

2013-14 Tennessee School Improvement Planning Template

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

School Name:	Hancock County Elementary	
Accountability status:	HCES is a focus school.	
Analysis of last year's final results:	Areas of Greatest Progress:	Areas of Greatest Challenge:
	Over the past several years HCES has concentrated on improving Reading/LA and math scores. We met our 3 rd grade AMO's in both categories during the Spring 2013 TCAP. Fourth grade reading was one of our highest achieving levels.	While HCES has experienced some success increasing overall student growth, we have not seen the same level of achievement within the subgroups of Economically Disadvantaged and Students with Disabilities. According to Spring 2013 TCAP data we missed our AMO's with ED vs. Non-ED in reading and missed SWD vs. Non-SWD in math.
	Underlying Reasons for Progress:	Underlying Reasons for Challenge:
	In the past, we have had two reading interventionist working with students. We have also sent numerous teachers to CCSS training to extend their knowledge and skills in breaking down standards and rigorous teaching strategies. HCES has also used the computer based IXL math program to increase math competencies. Last year we were awarded a Focus Grant in which we hired two para-professionals to work with identified students. We also subscribed to Learning A-Z website which teachers used to increase reading skills.	HCES is the only elementary school in Hancock County. It is a rural Appalachian community with a struggling society of poverty faced families, with basic or below basic educational achievement and a high rate of unemployment. The lack of parental influence in the educational life of our students is easily detected in the school and the lack of participation that is shown toward academic success. Of the Hancock County residents only 68.3% of adults hold a high school diploma while 7.4% have attained a Bachelor's degree or better. HCES students do not have the help at home from caregivers or the technology to complete assignments due to the economic disadvantages of Hancock County.
Goals for 2012-13 school year:	<i>* Please consult with your district regarding goals and AMO targets for Achievement and Gap Closure.</i>	
Plan for this school year:	Key strategies to achieve goals:	
	Strategies: <ol style="list-style-type: none"> 1. 4th and 5th grade departmentalization with teachers teaching to their strengths. 2. Extensive CCSS training in both RLA and math. 3. Adding a new reading interventionist and focusing on the five components of reading with identified students. K-1, 2-3, and 4-5 will be the breakdown. 4. Developing and implementing a teacher mentor program. 5. Grade level PLC meetings to share appropriate best practices and strategies. 	

Implementation Plan:

1. Fourth and Fifth grade departmentalization using teachers teaching to their strengths in subject matter. Scheduling classes according to their strengths and placing a focus on reading and math in all subject areas. Teachers will use the data from the universal screener to increase knowledge in all skills.
2. Every grade level representative attended summer training for both math and RLA CCSS training provided by the state. Team members who attended training over the summer have begun training their grade level colleagues. We are fortunate to have a CCSS Coach who is meeting with grades K-3 to re-teach what was covered during the summer trainings.
3. Beginning school year 13-14 a third reading interventionist has been hired to focus on the five components of reading with identified students. We now have the opportunity to provide one interventionist per two grade levels; K-1, 2-3, and 4-5 will be the breakdown. Reading interventionist will use the data from the universal screener to enable them to teach the desired need of identified students.
4. Due to the influx of new teachers within HCES we will develop and implement a teacher mentor program for new hires or teachers who have changed grade level positions within the building. This will be a focus during grade level PLC meetings.
5. Grade level PLC meetings will be held weekly to discuss and share appropriate best practice and strategies. This time will also be used to view Powerpoints and videos demonstrating best practices and suggested techniques for rigorous teaching.

Desired Outcomes:

- To meet the desired AMO's in both math and RLA.
- To improve teaching strategies within the classroom and increase the level of effectiveness of teachers.
- To focus on and improve student success within the five components of reading.
- To use the data from the universal screener and show an increase in skill level in identified students.
- To enable new teachers to gain a positive attitude and not feel overwhelm with their first year of teaching.

Describe how this specific strategy will help you achieve your goals for the 2013-2014 school year and address areas of challenge from the past year:

1. Using the level of effectiveness for previous teachers they have been placed teaching within their area of strength. New teachers placed within these areas may demonstrate a challenge.
2. CCSS training completed over the summer has made the adjustment to change appear smoother. The training also brought on an "open your eyes" experience to the new CCSS reading series adopted. It left our teachers with a better understanding of how important reading is in other subject matter as well.
3. Adding a new reading interventionist has been justified with the study of SAT10 scores and the transition into 3rd grade TCAP test. Focusing on the five components of reading based on universal screener scores should increase student knowledge.
4. Developing a teacher mentor program should allow new teachers or teachers who have changed grade levels within the school a chance to gain

	<p>appropriate insight to grade level standards. Techniques and best practices should also allow them to better grasp the needs within the classroom.</p> <p>5. Grade level PLC meetings on a weekly basis has proven beneficial in the past due to the team being able to share appropriate best practices and effective strategies as well as share materials and review test scores thoroughly.</p>	
Key benchmarks for progress on strategies:	Benchmark:	Timeline:
	Universal screener will be given three times this school year which will show weaknesses in teaching methods and/or student weaknesses.	September, December, May
	Teacher evaluations and walkthroughs completed on every teacher by certified evaluators.	Continuous throughout the school year 2013.
	TCAP Writing, TCAP spring testing and SAT10 scores.	Spring 2013.