

**2014 - 15 Tennessee School Improvement Planning Template**

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| School Name:                           | Freedom Intermediate School  |   |
| Accountability status:                 |  |   |
| Analysis of last year's final results: | Areas of Greatest Progress:  | Areas of Greatest Challenge:  |
|  | <b>Proficient/Advanced Improvements (2012-13 to 2013-14 Achievement)</b><br><br>Hispanic:<br>Math 67.5% to 77.3% (9.8% gain)<br><br>Economically Disadvantaged (ED):<br>Math 63.4% to 68.7% (5.3% gain)<br><br>Black/Hispanic/Native American:<br>Math 62.9% to 67.8% (4.9% gain)<br><br>Math 5 <sup>th</sup> & 6 <sup>th</sup> grade: 3.4% gain   | <b>Proficient/Advanced Challenges (2012 - 13 to 2013-14 Achievement)</b><br><br>Economically Disadvantaged (ED):<br>Reading 63.8% to 52.1% (11.7% loss)<br><br>African American:<br>Reading 55.7% to 45.8% (9.9% loss)<br><br>Students with Disabilities:<br>Reading 53.6% to 44.7% (8.9% loss)<br><br>Reading 5 <sup>th</sup> & 6 <sup>th</sup> grade: 6.2% loss   |
|  | Underlying Reasons for Progress:   | Underlying Reasons for Challenge:   |
|  | <ol style="list-style-type: none"> <li>1. After school tutoring with transportation was provided to students that were identified as at risk and/or close to proficiency.</li> <li>2. Teachers provided consistent differentiation in Tier 1 math instruction and monitored student progress toward SPIs on a weekly basis.</li> </ol>   | <ol style="list-style-type: none"> <li>1. Some students in these subgroups require intervention in both reading and math. The master schedule only allowed for two to three days of intervention a week. The extra-curricular activities offered during this same intervention time conflicted with academic intervention.</li> <li>2. Delivering whole group instruction and allowing for small group instruction within a 57 minute class period is challenging.</li> <li>3. Too much instructional time devoted to preparing for writing assessment rather than incorporating this instruction throughout the year.</li> </ol> |
| Goals for 2014-2015 school year:       | <ol style="list-style-type: none"> <li>1. Overall student proficiency percentage in Reading/Language Arts (all subgroups) will increase from 70.7% to 72.5% in 2014 - 15.</li> <li>2. Overall student proficiency in Math (all subgroups) will increase from 81.0% to 82.2% in 2014 - 15.</li> <li>3. Gap Closure Goals                             <ol style="list-style-type: none"> <li>a. LEP and Non-LEP: close Reading from 48.7% to 45.7%</li> <li>b. Students w/ Disabilities and Non-SWD: close Math from 35.2% to 33.0%</li> </ol> </li> </ol> |   |

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|                                   | <p>c. Economically Disadvantaged: close Reading from 31.3% to 29.3%</p> <p>4. Subgroup Goals: Increase proficiency in:</p> <p>a. 5<sup>th</sup> &amp; 6<sup>th</sup> grade ED students in reading from 52.1% to 55.1%</p> <p>b. 5<sup>th</sup> &amp; 6<sup>th</sup> grade African American students in reading from 45.8% to 49.2%</p> <p>c. 5<sup>th</sup> &amp; 6<sup>th</sup> grade Students w/ Disabilities in reading from 44.7% to 48.1%</p>  |
| <p>Plan for this school year:</p> | <p>Key strategies to achieve goals:</p> <ol style="list-style-type: none"> <li> <p><b>Strategy:</b> Increase instructional time to 90 minutes for both reading and math in both 5<sup>th</sup> and 6<sup>th</sup> grade.</p> <p><b>Implementation Plan:</b> Create a master schedule to accommodate this strategy</p> <p><b>Desired outcomes:</b> Teachers will have more instructional time to provide whole group instruction, differentiated groups, and integrate more curriculum standards within daily instruction.</p> <p><b>Projected costs and funding sources:</b> NA</p> <p><b>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:</b> Teachers will have more time to work with students and determine readiness for curriculum standards. Having additional instructional time helps with reviewing material and determining individual student readiness for learning new material.</p> </li> <li> <p><b>Strategy:</b> Continue to use the Math and Reading Coaches as supports for teachers and not interventionists for students.</p> <p><b>Implementation Plan:</b> Schedule regular meetings with coaches to support their efforts of providing resources, modeling, and presentation of new material and strategies for our teachers.</p> <p><b>Desired outcomes:</b> Having the coaches focus their attention specifically on helping teachers with TIER I and TIER 2 will increase teacher effectiveness there in turn increase student progress and achievement.</p> <p><b>Projected costs and funding sources:</b> N/A</p> <p><b>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:</b> Coaches have a greater impact on a significantly more students by working with teachers on lesson planning, TIER 1 &amp; TIER 2 instructional strategies, differentiation, and progress monitoring than providing intervention to a small group of students</p> </li> <li> <p><b>Strategy:</b> Students monitor their own progress toward academic goals.</p> <p><b>Implementation Plan:</b> Begin working with TIER 2 students to identify their reading and math proficiency level based on TCAP and August STAR Reading and STAR Math scores. Students will keep a bar graph of progress made bi-weekly after taking the STAR tests.</p> <p><b>Desired outcomes:</b> Students will become more aware of their scores and take ownership for the amount of progress they are making. This should then increase their motivation to succeed and move more quickly to a proficient level.</p> <p><b>Projected costs and funding sources:</b> STAR Enterprise purchased with district funds.</p> <p><b>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:</b></p> </li> </ol> |

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|  | <p>As students become responsible for their learning, they will experience more success, begin to master the curriculum, perform better on tests, and eventually increase proficiency in reading and math achievement.</p> <p>4. <b>Strategy:</b> Provide Academic Focus everyday for students below the 25%ile</p> <p><b>Implementation Plan:</b> Create a master schedule that allows for students to attend Academic Focus Classes everyday for a minimum of thirty minutes. Within this academic time, teachers will implement specific instructional strategies and interventions to accelerate student learning.</p> <p><b>Desired outcomes:</b> Increase in proficiency levels students in reading and math. Specific identification of students in greatest need of TIER 2, TIER 3 interventions, and those in need of a referral to the Academic Support Team.</p> <p><b>Projected costs and funding sources:</b> Cost of Read Live Program \$200 funded by school fundraising money.</p> <p><b>Describe how this specific strategy will help you achieve your goals for the 2012-13 school year and address areas of challenge from the past year:</b> Through continuous data monitoring, students will receive the proper interventions necessary to insure success. Teachers will use subgroup tracker spreadsheet in PLCs based on most recent STAR and Aims web data to track student progress to higher proficiency levels. Using this data will also insure instruction for every student is being adjusted to meet his or her educational needs.</p> |   |
| Key benchmarks for progress on strategies: | Benchmark:   | Timeline:   |
|  | 1. Students Monitoring their own data  | <p>August 2014: Reading and Math Tier 2 &amp; 3 teacher/s monitor student data regularly. Tier 1 math students track their progress on weekly TCAP reviews in a data notebook.</p> <p>December 2014: Expand student data notebooks in reading TIER 1 after second STAR Benchmark.</p> |
|  | 2. Implement RTI2 regulations  | <p>September 2014 begin fidelity monitoring of TIER 2B &amp; 3 instruction in fifth grade according to RTI2 guidelines</p> <p>October 2014 begin fidelity monitoring of TIER IIB &amp; III instruction in sixth grade according to RTI2 guidelines</p>                                |

