

**2014-15 Tennessee School Improvement Planning Template (Mathematics)**

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

<b>School Name:</b>	<b>Towne Acres Elementary School</b>	
<b>Accountability status:</b>	Reward, Focus, or Priority if applicable <b>Reward status in performance and progress</b>	
<b>Analysis of last year's final results:</b>	<b>Areas of Greatest Progress:</b>	<b>Areas of Greatest Challenge:</b>
	Percentage of students who are proficient or advanced in mathematics and the growth in their achievement scores as they progress through the grades.	Closing the achievement gap between our students identified as economically disadvantaged and the non-economically disadvantaged group.
	<b>Underlying Reasons for Progress:</b>	<b>Underlying Reasons for Challenge:</b>
	Teachers differentiate instruction for our students in grades K-4. Instruction is data driven. Available resources, such as RTI assistants, are used to target students who need the most help.	The gap is 13.4% (which is down from 22.4% for the previous year) for mathematics. Our goal is for all of our students to demonstrate at least one year's growth each year. Students in all quintiles grew and the gap did close considerably. Our goal is to keep the gap between the two groups of students below 20 percentage points. The state gap is 26.6%.
<b>Goals for 2014-15 school year:</b>	* <i>Please consult with your district regarding goals and AMO targets for Achievement and Gap Closure.</i> Based on current Annual Measurable Objectives, at least 87% of third grade students and 92.9% of third and fourth grade students (combined) will score in the proficient or advanced range on the TCAP <b>Mathematics</b> Achievement Test for the 2014-2015 SY.	
<b>Plan for this school year:</b>	<p><b>Key strategies to achieve goals:</b></p> <ol style="list-style-type: none"> <li> <p><b>Strategy:</b> Daily spiraling math preview and review in grades K-4.</p> <p><b>Implementation Plan:</b> Provide daily math tasks that require students to work through models, use vocabulary, and break the problem into steps to solve and explain answers.</p> <p><b>Desired outcomes:</b> Students will develop the ability to justify their answers and think about various options as they solve math problems.</p> <p><b>Projected costs and funding sources:</b> \$0- Funded by parents and fee waiver supply money for the cost of paper and pencils.</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> This strategy will help us meet our Annual Measurable Objectives for Mathematics and reduce the gap between our students identified as economically disadvantaged and the non-economically disadvantaged group.</p> </li> <li> <p><b>Strategy:</b> Before and after school extended learning opportunities to support students in grades 2, 3, and 4.</p> <p><b>Implementation Plan:</b> Examine benchmark data from the first 9 Weeks grading period and identify students who need support and extra teaching to become fully proficient on standards that they are currently not proficient.</p> </li> </ol>	

**Desired outcomes:** Close achievement gaps that exist between our students in grades 3 and 4.

**Projected costs and funding sources:** Extended contracts and Safety Net funding through the Johnson City Schools will pay for the programs.

**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:**

This strategy will help us meet our Annual Measurable Objectives for Mathematics and reduce the gap between our students identified as economically disadvantaged and the non-economically disadvantaged group.

3. **Strategy:** Ongoing Staff Development with the system-wide Math Coach.

**Implementation Plan:** Teachers will work two hours per month with the Math Coach to refine lesson plans, learn best practices, and review formative assessment data.

**Desired outcomes:** All grade level teachers will continue to refine instructional practices and collaborate with teachers on their grade level, school, and teachers in other schools. As a result of these interactions, students will benefit from mathematics instruction and practice activities that are differentiated to meet their needs.

**Projected costs and funding sources:** The system-wide Math Coach is provided by the Johnson City Schools.

**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 in every grade level will participate in rich conversations about current best practices as they plan and teach students the curriculum.

<b>Key benchmarks for progress on strategies:</b>	<b>Benchmark:</b>	<b>Timeline:</b>
	Math Assessments and Mathematics Benchmarks in grades K-4	October 2014
	Math Assessments and Mathematics Benchmarks in grades K-4	December 2014
	Math Assessments and Mathematics Benchmarks in grades K-4	March 2015