

2015-16 Tennessee School Improvement Planning Template

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

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| School Name: | Poplar Grove Middle School | |
| Accountability status: | Reward, Focus, or Priority if applicable. REWARD!!! | |
| Analysis of last year's final results: | Areas of Greatest Progress: | Areas of Greatest Challenge: |
| | <p>Increased achievement in 7th grade Math from 65.2% in 2013-2014 to 76.5% in 2014-2015.</p> <p>Increased achievement in 5-8 Math from 75.2% in 2013-2014 to 79.6% in 2014-2015.</p> <p>Increased achievement in 5-8 Reading/Language Arts from 74.2% in 2013-2014 to 75.4% in 2014-2015.</p> <p>Closed the achievement gap in 5-8 Reading between Economically Disadvantaged Students and Non-Economically Disadvantaged Students from 36.8% in 2012-2013 to 36.6% in 2013-2014.</p> | <p>Decreased achievement in 7th grade Reading/Language Arts from 82.1% in 2013-2014 to 70.4% in 2014-2015.</p> <p>Achievement gap increased between Students with Disabilities and Students without Disabilities in Reading/Language Arts from 34.9% to 41.4% in 2014-2015.</p> |
| | Underlying Reasons for Progress: | Underlying Reasons for Challenge: |
| | <p>For the third year concurrently, PGMS has a process for identifying students who struggle through the Academic Support Team.</p> <p>After School Tutoring is available to students in both Language Arts and Math weekly.</p> <p>Teachers use a 45 minute instructional block for intense intervention to close achievement gaps and address areas of deficit; as well as enrichment to stretch high achieving students. In addition to this, some identified students, 2 out of 4 days during the week, receive additional support for 30 minutes during their related arts classes.</p> | <p>In the 2015-2016 school year, teachers transitioned from teaching Common Core State Standards to Tennessee Academic Standards.</p> <p>A 7th grade Reading/Language Arts teacher was on medical leave for nine-weeks in the 2014-2015 school year.</p> <p>Poplar Grove Middle School continues to adjust to the significant on-going population change in comparison to previous years.</p> |

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| <p>Goals for 2015-16 school year:</p> | <p>Annual Measureable Objectives (Overall Achievement): Reading (5-8): increase percentage of proficient/advanced from 75.2% to 76% Math (5-8): increase percentage of proficient/advanced from 79.6% to 80.4% Reading (7): increase percentage of proficient/advanced from 70.4 to 71% Math (7): increase percentage to proficient /advanced from 76.5% to 77.6%</p> <p>Annual Measureable Objectives (Gap Closure): Reading 5-8 (Black/Hispanic/Native American vs. All Students): decrease percentage of proficient/advanced from 22.7% to 15.8% Math 5-8 (Black/Hispanic/Native American vs. All Students): decrease percentage of proficient/advanced from 15.0% to 13.5% Reading 5-8 (Economically Disadvantaged vs. Non-Economically Disadvantaged): decrease percentage of proficient/advanced from 34.3% to 31% Math 5-8 (Economically Disadvantaged vs. Non-Economically Disadvantaged): decrease percentage of proficient/advanced from 32.1% to 30.8% Reading 5-8 (Students With Disabilities vs. Students Without Disabilities): decrease percentage of proficient/advanced from 41.4% to 40.3% Math 5-8 (Students With Disabilities vs. Students Without Disabilities): decrease percentage of proficient/advanced from 48.3% to 39.5%</p> | |
| <p>Plan for this school year:</p> | <p>Key strategies to achieve goals:</p> <ol style="list-style-type: none"> <p>Strategy: Reduce student to teacher ratio in Tier 2A and 2B intervention. Implementation Plan: The master schedule was created to have each grade level's intervention period at a different time. This will allow the interventionist to serve a smaller number of students. Desired outcomes: Students will increase level of proficiency in Reading 5-8 and Math 5-8. Projected costs and funding sources: No additional funding 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: The reduction of student to teacher ratio will increase teacher contact for all students in order to remediate and enrich instruction. The use of systematic interventions in students' areas of deficit will aid in the increase of achievement scores as well as reduce gap closures.</p> <p>Strategy: Professional Development Implementation Plan: Provide on going Professional Development to be implemented in core instruction and intervention. Desired outcomes: The faculty is trained on more systematic interventions to use with fidelity in Tier II and Tier III instruction. Projected costs and funding sources: No additional funding 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: Teachers will gain more tools in their toolbox to help differentiate instruction and utilize resources beyond the curriculum. This plan will also allow teachers to assess, monitor, and intervene student progress and drive gains in student achievement.</p> | |

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| | <p>3. Strategy: Professional Development (TVAAS) Implementation Plan: Provide continuous Professional Development to support teachers as they delve into data and student quintiles. Desired outcomes: Using quintile information, teachers are aware and should consider their teaching strategies, best practices, and lesson differentiation to meet the needs of the students in their class. Projected costs and funding sources: No additional funding 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: Once teachers are aware of the quintile where their students show the most growth or the area with the least amount of growth, they can use this information to help gauge classroom instruction, needed differentiation, and next steps.</p> <p>4. Strategy: Professional Development (Differentiation) Implementation Plan: Provide on going Professional Development to teachers to ensure appropriate differentiation in every classroom. Desired outcomes: In any given classroom each student is appropriately being challenged due to the differentiation that is occurring in the classroom. Projected costs and funding sources: No additional funding 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: All student achievement will be positively impacted, increasing the percentage of proficient and advanced students and reducing the gap closure in every group.</p> <p>5. Strategy: As part of the Related Arts rotation, some students will receive an additional class period of reading intervention. Implementation Plan: 6th graders receive additional intervention twice a week during their Related Arts rotation from the 5th grade special education teacher. Desired outcomes: The additional instructional time with a special education teacher and a smaller group of students will increase the student's foundational knowledge and allow academic growth. Projected costs and funding sources: No additional funding Describe how this specific strategy will help you achieve your goals for the 2013-14 school year and address areas of challenge from the past year: With this strategy, we are targeting 6th grade students in Math. This allows another opportunity to provide instruction in student's areas of deficit and to build the required foundational skills for mastery and improvement in student achievement.</p> |
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| Key benchmarks for progress on strategies: | Benchmark: | Timeline: |
| | Universal Screener- STAR assessment for Reading and Math | 1 st window -8/7/15- 10/7/15 2 nd window- 10/8/5- 12/18/15 3 rd window-1/7/16- 3/11/16 4 th window- 3/14/16- 5/25/16 |
| | Math and Reading intervention or enrichment is provided daily for all students. | Daily intervention for Math and/or Language Arts. Data is tracked for all students |
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