

Bailey Station Elementary School Annual Plan (2019 - 2020)

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Improve Math Achievement - overall and subgroups					
BSE will increase the percentage of students performing at O/M by 1.3%, from 77.6% to meet or exceed 78.9% with an emphasis on fourth grade overall, and SWD and BHN across grades 3-5.					
Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>Math- specific Professional Development Provide grade- level, math-specific professional development that delves into the math TN academic standards, newly developed math scope and sequences, valid and reliable assessments, and better understanding of intervention using data.</p> <p>Benchmark Indicator K-5 Math PLC: Admin will work with teachers in PLC's to improve instructional practices using data from STAR and CASE21. From these discussions the school will provide professional development that matches the needs of the teachers. K-5 STAR data will a measure used three times per year to gauge student successCASE21 (math)--Grades 3-5 will use this as a measure three times per year to gauge student success for TNReady</p>	<p>Standards Based Professional Development Provide math standards-based PD where math teachers assigned to grades 3-5 will revisit and deconstruct the math standards, learn better techniques for teaching math as well as putting together assessments to show if growth is happening.</p>	Cindy Tesreau, Deanna Jones and Miranda Manley	05/22/2020		
	<p>PD: Professional Learning Communities Grade levels will revisit PLC structures and protocols with school admin team by securing Professional Development services through Solution Tree, an organization that specializes in all-things PLCs. This PD will help to shape and guide mathematical conversations and deepen the understanding of math TN academic standards and students' expected learning outcomes.</p>	Deanna Jones and Miranda Manley	05/22/2020		

<p>Math Intervention Plans for Individual Learners Teachers working together with admin, interventionist and central office staff will look at data, break it apart and put a name to each student and their areas of need. Teachers will provide tailored math-specific interventions.</p> <p>Benchmark Indicator Grades K-5 CBM Universal Screener (math): Benchmarks are administered 3xs per year; progress will be measured; subgroup improvement/declines will also be monitored. Teacher Made Assessments will be used to monitor progress of students and to change intervention as needed. STAR Math Growth Reports will be used by teachers to measure growth and to look at areas of need. CASE21 (math)--Grades 3-5 will be used by teachers to predict success on TNReady and will give teachers data to improve the intervention process.</p>	<p>Identify Individual Students' Math Skills Deficits Teachers and administration will disaggregate multiple data sources to determine students' math deficits using 2019 TCAP, easyCBM, CASE21, and STAR math. Teachers will pull out those students who are in our historically underserved student groups (BHN, EL, SWD, ED).</p>	<p>Cindy Tesreau, Deanna Jones, Miranda Manley, Michelle Miller</p>	<p>05/22/2020</p>		
	<p>Design personalized action plans to meet student-specific math needs. Teachers will use the information gathered from data sources to develop personalized action plans for each student that will help the student meet their specific math needs.</p>	<p>Cindy Tesreau, Deanna Jones, Miranda Manley, Teachers</p>	<p>05/22/2020</p>		
	<p>Meeting the needs of subgroups BHN and SWD Teachers and Admin will work with Resource S teachers to help individualize educational programming for our students with an IEP in the area of math and will use strategies in the co-teaching classroom to help meet the needs of these students.</p>	<p>Cindy Tesreau, Deanna Jones, Miranda Manley, Amanda Apperson, Tricia Owen</p>	<p>05/22/2020</p>		
<p>Increase ELA achievement overall and in subgroups BSE will increase the percentage of students performing at O/M by 1.3%, from 69.8% to meet or exceed 71.1% with an emphasis on fifth grade SWD as well as 3rd grad BHN.</p>					

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<p>ELA - specific Professional Development Provide grade- level, ELA-specific professional development that delves into the ELA TN academic standards, newly developed ELA scope and sequences, valid and reliable assessments, and better understanding of intervention using data.</p> <p>Benchmark Indicator K-5 STAR ELA data will be used three times per year to gauge student growth and areas of need for teachers as well as students. CASE21 (math)--Grades 3-5 will be used three times per year to show/predict how students will perform on TNReady. This information will be used to plan for professional development using this data. Teacher Assessments will be used by teachers throughout the lessons to indicate how well students are learning and where needs exist for teachers to have professional development.</p>	<p>Standards Based Professional Development Provide ELA standards-based PD where ELA teachers assigned to grades 3-5 will revisit and deconstruct the ELA standards, learn better techniques for teaching ELA as well as putting together assessments to show if growth is happening.</p>	Cindy Tesreau, Deanna Jones, Miranda Manley	05/22/2020		
	<p>PD: Professional Learning Communities Grade levels will revisit PLC structures and protocols with school admin team to help refine our PLC process. This includes coffee chats and PD faculty meetings where information gleaned from Jason Andrews "Professional Learning Communities Workshop" will be presented to teachers to help revitalize the work they are already doing. The information will be geared to increasing student learning by addressing more specifically, intervention and the process involved to make it work for each child. Our hope is that by helping our teachers with solid professional development it will help to shape and guide mathematical conversations and deepen the</p>	Cindy Tesreau, Deanna Jones and Miranda Manley	05/22/2020		

	understanding of math TN academic standards and students' expected learning outcomes.				
<p>ELA Intervention Plans for Individual Learners Teachers working together with admin, interventionist and central office staff will look at data, break it apart and put a name to each student and their areas of need. Teachers will provide tailored ELA-specific interventions.</p> <p>Benchmark Indicator K-5 STAR ELA data will be used three times per year to gauge student growth and areas of to focus on for intervention.CASE21 (math)--Grades 3-5 will be used three times per year to show/predict how students will perform on TNReady. This data will be used to planning intervention groups.Teacher Assessments will be used by teachers throughout the lessons to indicate how well students are learning and where needs exist for better intervention.</p>	<p>Identify Individual Students' ELA Skills Deficits Teachers and administration will disaggregate multiple data sources to determine students' ELA deficits using 2019 TCAP, easyCBM, CASE21, and STAR math. Teachers will pull out those students who are in our historically underserved student groups (BHN, EL, SWD, ED).</p>	Cindy Tesreau, Deanna Jones and Miranda Manley	05/22/2020		
	<p>Design personalized action plans to meet student-specific ELA needs. Teachers will use the information gathered from all data sources to develop personalized action plans for each student that will help the student meet their specific math needs.</p>	Cindy Tesreau, Deanna Jones, Miranda Manley	05/22/2020		
	<p>Meeting the needs of subgroups BHN and SWD Teachers and Admin will work with Resource S teachers to help individualize educational programming for our students with an IEP in the area of ELA and will use strategies in the co-teaching classroom to help meet the needs of these students.</p>	Cindy Tesreau, Deanna Jones, Miranda Manley, Tricia Owen, Amanda Apperson	05/22/2020		

Chronic Absenteeism

The goal, here, is to increase the instructional availability of students identified as chronically absent, by identifying and responding to the root cause of student in this subgroup, thus potentially improving the success rate.

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<p>Professional Development Provide teachers with the background information, strategies, and tools needed to implement a multitiered approach to improving attendance and preventing chronic absences.</p> <p>Benchmark Indicator Monthly attendance rates (overall school and of underserved students, particularly the ED subgroup).</p>	<p>Researched Based Techniques and Strategies for Decreasing Chronic Absenteeism. BSE will use researched based techniques and strategies to help continue to decrease chronic absenteeism. We will share information with teachers through coffee chats, PD faculty meetings as well as grade level PLC's to help them in talking with parents about students who are chronically absent or late so that they can put actions in place to not be absent/late before it becomes a school issue.</p>	Deanna Jones	05/22/2020		
<p>Decrease Chronic Absenteeism Rates in grade levels/subgroups. Decrease the percentage of students that are chronically absent in first grade and subgroup ED.</p> <p>Benchmark Indicator Monthly Attendance Rates in first grade and all ED students.</p>	<p>Review Effectiveness of Current Attendance Policies and Procedures As a school we will look at how effective our current attendance practices are with input from teachers, parents and students. We will then use this information to make changes as needed.</p>	Cindy Tesreau	05/22/2020		
	<p>Identify Incentive Programs for All Students As a school our leadership team will help to Identify ways to increase attendance especially among first graders and ED students. We will present this program or incentive to all students with the hope that it will help to increase the attendance of all of our students.</p>	Deanna Jones, Cindy Tesreau	05/22/2020		