgroups last year with the exception of Students with Disabilities who remained at the 2010 level of 38%.</p> <p><u>Opportunity:</u> The overwhelming majority of students who were below proficient last year were at the Basic level of achievement for both Reading and Math, with the exception of African-Americans in Reading at 37.5% Below Basic. With close monitoring of classroom and formative assessment performance, the school can identify and target students who fall in the Basic category and work with them to move them to Proficient.</p>	<p>3rd Grade</p> <p>Reading: <u>All</u> - 14.3% loss (from 51.9% to 37.6%) <u>Af-Amer.</u> - 25% loss (from 38% to 13%) <u>Econ. Disadv.</u> - 16% loss (from 49% to 33%) <u>White</u> - 11% loss (from 52% to 41%)</p> <p>Math: <u>All</u> - 11.3% loss (from 56% to 44.7%) <u>Af-Amer.</u> – 25% loss (from 38% to 13%) <u>Econ. Disadv.</u> – 12% loss (from 46% to 34%) <u>White</u> - 8% loss (from 57% to 49%)</p> <p>Science: <u>All</u> - 14% loss (from 74% to 60%)</p>
	Source of Progress:	Source of Challenge:
	No progress was shown.	<p>Reading</p> <ol style="list-style-type: none"> 1. More time was spent in reading centers than in direct instruction. 2. Students were not exposed to reading passages whose lengths mirrored those in TCAP. <p>Reading and Math</p> <ol style="list-style-type: none"> 1. The focus was more on textbook content than curriculum standards. 2. Formative assessment data were not used to the degree needed to identify students and plan for intervention. 3. Classroom test questions did not necessarily mirror those in TCAP. 4. Family illness caused one teacher to need a substitute for a month.

Goals for this school year:	Overall Achievement Goals: (Aligned to First to the Top Goals)
	<p>For 2010-2011, the percent of 3rd grade students scoring proficient/advanced on the TCAP Reading assessment will increase by 10% (from 37.6% to 47.6%).</p> <p>For 2010-2011, the percent of 3rd grade students scoring proficient/advanced on the TCAP Math test will increase by 5% (from 44.7% to 49.7%).</p> <p>For 2010-2011, the percent of 3rd grade students scoring proficient/advanced on the TCAP Science test will increase by 4% (from 60% to 64%).</p> <p><u>Other Achievement Goals:</u></p> <p>Reading: Kindergarten – 60% proficient/advanced on the STAR Early Literacy Assessment First Grade – 55% proficient/advanced on the STAR Early Literacy Assessment Second Grade – 55% proficient/advanced on the STAR Reading Assessment</p> <p>Math: Kindergarten – 60% proficient/advanced on the STAR Math Assessment First Grade – 55% proficient/advanced on the STAR Math Assessment Second Grade – 55% proficient/advanced on the STAR Math Assessment</p>
	Subgroup Goals: (List each subgroup individually)
	<p><i>* For 2010-2011, there are 3 African-Americans, 2 Students/Disabilities and 1 Hispanic.</i></p> <p>Reading: African-American - 20% increase (from 13% to 33%) Econ. Disadvantaged - 15% increase (from 33% to 48%) White - 10% increase (from 41% to 51%)</p> <p>Math: African-American - 20% increase (from 13% to 33%) Econ. Disadvantaged - 10% increase (from 34% to 44%) White - 5% increase (from 49% to 54%)</p>
	Other Required Goal Areas:**
	<p>For 2010-2011, the attendance rate will meet or exceed the state goal of 93%.</p> <p><i>**TVAAS scores are not reported for this school.</i></p>
Plan for this school year:	Key strategies to achieve goals: <p>Reading and Math</p> <ol style="list-style-type: none"> 1. Teachers will be trained to understand school goals and what they mean in terms of related class goals and number of students to meet those goals. 2. STAR and 9-week formative assessments will be administered to all students. 3. Teachers will be trained in effective use of formative assessment data (i.e., STAR, 9-weeks assessments . . .) to identify struggling students and plan for targeted instruction.

4. 90 minutes of instruction will be dedicated to both Reading and Math.
5. All students will attend 30 minutes of computer-based learning (Compass Learning) in both Reading and Math.
6. Common Core standards for K-2 are in the process of being developed for both Reading and Math.
7. The district has purchased Education City for the school and teachers will receive training on its use.
8. Bus duty will be held in the cafeteria where students can have study time and get help from bus-duty teachers.

Reading:

1. Teachers will devote more time to direct instruction and less time to centers.
2. SRA kits have been ordered and will be used by all 3rd grade teachers in order to strengthen basic reading skills.
3. The school will continue to implement the Accelerated Reading Program.
4. Teachers will develop standards-based lesson and decrease their dependence on textbooks and reading books.

Key strategies to achieve progress for students with the greatest need:

1. Teachers will analyze data to identify achievement levels and progress of students; these data will be used to plan for whole-group reteaching/ reviewing/retesting, small group instruction, and pullouts.
2. Each grade level has a reading interventionist who splits his/her time among the teachers.
3. Four (4) mini-laptops have been purchased and will be used by interventionists to provide more computer time outside the lab.
4. A reading specialist works with third grade students who are the furthest below grade level. She collaborates with teachers to provide intervention with other students as needed.
5. The school/teachers will develop data notebooks to assist in monitoring student achievement.
6. The school will implement "Skills Day" when teachers divide up non-mastered skills and rotate students through classes. Teachers will divide skills by looking at formative assessments to determine which teacher had the greatest success on selected strategies.

Projected costs and funding sources for key strategies:

1. STAR Literacy -	\$1829.16	District: Title I
2. STAR Reading -	\$2177.89	District: Title I
3. STAR Math -	\$2177.89	District: Title I
4. Hosting -	\$ 450.87	District: Title I
5. Compass Learning	\$3000.00	District: Title I
6. Education City	\$1407.00	District: Title I
7. Accelerated Reader	\$1062.00	
8. Interventionists (4) –	\$ 43,135	District (Jobs and RTTT)
9. Teacher Assistant (1) –	\$ 12, 826	District
10. Mini-Laptops (4)-	\$1200.00	School: ARRA
11. SRA Kits-	\$3320.00	District: RTTT

Benchmarks for Progress	Benchmark:	Timeline:
	STAR Reading Assessments Kindergarten – 45%, 50%, 55%, 60% prof./adv. 1 st grade – 40%, 45%, 50%, 55% 2 nd grade – 40%, 45%, 50%, 55% 3 rd grade – 40%, 45%, 50%, 55%	August 2-September 30, 2011 October 3-December 1, 2011 January 3 – February 29, 2012 March 1 – April 30, 2012
	STAR Math Assessments Kindergarten – 45%, 50%, 55%, 60% prof./adv. 1 st grade – 40%, 45%, 50%, 55% 2 nd grade – 40%, 45%, 50%, 55% 3 rd grade – 40%, 45%, 50%, 55%	August 2-September 30, 2011 October 3-December 1, 2011 January 3 – February 29, 2012 March 1 – April 30, 2012
	9-Week Reading Assessments Kindergarten – 45%, 50%, 55%, 60% prof./adv. 1 st grade – 40%, 45%, 50%, 55% 2 nd grade – 40%, 45%, 50%, 55% 3 rd grade – 40%, 45%, 50%, 55%	October, 2011 December, 2011 March, 2011
	9-Week Math Assessments Kindergarten – 45%, 50%, 55%, 60% prof./adv. 1 st grade – 40%, 45%, 50%, 55% 2 nd grade – 40%, 45%, 50%, 55% 3 rd grade – 40%, 45%, 50%, 55%	October, 2011 December, 2011 March, 2011
	Teachers will be trained in use of formative assessment data for identifying students and providing targeted instruction.	November 10, 2011 – Meeting with Dr. Stewart for 1 st training December 13, 2011 – 2 nd meeting (4 ½ week data)
	Third grade teachers will meet once a week to review standards, lesson plans, teaching strategies, and student progress.	Weekly, beginning in November, 2011