

Chester County Middle School

Improvement Plan

Cristy Swope, Principal

November 1, 2011

2011 Revised Tennessee School and District Improvement Plan Template

School:	Chester County Middle School * <i>*Figures are for 4th and 5th grades only</i>	
District:	Chester County School District	
Analysis of last year's final results:	Areas of Greatest Progress:	Areas of Greatest Challenge:**
	<p>Math:*</p> <p>4th Grade – 20.7% gain (from 28.4% to 49.1% proficient/advanced students)</p> <p>5th Grade – 18.6% gain (from 27.5% to 46.1%)</p> <p>Total – 20.0% gain (from 28% to 48%)</p> <p>White – 21.9% gain (from 30.7% to 52.6%)</p> <p><u>TVAAS (1-yr.)</u></p> <p>4th Grade – 7.1 NCE gain</p> <p>5th Grade – 3.2 NCE gain</p> <p><u>TVAAS (3-yr. ave.)</u></p> <p>4th Grade – 2.7 gain</p> <p>Reading:*</p> <p>4th Grade – 2.9% gain (from 48.5% to 51.4% proficient/advanced students)</p> <p>5th Grade – 2.3 gain (from 46.9% to 49.2% proficient/advanced students)</p> <p>Total – 2.4% gain (from 47.7% to 50.1%)</p> <p>White – 1.5% gain (from 52.5% to 54.0%)</p> <p><u>TVAAS (1 yr.)</u></p> <p>4th Grade – 3.0 NCE gain</p> <p><u>TVAAS (3-yr. ave.)</u></p> <p>4th Grade – 2.28 NCE gain</p> <p><i>*Note: See other gains in Areas of Challenge.</i></p>	<p>Math:</p> <p>African-American – 6% gain, but still at only 18.0% proficient/advanced</p> <p>Students w/Disabilities – 2.3% gain, but still at only 27.3% proficient/advanced</p> <p>Econ. Disadvantaged – 18.7% gain, but still at only 31.8% proficient/advanced</p> <p><u>TVAAS – (3-yr. ave.)</u></p> <p>5th Grade – 5.91 NCE loss</p> <p>Reading:</p> <p>African-American – 9.3% gain, but still at only 30.0% proficient/advanced</p> <p>Students w/Disabilities – 4.0% gain, but still at only 42.0% proficient/advanced</p> <p>Econ. Disadvantaged – 4.4% gain, but still at only 42.0% proficient/advanced</p> <p><u>TVAAS – (1 yr.)</u></p> <p>5th Grade – 1.3 NCE loss</p> <p><u>TVAAS (3-yr. ave)</u></p> <p>5th Grade – 4.51 NCE loss</p> <p><i>**Note: Gains in percent proficiency were made by all subgroups; however, achievement levels for the listed subgroups are still low and gaps between subgroups are significant.</i></p> <p>(The Hispanic and LEP subgroups were less than 10. There were no Asian, Pacific Islanders or Native Americans.)</p>

	<p>Source of Progress:</p> <p>Math:</p> <ol style="list-style-type: none"> 1. Teachers focused more on standards and less on textbooks. 2. The school added 15 to 30 additional minutes to math instruction. 3. Teachers implemented formative instruction and assessment after participating in Battelle for Kids learning modules. 4. 5th grade teachers each had an assistant with a degree. <p>Reading:</p> <ol style="list-style-type: none"> 1. Teachers focused more on standards and less on textbooks. 2. Teachers implemented formative instruction and assessment after participating in Battelle for Kids learning modules. 3. Teachers became more familiar with the level of questions in TCAP and provided students with the same in their classrooms. 4. Each teacher in 5th grade had an assistant to help with centers and small group instruction. 	<p>Source of Challenge:</p> <p>Math and Reading:*</p> <ol style="list-style-type: none"> 1. After-school transportation was an issue for many students who needed to participate in tutoring opportunities. 2. Formative assessment data were not used to fully maximize learning opportunities for struggling students. 3. Subgroups were not specifically targeted for intervention. 4. Teachers were not universally skilled in differentiated instruction and it was not implemented to the degree needed. <p><i>*Note: Good gains were made in all subgroups; however, achievement levels for the above listed subgroups are still low and gaps between subgroups are significant.</i></p>												
Goals for this school year:	<p>Overall Achievement Goals: (Aligned to First to the Top Goals)</p> <p>For 2011-2012, the percent proficient/advanced on TCAP Math will increase by at least 5% (from 48% to 53%).</p> <p>For 2011-2012, the percent of students proficient/advanced on TCAP Reading will increase by at least 5% (from 50% to 55%).</p> <p>For 2011-2012, the percent of students proficient/advanced on TCAP Science will increase by at least 5% (from 44% to 49%).</p> <p>Subgroup Goals: (List each subgroup individually) – For 4th and 5th Grades Only</p> <p>For 2011-2012, the percent proficient/advanced on TCAP Math will be as follows:</p> <table border="0"> <tr> <td>African-American:</td> <td>Increase by 15% (from 18% to 33%)</td> </tr> <tr> <td>Econ. Disadv:</td> <td>Increase by 7% (from 32% to 39%)</td> </tr> <tr> <td>Students/Disabilities:</td> <td>Increase by 7% (from 27% to 34%)</td> </tr> <tr> <td>White:</td> <td>Increase by 5% (from 53% to 58%)</td> </tr> </table> <p>For 2011-2012, the percent proficient/advanced on TCAP Reading will be as follows:</p> <table border="0"> <tr> <td>African-American:</td> <td>Increase by 15% (from 30% to 45%)</td> </tr> <tr> <td>Econ. Disadv:</td> <td>Increase by 7% (from 42% to 49%)</td> </tr> </table>		African-American:	Increase by 15% (from 18% to 33%)	Econ. Disadv:	Increase by 7% (from 32% to 39%)	Students/Disabilities:	Increase by 7% (from 27% to 34%)	White:	Increase by 5% (from 53% to 58%)	African-American:	Increase by 15% (from 30% to 45%)	Econ. Disadv:	Increase by 7% (from 42% to 49%)
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	<p>Other Required Goal Areas:</p>
	<p>TVAAS Math: For 2011-2012, the school NCE average score will increase by 3 NCEs (55 to 58). TVAAS Reading: For 2011-2012, the school NCE average score will increase by 3 NCEs (51 to 54). Attendance: For 2011-2012, the attendance rate will meet or exceed 95%.</p>
<p>Plan for this school year:</p>	<p>Key strategies to achieve goals:</p> <ol style="list-style-type: none"> 1. Teachers will have <u>common planning time</u> by grade levels in order to work collaboratively on lessons, teaching strategies, and assessments. They will also use this time to analyze data and make plans for re-teaching of skills, small group instruction, remediation, and one-on-one tutoring. 2. Students will have <u>90 minutes of instruction</u> in math and reading each day. 3. An <u>on-site instructional coach</u> will facilitate grade-level meetings, assist teachers in lesson planning, provide support to new teachers, assist and/or create formative assessments, and help gather and analyze data. 4. <u>Curriculum Pacing guides</u> has been developed and will be followed by all teachers. 5. <u>9-week assessments and ThinkLink</u>, correlated to the curriculum pacing guides, will be administered to all students. 6. <u>Analysis of formative assessment data</u> will be used to inform instruction and identify students for additional learning opportunities. 7. All <u>teachers will have data notebooks</u> with school, grade, class, and student levels of data. 8. All <u>students will have data notebooks</u> to enhance their and their parent’s awareness of current achievement and help them set goals for future achievement. 9. <u>Data teams</u> are in place and will be trained by district personnel. 10. Teachers will relate learning to everyday life and <u>make learning more relevant</u> to students. <p>Key strategies to achieve progress for students with the greatest need:</p> <p>Math and Reading:</p> <ol style="list-style-type: none"> 1. Teachers will <u>focus on individual, class, and grade-level student performance data</u> from past performance and from classroom/district assessments to identify students with the greatest need and provide additional/appropriate learning opportunities. 2. Teachers will use <u>small group instruction</u> and <u>differentiated instruction</u> to ensure that students are being provided targeted instruction based on needs. 3. Struggling students will be pulled out for <u>individual computer-based tutoring and one-on-one tutoring for special education</u>. 4. A <u>Math Boot Camp</u> will be held during the spring, prior to TCAP. Student growth will be measure in order to assess the effectiveness of the camp and under what conditions effectiveness occurs. 5. Teachers will have <u>improvement goals for all subgroups</u> and will drill down to the individual students to determine how to meet those goals.

	<p>Science:</p> <p>1. Thinklink testing in science will be administered for all students.</p> <p>2. Teachers will divide science SPI's up and create lessons that are laser focused. Teachers will gather TCAP like questions to go along with lesson. These will be shared with all grade level teachers.</p>															
	<p>Projected costs and funding sources for key strategies:</p>															
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<p>Benchmarks for Progress</p>	<p>Benchmark:</p>	<p>Timeline:</p>														
	<p><u>9-Week Assessments</u></p> <p>Math</p> <p>45% proficient/advanced - October</p> <p>50% Proficient/advanced - December</p> <p>55% Proficient/advanced - March</p> <p>Reading</p> <p>50% proficient/advanced - October</p> <p>55% Proficient/advanced - December</p> <p>60% Proficient/advanced - March</p>	<p>Administered to all students on:</p> <p>October, 2011</p> <p>December, 2012</p> <p>March, 2012</p>														
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	<p>All grade levels meet weekly to cooperatively discuss lesson plans, share teaching strategies/ materials, analyze data, and contemplate implications of the same.</p>	<p>Grade-level meetings are on Thursday of each week.</p> <p>October – Discuss 1st 9-week assessment</p> <p>December – Discuss 2nd 9-week assessment</p> <p>March – Discuss 3rd 9-week assessment.</p>														